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School of Social and Systemic Studies 1993-1994 Catalog

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NOVA UNIVERSITY

SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

1993-1994 Catalog

DEPARTMENT OF FAMILY THERAPY
DEPARTMENT OF DISPUTE RESOLUTION
FAMILY SYSTEMS HEALTH CARE PROGRAM
FAMILY AND BUSINESS INSTITUTE

SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

1993-1994 Catalog

Policies and programs set forth in this catalog are effective through June 30, 1994. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

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, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

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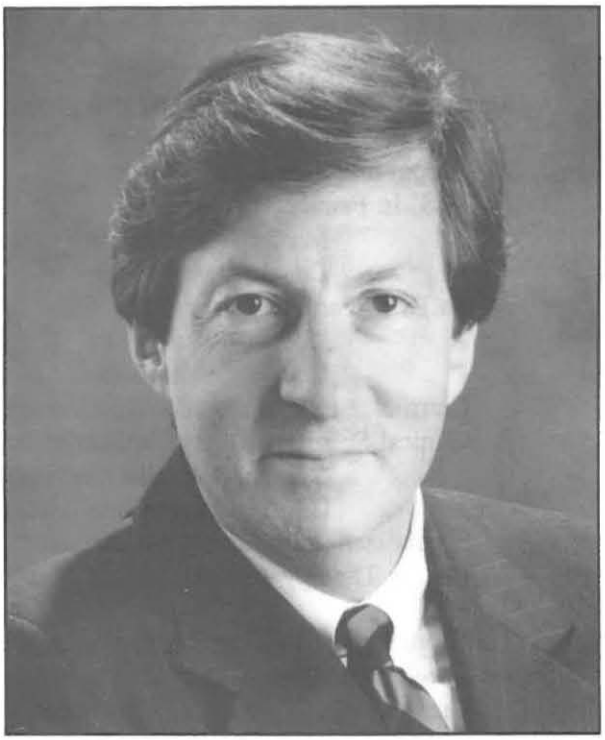
President's Message



Stephen Feldman, Ph.D.
President
Nova University

Nova University has distinguished itself as an innovative, student-oriented private institution. The University's growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova's adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.

Nova University

Nova University is an independent, nonsectarian, nonprofit university chartered by the State of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and The Family Center. The University School is a demonstration school serving children from preschool through high school preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind.

Nova University's centers and programs share a common mission - to educated students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University education plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Mission Statement

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

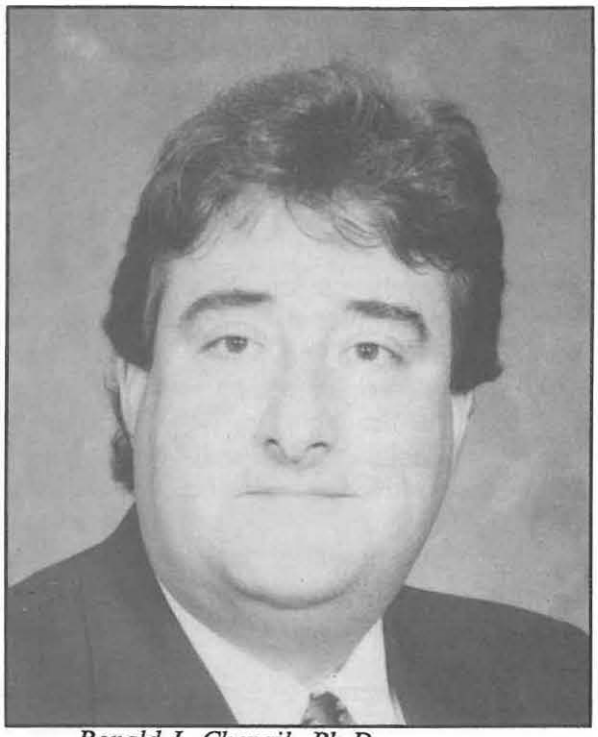
Approved by the Board of Trustees, June 22, 1992

Dean's Message

We at the School of Social and Systemic Studies welcome your interest in our academic center and invite you to join us in our efforts to create new and better ways of helping people improve their lives. To meet this challenge, we have developed a number of innovative degree, certificate, and post-graduate programs, all of which integrate scholarly inquiry with the provision of direct clinical services for the citizens of South Florida.

If you choose to become part of our School, I think you will be greatly impressed with our faculty and students. They are a friendly, helpful, and productive group of scholars who have distinguished themselves in their clinical work and in their various academic pursuits. I truly believe that the number of impressive joint projects carried out among members of the faculty and student bodies clearly reflects the type of thriving academic community we strive to nurture here in the School.

I encourage you to come visit us and gain first-hand experience of the quality programs and people we have. I think you will be pleased with what you see and feel at our School.



Ronald J. Chenail, Ph.D.
Dean
School of Social and Systemic Studies

Introduction

The School of Social and Systemic Studies is one of nine (9) centers of Nova University. Each center functions as an autonomous unit, 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. It operates degree and postgraduate programs in family therapy and alternative dispute resolution. The School also sponsors a community service clinic and conducts research to understand social interaction and enhance human services.

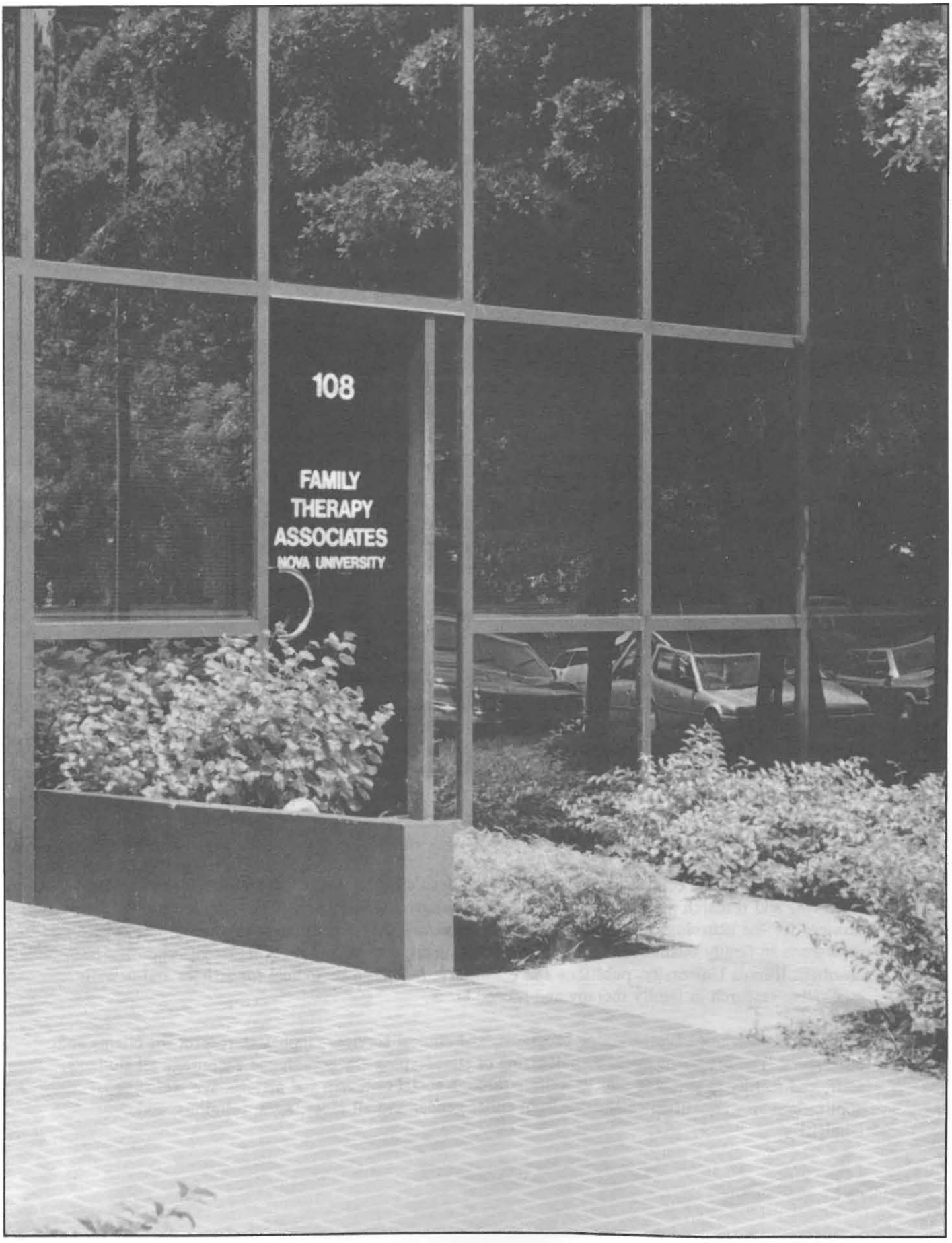
Within the School, the Department of Family Therapy offers the M.S. for applicants who plan to practice family therapy. The M.S. in Family Therapy prepares graduates for internship and employment where they can accumulate supervised experience toward a license to independently practice marriage and family therapy. The School offers the Ph.D. for those who plan to also supervise, teach, and research family therapy. The Ph.D. in Family Therapy prepares graduates to provide leadership for community practices and agencies, training programs at universities and institutes, and professional organizations and associations. Doctoral students learn scholarly inquiry through qualitative research training in conversation analysis, ethnography, and other methods of human communication study. Students begin their clinical training at Family Therapy Associates, our clinical facility, and then serve in a variety of internship sites.

The department also offers postgraduate programs for those who wish to be licensed in family therapy or specialize in family and business consultation. The Clinical Specialist degree program in Family Systems Health Care has created training and research projects to encourage collaboration among physicians, family therapists, and family members. The specialization program in Family and Business has developed approaches to assist family businesses and help families and employers work with one another. Degree students and qualified postgraduate students may enroll in Family Systems Health Care and other specializations.

The School offers programs in alternative dispute resolution through the Department of Dispute Resolution. As an alternative to costly and difficult legal disputes, mediation, arbitration, negotiation, and conciliation have emerged as some of the useful forms of dispute resolution. The Graduate Certificate in Dispute Resolution provides professionals an opportunity to learn the basics of mediation and negotiation skills, and the M.S. in Dispute Resolution offers a comprehensive education in nonadversarial problem resolution. The School also offers Florida Supreme Court approved certification training in family and circuit civil mediation, as well as provides consultation and training for business, government, and the community.

Also, through the central administration of the dean's office, the School has developed research initiatives and research publications. Funded projects have included research on family therapy services for the neurologically injured, on juveniles placed by the court in diversionary programs, and on women in family businesses. The School, in conjunction with the family therapy program of Northern Illinois University, publishes *The Qualitative Report*, a periodical for articles and news in qualitative research in family therapy and related areas.

All research initiatives, training programs, and clinical services emphasize respect for clients and colleagues. The programs avoid pathologizing or stereotyping any person and encourage all students, staff, and faculty to promote human welfare through social criticism and action. We welcome applications from qualified candidates from either gender and all races, ages, religions, and ethnicities.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FAMILY
THERAPY
ASSOCIATES
NOVA UNIVERSITY

Academic Calendar for 1993-1994

Fall Semester 1993

Start Classes: Tuesday, September 7

Holidays: Rosh Hashanah, Thursday, September 16
Yom Kippur, Saturday, September 25
Thanksgiving, Thursday, November 25 and Friday, November 26

Finish Classes: Family Therapy: Friday, December 10
Dispute Resolution: Monday, December 20

Spring Semester 1994

Start Classes: Family Therapy: Monday, January 3
Dispute Resolution: Monday, January 10

Holidays: Martin Luther King Day, Monday, January 17
Good Friday, April 1

Finish Classes: Family Therapy: Friday, April 15
Dispute Resolution: Saturday, April 23

Summer Semester 1994

Start Classes:

Term I: Family Therapy: Monday, May 2
Dispute Resolution: Saturday, May 7

Term II: Family Therapy: Monday, June 27
Dispute Resolution: N/A

Holidays: Memorial Day, Monday, May 30
Independence Day, Tuesday, July 4

Finish Classes:

Term I: Family Therapy: Friday, June 17
Dispute Resolution: Friday, June 24

Term II: Family Therapy: Friday, August 12

Fall Semester 1994

Start Classes: All programs: Monday, August 29

Finish Classes: All programs: Saturday, December 10

The Department of Family Therapy

The M.S. in Family Therapy

The Master of Science in Family Therapy Program develops clinical excellence. In 48 credit hours of classes and clinical practice, students prepare for careers as marriage and family therapists. Training is concentrated on brief, interactional models of family therapy, qualifying our graduates to practice in a time-sensitive, cost-effective manner. Our graduates find employment in private practice, employee assistance programs, managed care and health maintenance organizations, family service agencies, schools, churches, hospitals, and other clinical settings (records are kept on graduates' employment, and a brief summary of these employment statistics is available on request).

Students in the program receive clinical training and experience at Family Therapy Associates, Nova's own family therapy clinic, which serves a wide variety of clients from all life circumstances. In addition, after this initial training, students may be placed in an off-campus internship site. Available internship sites offer the opportunity for students to specialize in work with bilingual families, families with a developmentally delayed child, families coping with a chronically ill family member, and with other special populations. The opportunity for intense, closely supervised, and widely varied clinical experience is an important feature of our program.

Applications shall be accepted from any person with a bachelor's degree from a regionally accredited university. Criteria for acceptance into the master's program shall include a major emphasis on student interest in learning systemic theories and therapies. The second major emphasis in master's admission is interviewing ability. Applicants who demonstrate significant ability to listen to others, lead conversation, and learn from dialogue will be best prepared for admission. Detailed information on applications and admissions may be found on page 34.

Students enroll for at least 6 credits per semester. Students are encouraged to register for 9 or 12 credits per semester. Taking 9 credits per term, students can expect to complete the program in two years. Taking 6 credits per term, students complete the program in three years. Both plans include study during summer semesters. Students usually apply in the spring to begin their programs in the fall of the year. All systems theories and family therapy course sequences begin in the fall.

In the last semester of their degree program, all M.S. students complete a comprehensive examination. The examination is a series of questions that cover all courses and practicums. The examination serves as a time of reflection and integration prior to graduation. Students who fail the examination twice shall not graduate.

The master of science degree program in marriage and family therapy has candidacy status with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family therapy (AAMFT), effective 1993 - 1998. The program fulfills all the academic requirements for state licensure in Florida, and for clinical membership in AAMFT (additional post-master's experience is required for both credentials).

For specifics regarding the comprehensive examination and the internship experience, please refer to the student handbook compiled for this program.

Master's Curriculum

Theoretical Foundations:	Introduction to Systems Theories (SFTM 5310) Critical Issues in Systems Theories (SFTM 5311)
Marital and Family Therapy:	Introduction to Marital and Family Therapy (SFTM 5320) Theories of Marital and Family Therapy (SFTM 5321) Clinical Practice in Marital and Family Therapy (SFTM 5322) Assessment in Marital and Family Therapy (SFTM 6320)
Human Development:	Diversity in Human and Family Development (SFTM 6331) Human Sexuality and Gender (SFTM 6332) Theories of Personality and Psychopathology (SFTM 6333)
Professional Studies:	Legal, Ethical, and Professional Issues (SFTM 6340)
Research:	Research in Marital and Family Therapy (SFTM 5350)
Supervised Clinical Practice:	Practicum I (SFTM 5360) Practicum II (SFTM 6360) Practicum III (SFTM 6361) Practicum IV (SFTM 6362)
Elective:	Individual and Group Psychotherapy (SFTM 6374) or other approved course.

Course Descriptions

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 theories from cybernetics to language studies. Offered in fall.

SFTM 5311 - Critical Issues in Systems Theories

Study of complex 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 winter.

SFTM 5320 - Introduction to Marital and Family Therapy

Review of the history of marital and family therapy and the clinical approaches of interactional therapies. Focus on learning basic counseling concepts and skills. Offered in summer and fall.

SFTM 5321 - Theories of Marital and Family Therapy

Comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. Survey of differences in clinical practice. Offered in winter.

SFTM 5322 - Clinical Practice in Marital 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, and medical trauma. *Prerequisites: Introduction to Marital and Family Therapy (SFTM 5320) and Theories of Marital and Family Therapy (SFTM 5321).* Offered in summer and fall.

SFTM 6320 - Assessment in Marital 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 Marital and Family Therapy (SFTM 5320) and Theories of Marital and Family Therapy (SFTM 5321).* Offered in summer.

SFTM 6331 - Diversity in Human and Family Development

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 diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies. Offered in fall.

SFTM 6332 - Human Sexuality and Gender

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models. Offered in summer.

SFTM 6333 - Theories of Personality and Psychopathology

Review of major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches. Offered in summer.

SFTM 6340 - Legal, Ethical, and Professional Issues

Explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; review of therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; overview of professional opportunities in public service and training programs. Offered in fall.

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 of these ideas with interactional theories. Offered in winter.

SFTM 5350 - Research in Marital 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 winter.

SFTM 5360 - Practicum I

Practice of marital and family therapy at Family Therapy Associates, under faculty supervision. *Prerequisites: Introduction to Systems Theories (SFTM 5310), Introduction to Marital and Family Therapy (SFTM 5320), and Legal, Ethical, and Professional Issues (SFTM 6340).*

SFTM 6360 - Practicum II

Practice of marital and family therapy at Family Therapy Associates, under supervision of faculty members and qualified professionals. *Prerequisites: Practicum I (SFTM 5360), Critical Issues in Systems Theories (SFTM 5311), and Theories of Marital and Family Therapy (SFTM 5321).*

SFTM 6361 - Practicum III

Practice of marital and family therapy at Family Therapy Associates or at an approved off-campus internship site, under supervision of faculty members and qualified professionals. *Prerequisites: Practicum II (SFTM 6360), Clinical Practice in Marital and Family Therapy (SFTM 5322), and faculty approval.*

SFTM 6362 - Practicum IV

Practice of marital and family therapy at Family Therapy Associates or at an approved off-campus site, under supervision of faculty and qualified professionals. Shall be repeated until the student achieves total of 500 client contact hours or if student wishes additional experience beyond 500 hours. *Prerequisite: Practicum III (SFTM 6361).*

The Ph.D. in Family Therapy

The Ph.D. program in family therapy prepares graduates for careers as teachers, researchers, supervisors, and senior clinicians. The 90-credit-hour program entwines systemically oriented theory, clinical practice, and qualitative research. The core curriculum includes:

- Two philosophy classes, one devoted to the cybernetic ideas of Gregory Bateson, the other to the issues of social constructionism, feminism, and postmodernism.

- Four courses that explore the theoretical and clinical applications of the notions discussed in the philosophy courses. Particular attention is paid to brief interactional therapies, such as MRI and solution-focused approaches, Ericksonian hypnotherapy, the work of the Milan Associates, and a variety of reflecting-team formats.

- Two years of continuous enrollment in clinical practicums at Family Therapy Associates. Each semester, teams of five or six students meet weekly with a faculty member for six hours of live supervision of cases at one of our two off-campus clinics.

- Four classes in qualitative research, where students are taught the theory and practice of research, including the logic of research design, the art of ethnographic interviewing and participant observation, and a variety of means for analyzing and organizing data.

- One course in the supervision and teaching of family therapy. This class, which fulfills the didactic instruction component for AAMFT approved supervisor status, may be followed by either a supervision and/or a teaching practicum.

Students have the opportunity to take electives in various specialties, such as family-focused healthcare, family and business studies, and dispute resolution. Other electives include courses that help students fulfill many of the academic requirements for licensure in Florida (and other states) as a Marriage and Family Therapist. During the program, students may also fulfill the academic requirements for becoming a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy. The program's supervision class has been approved by the Commission on Supervision of the AAMFT. Students who wish further training in the supervision and teaching of systemic therapies may apply to the faculty for permission to take supervision and/or teaching practicums. If approved, students may supervise beginning clinicians and/or may assist in instructing master's students in the school.

Before beginning their second year, students go through the Preliminary Examination process, during which the faculty assess evaluations of written class assignments and practicum evaluations. At the beginning of July of their second year, students submit their Qualifying Examination, a publishable-quality paper that makes an original contribution to the field of family therapy. A number of the papers that have passed this examination have subsequently been accepted as articles in juried journals, including *Family Process* and the *Journal of Marital and Family Therapy*, and/or for presentation at conferences, including the Fifth International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy.

Once students have passed their Qualifying Examination, they are eligible to begin the dissertation process. Students proceed to hone their area of interest and to conduct their research and analyze the results. The final defense presents the completed study to the members of the committee and interested members of the academic community.

Students must enroll full time in the program, taking 9 to 15 credit hours per semester. those who take 9 hours per term can expect to complete the program in approximately four years. It is possible for students who take 12 or more hours per term to graduate in three years. All students must be continuously enrolled, taking classes in fall, winter, and summer semesters.

Interested applicants should complete their application to the program during the winter preceding their desired fall start date. Detailed information on applications and admissions may be found on page 34. The faculty carefully consider a number of factors when choosing applicants for the program: knowledge of systemic theory as it relates to various approaches of family therapy, strong writing skills, clinical experience, and interpersonal style.

Students accepted for the fall who do not possess a strong background in systemic approaches to family therapy take their first orientation class in July and August. Applicants accepted for fall admission who are interested in taking classes prior to the commencement of their programs may obtain permission to take electives as post-graduate students.

Doctoral Curriculum

Orientation Courses:	Introduction to Marital and Family Therapy (SFTD 5005) Introduction to Systems Theories (SFTD 5006) Research in Marital and Family Therapy (SFTD 5007) Legal, Ethical, and Professional Issues (SFTD 5300) Doctoral Seminar (SFTD 5000)
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:	Language Systems (SFTD 5110) Thinking Systems (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 and Teaching (SFTD 6310) Supervision Practicum (SFTD 6320) Teaching Practicum (SFTD 7360)
Research Methods:	Research Strategies I (SFTD 5410) Research Strategies II (SFTD 6410) Research Strategies III (SFTD 6430) Research Strategies IV (SFTD 7350)
Professional Electives:	Diversity in Human and Family Development (SFTD 6520) Assessment in Marital and Family Therapy (SFTD 7301) Personality Theories and Psychopathology (SFTD 7302) Human Sexuality and Gender (SFTD 7311) Individual and Group Psychotherapy (SFTD 7313)
Specialty Electives:	Courses drawn from postgraduate specializations
Advanced Electives:	Advanced Topics in Systemic Studies (SFTD 6530) Advanced Topics in Systemic Family Therapies (SFTD 6540)
Dissertation:	Dissertation (SFTD 6900)

Course Descriptions

SFTD 5000 - Doctoral Seminar

General orientation to doctoral study. Students learn research, writing, and library skills necessary for authoring papers in doctoral courses. This course is required for the first term and may be repeated in future terms.

SFTD 5005 - Introduction to Marital 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 summer.

SFTD 5006 - 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 theories from cybernetics to language studies. Offered in fall.

SFTD 5007 - Research in Marital 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 winter.

SFTD 5010 - Systemic Family Therapy I

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 5020 and SFTD 5030. *Prerequisite: Introduction to Marital and Family Therapy (SFTD 5005) or equivalent.* Offered in fall.

SFTD 5020 - Systemic Family Therapy II

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. *Prerequisite: Systemic Family Therapy I (SFTD 5010).* Offered in winter.

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 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 winter.

SFTD 5110 - Language Systems

Study of types of language-based systems used to communicate meaning and coordinate action: philosophies and literatures, therapies and sciences, and families and cultures. Describe and critique language systems using constructivism, social constructionism, poststructuralism, and feminism. *Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent.* Offered in fall.

SFTD 5120 - Thinking Systems

Study of systemic theory, particularly the ideas of relationship, difference, and contexts. Emphasizes the ideas of Gregory Bateson. *Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent.* Offered in winter.

SFTD 5210 - Clinical Practicum I

Supervised clinical work in systemic therapy. Offered in fall. (To be taken concurrently with SFTD 5010.)

SFTD 5220 - Clinical Practicum II

Supervised clinical work in systemic therapy. Offered in winter. (To be taken concurrently with SFTD 5020.) *Prerequisite: Clinical Practicum I (SFTD 5210).*

SFTD 5300 - Legal, Ethical, and Professional Issues

Explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; review of therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; overview of professional opportunities in public service and training programs. Offered in fall.

SFTD 6210 - Clinical Practicum III

Supervised clinical work in systemic therapy. Offered in summer. *Prerequisite: Clinical Practicum II (SFTD 5220).*

SFTD 6220 - Clinical Practicum IV

Supervised clinical work in systemic therapy. Offered in fall. (To be taken concurrently with SFTD 5030.) *Prerequisites: Clinical Practicum III (SFTD 6210) and Legal, Ethical, and Professional Issues (SFTD 5300).*

SFTD 6230 - Clinical Practicum V

Supervised clinical work in systemic therapy. Offered in winter. (To be taken concurrently with SFTD 5040.) *Prerequisite: Clinical Practicum IV (SFTD 6220).*

SFTD 6240 - Clinical Practicum VI

Supervised clinical work in systemic therapy. Offered in summer. *Prerequisite: Clinical Practicum V (SFTD 6230).*

SFTD 6310 - Supervision and Teaching

Introduction to supervision and instruction in systemic therapies. Review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction. *Prerequisites: Clinical Practicum V (SFTD 6230) and instructor permission.* Offered in summer.

SFTD 6320 - Supervision Practicum

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies. Students receive supervision of their supervision of others. Students may repeat the course for credit. *Prerequisite: Supervision and Teaching (SFTD 6310) and faculty approval.* Offered in fall.

SFTD 7360 - Teaching Practicum

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field. May be repeated for credit. *Prerequisites: Supervision and Teaching (SFTD 6310) and faculty approval.*

SFTD 5410 - Research Strategies I

An examination of different methods appropriate for the formal study of systemic family therapies, including discourse analysis, frame analysis, and ethnography. *Prerequisite: Research in Marital and Family Therapy (SFTD 5007) or equivalent.* Offered in fall.

SFTD 6410 - Research Strategies II

An examination of diverse methods appropriate to the formal study of systemic family therapies, including hermeneutics, rhetorical and narrative analysis, and interpretive ethnography. *Prerequisite: Research Strategies I (SFTD 5410).* Offered in winter.

SFTD 6430 - Research Strategies III

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 fall.

SFTD 7350 - Research Strategies IV

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 winter.

SFTD 6520 - Diversity in Human and Family Development

Review human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focus on the diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies. Offered in fall.

SFTD 7301 - Assessment in Marital 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 summer.

SFTD 7302 - Personality Theories and Psychopathology

Review of major theories of personality theory and psychopathology, emphasizing psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches. Offered in 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 of these ideas with interactional theories. Offered in winter.

SFTD 7311 - Human Sexuality and Gender

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models. Offered in summer.

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.)

SFTD 6900 - Dissertation

The development, writing, and defense of the dissertation. When approved, students register for at least 3 credits per term for a minimum of 12 credits. *Prerequisites: Systemic Family Therapy IV (SFTD 5040), Thinking Systems (SFTD 5120), Research Strategies II (SFTD 5420), Clinical Practicum VI (SFTD 6240), successful completion of qualifying examination, and Dissertation Committee approval.*

Certificate in Systemic Family Therapy

For students with graduate degrees in family therapy and related fields, the Department of Family Therapy offers programs for initial training, advanced practice, and specialization in systemic and family therapies. The department offers an organized, integrated sequence of postgraduate study in the Systemic Family Therapy Certificate Program. Qualified applicants may register for single courses or sequences of classes to achieve professional development goals or to fulfill the requirements of state licensing boards and national professional associations. Postgraduate studies are highly individualized and each student crafts a course plan in consultation with faculty and staff.

The Systemic Family Therapy Certificate Program is a series of four foundational courses and at least four electives that lead to a certificate in systemic family therapy. The certificate program prepares clinicians in the fundamentals of systemic therapies and provides opportunities for intensive clinical training and specialization. The foundational courses begin with introductory courses in systems theories and therapies, continue with a survey of the range of family therapy theories, and end with a course on the application of systemic theories to clinical practice. In addition to the foundational courses, students select at least four additional courses. The additional courses may be drawn from master's-level courses in ethics, assessment, human development, and practicum. With approval, qualified students may register for doctoral-level supervision training. The following courses serve as a base of study (course descriptions may be found in the M.S. in Family Therapy section):

Foundational Courses	Introduction to Marital and Family Therapy (SFTM 5320) Introduction to Systems Theories (SFTM 5310) Theories of Marital and Family Therapy (SFTM 5321) Clinical Practice in Marital and Family Therapy (SFTM 5322)

The above courses provide a broad study of systems concepts in clinical practice. The Introduction to Marital and Family Therapy orients students to the fundamentals of problem-focused and solution-focused therapies. Students then study systems and cybernetic ideas in Introduction to Systems Theories and learn to understand human problems as interpersonal escalations rather than psychopathologies. In Theories of Marital and Family Therapy, students survey the range of transgenerational, symbolic-experiential, structural, strategic, Milan, narrative, and reflecting team therapies. To integrate theories into pragmatic interviewing and case planning, Clinical Practice in Marital and Family Therapy enables students to apply systems therapies to various clinical dilemmas of divorce, school problems, family violence, substance abuse, and medical illness. With these courses, students are prepared to creatively begin to utilize systems ideas in practicums and clinical specializations.

Clinical Specialist Degree in Family Systems Health Care

The Family Systems Health Care Program is committed to excellence in the teaching and research of the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. In their course work, mental health professionals, nurses, and physicians are taught the basic knowledge of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer medical family therapy in a variety of settings, including private practices, hospitals, community clinics, and primary care/specialists' offices.

Students in the Clinical Specialist degree program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. To prepare for their medical practicum placements, students are given the opportunity to participate in a clinical rotation in partnership with Cleveland Clinic Hospital in Fort Lauderdale. Specific areas of study include: adjustment patterns of patients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; research relevant to family systems medicine; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in doctor/patient/therapist/family communication, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences through conferences, journals, and books. Also, faculty and students of the program contribute to the growth of family systems health care by supporting and participating in groups like the Working Group for Family Therapists Practicing in Medical Settings. Additionally, program development will be documented in curricula for consultation with other family therapy training programs.

The Clinical Specialist degree program consists of 36 credit hours in a 12-course sequence, which includes 5 courses in the foundations of family therapy and 7 specialist courses in the theory, practice, and research of family systems health care. Many courses are offered in a weekend or evening format. the Clinical Specialist degree in Family Systems Health Care is an advanced course of study for family therapists, social workers, counselors, psychologists, nurses, physicians, and other allied health professionals. Applicants for the Clinical Specialist degree should have a graduate or terminal degree in their field, or may be students in professional training programs. Detailed information on application and admissions may be found on page 34.

Clinical Specialist Curriculum

Specialist Courses:
FSMM 5000 - Family Systems Health Care I
FSMM 5010 - Family Systems Health Care II
FSMM 5100 - Practicum I in Family Systems Health Care
FSMM 5110 - Practicum II in Family Systems Health Care
FSMM 5200 - Research in Family Systems Health Care
FSMM 5300 - Health Care Concepts for Non-Health Care Professionals
FSMM 5400 - Teaching Family Systems to Health Care Providers

Orientation Courses:
SFTM 5320 - Introduction to Marital and Family Therapy
SFTM 5321 - Theories of Marital and Family Therapy
SFTM 5322 - Clinical Practice in Marital and Family Therapy
SFTM 6340 - Legal, Ethical, and Professional Issues
SFTM 5360 - Practicum I

Course Descriptions

FSMM 5000 - Family Systems Health Care I

An orientation to the field of family systems health care which focuses on the collaboration between family therapists, health care providers, patients, and their families will be presented. A survey of the literature reviewing a biopsychosocial approach to illness will be explored. Offered in summer II.

FSMM 5010 - Family Systems Health Care II

An in-depth study of clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, and specific chronic, debilitating and terminal diseases upon the experience of illness. *Prerequisite: Family Systems Health Care I and to be taken concurrently with Medical Concepts for Non-Physicians*. Offered in fall.

FSMM 5100 - Practicum I in Family Systems Health Care

Clinical seminar on transdisciplinary practice of family therapy and health care with field placements in hospitals, medical schools, community clinics, and specialist offices. Practicum lasts for one semester. *Prerequisites: Theories of Marital and Family Therapy (SFTM 5321) or equivalent, Family Systems Health Care I and Medical Concepts for Non-Physicians*. Offered in winter.

FSMM 5110 - Practicum II in Family Systems Health Care

A continuation of Practicum I with a focus on advancing and refining clinical collaborative skills. *Prerequisite: Practicum I in Family Systems Health Care*. Offered in summer I and II.

FSMM 5200 - Research in Family Systems Health Care

Application of qualitative and/or quantitative research methods in the clinical study of family systems health care. Students will each complete a specific research project. *Prerequisites: SFTM 5321 or equivalent, and FSMM 5100 or FSMD 7100.* Offered in summer I and II.

FSMM 5300 - Health Care Concepts

This course is an introduction to health care delivery systems through an investigation of medical models, terminology, and approaches used by physicians, medical specialists, and other health care professionals to diagnose and treat disease and to care for the human condition. Students will be oriented to health care systems and settings including hospitals, clinics, hospices and private practices. *To be taken concurrently with Family Systems Health Care II.* Offered in fall.

FSMM 5400 - Teaching Family Systems to Health Care Providers

This course will enable students to develop strategies for teaching family systems concepts to health care providers. Opportunities for implementation will occur through presentations to physicians, nurses, and other health care professionals, as well as to illness support groups and other community forums. Prerequisites: *Family Systems Health Care II and Medical Concepts for Non-Physicians.* Offered in winter.

Specialization in Family and Business

The Family and Business Institute was designed to study the relationship of family interactions in work and business contexts. The Institute concentrates on the study and research of various aspects of family and business, including family business (families working together), work and family (work-related stress that affects family life), and women in business (gender concerns of working women). In each of these, the primary concern focuses on the impact of work stress on the family and ways of preserving family relationships. Addressing these concerns involves the following: courses, consulting, and workshops for families or professionals working with family/work issues; counseling for families undergoing work-related stress; and research projects concentrating on ways of understanding and improving family relationships in a variety of work and business contexts.

The Institute sponsors the Family and Business Specialization, which may be used to enhance the M.S. or Ph.D. programs in Family Therapy and is also available for postgraduate study. The program trains and informs therapists and business professionals to work collaboratively in work settings with a variety of business issues. The information prepares business professionals to more effectively advise families, especially families or couples whose relationship problems interfere with their work. Research is an important component of this program, and students are encouraged to become involved in research projects that are tailored to their individual interests.

The Specialization consists of a three-course sequence. The Specialization may be taken as an adjunct to a student's current program in family therapy, other graduate clinical training, or business-related programs. Also, practicing professionals may enroll to broaden their knowledge and expand their options. Courses include the following:

FABM 5000 - Introduction to Family and Business

Exploration of the relationship of family systems to work contexts. The emphasis is placed on "family business" with some discussion of "women in business," "dual career couples," and other work-related issues.

FABM 5100 - Clinical Issues and Consulting in Family and Business

Clinical seminar on developing skills in family-work therapy and consultations by using case presentations. An emphasis is placed on the difference between therapy and consultation.

FABM 5200 - Advanced Topics in Family and Business

Topics include business concepts, organizational development, women in family business, career development, and corporate consulting.

Family Therapy Associates

Family Therapy Associates is the clinical site for the School of Social and Systemic Studies at Nova University. The center is committed to offering professional therapeutic assistance to couples and families in South Florida. Utilizing people's own natural resources, we provide practical and, often, brief ways to solve dilemmas and problems.

Family therapy is relatively new to the South Florida area. Unlike traditional models of therapy that focus on the individual, families who are experiencing difficulties come together during family sessions to find different ways to understand and solve their dilemma. With this broader understanding, the family is able to creatively plan and begin working together. The therapeutic staff are trained in brief, short term methods of problem solving. The goal of these training models is to effectively assist in the family's dilemma within 10-12 sessions.

We provide family therapy services under the auspices of a grant, Short Term Intensive Counseling, from Broward County Board of Commissioners through its Children's Services Board. In addition, we offer our therapy services at a reduced rate to families who do not meet the requirements of the grant services. In-home family therapy services are available through the Homebased Grant from Broward County Board of Commissioners through its Children's Services Board. If the family meets the eligibility criteria of the grant, a therapist travels to the family's home. Crisis situations in which an HRS caseworker assesses and requests homebased services are referred to the ICCP grant.

A team of professional family therapists, Nova University faculty, and clinicians with master's and doctoral-level training are committed to providing the finest therapeutic services to families.
In our first five years, Family Therapy Associates has developed several unique programs to meet the special needs of our community:

Getting a Second Chance. Youth who commit crimes on school property are given the opportunity to select family therapy as an alternative to adjudication. The program emphasizes family involvement in setting consequences.

Therapy in Education: Alternatives for Middle School Crises. The therapists travel to local middle schools to serve as a liaison to mediate solutions for adolescents in trouble. The approach embraces the complexity of interaction between the school, family, and adolescent.

Project Genesis. In this project, incarcerated adolescents who are adjudicated as adults are given an opportunity to participate in family therapy as one aspect of rehabilitation. This program, housed at the Broward County Jail, combines education, drug prevention, and family involvement as its cornerstones.

Court-Mandated Couples Program. This program was developed to identify and assist families or couples who are struggling with issues of shared parental responsibility, visitation, and settlement following separation or divorce.

Juvenile Arbitration Program. A therapy program initiated by the Juvenile Mediation and Arbitration Division to offer an alternate resource for youth charged with a first offense or misdemeanor. The focus is on preventing further legal involvement through strengthening the family's own ability to address and manage life situations.

The Department of Dispute Resolution

Introduction

The Department of Dispute Resolution is committed to the study, research, and practice of conflict resolution as a process for achieving improved societal relations among individuals and institutions. The goal of the department is to promote alternative methods for the resolution of disputes so that parties may achieve a mutuality of agreement based upon equity, rationality, and nonviolence. To that end, the department serves as an academic catalyst for applied research in the theory and practice of mediation and other dispute resolution methodologies.

Nova University has developed a strong national reputation for offering innovative academic programs to meet the needs of students and professionals in emerging fields of study. The graduate programs in dispute resolution offer an eclectic approach to the study of resolving conflicts. Instructors draw upon the fields of family therapy, education, business, law, and psychology in presenting course offerings. Students obtain the advanced skills and techniques necessary for the practice of dispute resolution, and find opportunities for rewarding careers in professional environments such as corporate and community dispute settlement, human resources, private and public education, court-related mediation, sports and entertainment contract negotiations, government agencies, and private practice.

The academic offerings of the Department of Dispute Resolution include both a graduate Certificate in Dispute Resolution and a Master of Science in Dispute Resolution. Additionally, a Ph.D. in Dispute Resolution program is scheduled to begin in the fall of 1994.

The course offerings are designed to assure that the student will learn not only the philosophical basis for the practice of ADR, but also will learn the practical, specific tools of the trade through a series of experiential opportunities. The Graduate Certificate and M.S. degree programs have been created to allow students the opportunity to merge the study of ADR with applications to a variety of relevant professional fields.

The Department of Dispute Resolution provides dynamic and effective pedagogical approaches to ADR. The academic climate is interdisciplinary in its orientation to content and innovative in the teaching methods integrated into the curriculum. The department utilizes the expertise of University faculty members, as well as practicing professionals knowledgeable in conflict resolution skills and techniques.

The department seeks qualified applicants from all genders, races, classes, cultures, age groups, and nationalities. Applicants should have, at a minimum, a bachelor's degree from a regionally accredited college or university, or the foreign equivalent. Students may apply for admission to the fall, winter, or summer semesters. Specific application and admissions details may be found on page 34.

Students may enroll either full time or part time. Full-time students take 9 or more 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 M.S. Program in two years or the Certificate Program in one year. Part-time students can complete the M.S. Program in three years and the Certificate Program in two years, with classes taken during the fall, winter, and summer semesters. Most classes are offered evenings and weekends.

The Graduate Certificate in Dispute Resolution

The Graduate Certificate in Dispute Resolution comprises a series of nine courses that offer students the fundamentals of conflict resolution and hands-on experience through clinical training. It is intended to meet the needs of those individuals who seek introductory graduate training in Alternate Dispute Resolution (ADR). It may also be appropriate for professionals who have already earned a graduate degree in their professional field, but who would benefit from an academic study of the application of ADR to their profession.

The Certificate consists of a nine-course sequence (27 credits), which includes ADR theory, practice, and research. Students who decide to continue their studies in ADR may apply these credit hours toward the M.S. in Dispute Resolution.

Certificate Curriculum

Theoretical Foundations:	Introduction to Alternative Dispute Resolution (ADRM 5000) Legal Concepts for Non-Attorneys (ADRM 5010) Communication and Diversity (ADRM 5020) Communication Dynamics in Dispute Resolution: Understanding the Human Factor (ADRM 5040)
ADR Practice & Applications:	Family Mediation (ADRM 5100) or Circuit Civil Mediation (ADRM 5110) Advanced Topics in ADR I (ADRM 5120)
Research:	ADR Research I (ADRM 5200)
Ethics:	Ethical and Professional Issues in ADR (ADRM 5210)
Supervised Clinical Practice:	ADR Practicum I (ADRM 5130)

M.S. in Dispute Resolution

The M.S. in Dispute Resolution is an extension of the Graduate Certificate designed for the serious graduate student seeking an intensive study of the field of conflict resolution. The degree program focuses on pragmatic approaches to solving problems inherent in human relationships. Students are exposed to a wide array of techniques and strategies for helping others to achieve nonviolent, non-litigious solutions for conflicts that arise in many personal and professional environments. The course of study includes a strong emphasis on clinical practice, with supervised practicum experiences in various professional settings. The M.S. degree program consists of a fifteen course (45 credits) sequence that includes alternative dispute resolution theory, practice, and research.

M.S. Curriculum

Theoretical Foundations:	Introduction to Alternative Dispute Resolution (ADRM 5000) Legal Concepts for Non-Attorneys (ADRM 5010) Communication and Diversity (ADRM 5020) Communication Dynamics in Dispute Resolution: Understanding the Human Factor (ADRM 5040)
ADR Practice and Applications:	Family Mediation (ADRM 5100) or Circuit Civil Mediation (ADRM 5110) Advanced Topics in ADR I (ADRM 5120) Advanced Topics in ADR II (ADRM 6120) Consultation (ADRM 6000) Negotiation and Conciliation (ADRM 6100) or Arbitration and Ombudsmanship (ADRM 6110) or Approaches to ADR (ADRM 6105) Collaborative Problem Solving (ADRM 6140)
Research:	ADR Research I (ADRM 5200) ADR Research II (ADRM 6200)
Ethics:	Ethical and Professional Issues in ADR (ADRM 5210)
Supervised Clinical Practice:	ADR Practicum I (ADRM 5130) ADR Practicum II (ADRM 6130)

Course Descriptions

ADRM 5000 - Introduction to Alternative Dispute Resolution Methods
A survey of the history of and philosophical basis for dispute resolution. Students will also gain a basic understanding of ADR specific skills and techniques applicable to problem solving in work, community,and personal environments. 3 credits.

ADRM 5010 - Legal Concepts for Non-Attorneys
An introduction to law and legal processes, as they relate to ADR, through the examination of legal philosophies, practices, language, and systems. 3 credits.

ADRM 5020 - Communication and Diversity
A study of language and discourse systems, theories, and practices in conflict resolution, and how this communication is shaped by contexts of race, class, gender, and culture. 3 credits.

ADRM 5040 - Communication Dynamics in Dispute Resolution: Understanding The Human Factor
An in-depth study of communication skills and techniques used in dispute resolution sessions. Students will be introduced to a variety of counseling and interviewing models. Attention will be focused on guiding students to understanding the range of human emotions encountered in these sessions, and the effect of these emotions on reaching accord. 3 credits.

University Services and School Policies

Student Services

Library Resources

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals. Its more than 138,000 volume equivalents can be searched through the library's computer catalogue, considerably more sophisticated than the traditional card catalog. Also, more than 25 specialized indexes in CD-ROM format are available, as is dial-up access to the on-line catalog. The Einstein Library is equipped to perform on-line literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

The library is a member of SEFLIN and FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research.

Other university library resources include: The University School Media Center, with an integrated collection of print and nonprint materials designed for preschool through high school students; The William Springer Richardson Library, at the Oceanographic Center at port Everglades, which houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography; and the Law Library, in the Leo Goodwin Sr. Hall, which houses 254,000 volumes and volume equivalents related to legal study and research, and which is designated as a depository for United Nations and state and federal documents.

Academic Support Center

The Academic Support Center of Nova College is open to graduate students from the School of Social and Systemic Studies. The ASC offers individualized assistance, computer-assisted instruction, and workshops. Students may receive assistance on spelling, punctuation, grammar and usage, APA style, essay organization, and research projects. The ASC is located in ASC Modular building. Walk-ins are welcome at the ASC. Appointments are recommended to ensure prompt assistance. Call (305) 475-7479 or (305) 476-8926.

MicroLab

The Office for Computer and Information Technology sponsors a range of services known as the MicroLab. The MicroLab maintains a comprehensive software collection for student and faculty use. Students may use the software in completing course requirements. Applications include the following:

Word processors	Electronic dictionaries	Grammar checkers
Electronic thesaurus	Databases	Spreadsheets
Statistical analyses	Telecommunications	Desktop publishing

Lab monitors are available to help students familiarize themselves with the programs and to assist students as needed. IBM, Apple, and Macintosh formats are supported. Also, through the UNIX network of the University, students may access an Electronic Classroom, international electronic mail, databases, writing aids, and many other professional programming and computing tools.

The Nova Microlab has four locations including two in the Parker Building and one in University Hall on the main campus and one located on the east campus. Services of the MicroLab are available seven days a week on the main campus and Monday through Saturday on the east campus. For further information and location hours, call (305) 475-7463.

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 Aid. These programs include veterans' 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 Aid for information, application materials, and deadlines:

Nova University
Office of Student Financial Aid
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7410 or toll free (800) 522-3243

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 VA representative may be contacted at:

Nova University
Veterans' Affairs
Office of the University Registrar
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 370-5685 or toll free (800) 541-6682, Option 2

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:

Nova University
International Student Adviser
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 370-5695 or toll free (800) 541-6682, Option 2 (Registrar's Office)

Housing

All full-time students are eligible for on-campus housing. Furnished apartments are available for graduate students, who may choose from among single, shared single, double, or quad accommodations in either a one- or a two-bedroom apartment. Interested students are invited to obtain further information from:

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

Career Resource Center

The Career Resource Center (CRC) provides career counseling and job placement services to undergrduate students, graduate students, and alumni. The center helps individuals identify their unique abilities, interests, and skills, and to combine these creatively into a desirable career.

A variety of companies, organizations, educational institutions, and government agencies post full-time and part-time positions at the CRC. Workshops and seminars are offered throughout the academic year including Resume Writing, Interviewing Techniques, Career Planning, Summer Employment, Studying Abroad, Applying to Graduate School, and more.

Tools used to identify students' interests include the Strong Campbell Interest Inventory, and SIGI-Plus. SIGI-Plus is a computerized career guidance program that aids in assessing and evaluating an individual's career and educational goals.

Special events sponsored by the CRC include Career Expo; an annual job fair; guest speakers; and on-campus recruiting program. For more information, contact the Career Resource Center at (305) 475-7504.

Academic and Financial Policies

Catalogs and Handbooks

All enrolled students shall receive copies of school catalogs and handbooks that outline all requirements, policies, procedures, and information relevant to their study. Copies of the most recent catalogs and handbooks are available from the academic office.

Admissions

All programs specify admissions criteria for applicants. The school welcomes applications from qualified candidates, regardless of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. To enable faculty to determine an applicant's readiness for a program, each applicant shall submit the following:

- A signed application, with fee, noting all relevant educational, occupational, and volunteer service history.
- Transcripts of prior academic work at regionally accredited colleges and universities.
- Letters of reference from colleagues, supervisors, or instructors, not family, friends, or service providers. Letters shall specifically evaluate the candidate's potential for graduate academic achievement.
- Samples of academic writing, job evaluations, or other examples of scholarly or professional capability. Writing samples shall give evidence of correct grammar and style, and clear expression. Job evaluations shall give evidence of respectful interactions with clients and colleagues, professionalism, pragmatic planning ability, and integration of theory into practice.
- An essay that states the intent of the applicant for the course of study and which answers the specific questions asked on the admissions application. Essays shall demonstrate accurate understanding of the program to which the applicant is applying.

After signed and completed applications have been received, applicants shall be evaluated for eligibility for faculty interview. Eligibility criteria include attainment of minimum academic or professional experience, appropriate motivation for graduate school, and willingness and ability to complete the program. Eligible applicants shall be recommended for faculty interview.

When recommended for a faculty interview, applicants shall meet with one or more members of the faculty. Phone interviews are acceptable for out-of-state applicants, but face-to-face interviews are recommended. Faculty shall interview applicants for their prior knowledge and experience in the area of the program and for their academic potential. Each program designates specific criteria for the selection of applicants.

After receipt of all required admissions documentation and subsequent faculty interviews, applicants shall be informed that they have been accepted, rejected, or placed on a waiting list. Accepted applicants have 30 days to notify the School of their intent to attend or not to attend a program. Students declaring their intent to attend shall sign a letter of matriculation (see below) and

shall forward a reservation fee, applicable to first semester's tuition, to hold a position in the next entering class. Students on a waiting list shall be notified if a position becomes available. Students who do not enter the program during the year of admission may reapply within one year without submitting new documentation. Reapplication after one year must include all new documentation and a new application fee.

For master's-level and clinical specialist-level programs, all admissions are conditional for the first semester. During their first semester, students shall complete all course work for which they register with an average of "**B**" or better. Students shall be reviewed by the faculty at the end of their first semester for full admission. Criteria for full acceptance shall include not only a "**B**" average in academic work, but also demonstrated professionalism and respect in interactions with clients, students, and faculty. Students who do not gain full admission at the end of their first semester may continue with conditional status for a second semester at the discretion of the faculty. Students who do not gain full admission after their second semester may not continue in the program.

For Ph.D.-level programs, all students are admitted conditionally for their first year, until the student has successfully completed the Preliminary Examination. During this examination process, evaluations of written assignments for classes and practicum evaluations are assessed as a whole by the faculty, who then meet with each student to discuss his or her standing and future in the program. Specific criteria used in determining whether students pass the examination can be found in the program student handbook.

Admission to one program in the school does not constitute admission to any other program in the School. Each program has separate admission standards. Students may not concurrently enroll in both master's and doctoral programs within one department. Upon completion of a required master's, students may apply for doctoral study. Students may concurrently enroll in degree and certificate programs, provided that the certificate program does not interfere with the degree program.

Nondiscrimination

Nova University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University registrar is the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Matriculation

After an offer of conditional acceptance has been tendered to an applicant, the applicant becomes a student (i.e., matriculates) upon signing the "acceptance of admission" form. Each student shall receive a copy of the current catalog and program student handbook and shall sign a statement of acceptance of all policies and procedures indicated in that catalog and the handbook. The catalog and handbook in force at time of matriculation shall govern the student's participation in a program. Any subsequent changes in the catalog and/or handbook by program faculty or administration shall not be required of matriculated students and may be voluntarily accepted by them through signing an acceptance of policy changes.

Residency and Scheduling

All degree programs are offered in Broward County, Florida, at campuses and facilities of Nova University. To complete program requirements, flexibility with students' employment may be necessary.

Transfer of Credit/Courses at Other Universities

Each program specifies the amount and type of transfer credit allowed. However, each course being evaluated must meet all of the following criteria:

1. It is a graduate-level course equivalent in content to a program course
2. It has been taken at a regionally accredited university
3. A grade of "**B**" or better was received
4. It was completed within the last seven years

A request for approval of transfer credit should be submitted to the program office with the following minimum information:

1. An official transcript from the institution where the course was taken
2. Catalog course descriptions and official class syllabi
3. Other information as requested

After admission, students may not register for courses at other universities for credit in degree or certificate programs without faculty approval. In extreme situations, faculty may approve, on a case by case basis, courses taken at other universities during the degree program. In no case shall more than two courses taken at other universities be credited toward degree or certificate programs.

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

Class Registration/Adding and Dropping Classes

Students register for class at designated days and times. There is no early registration. Late registration entails additional fees. All students must be officially registered by having a student transaction form processed in accordance with University policy. An officially registered student is a student whose transaction form has been accepted by the Office of the Bursar for payment in accordance with University payment procedures and has been computerized by the Office of the University Registrar. A student transaction form may be processed only if it has been completed by the student and is accompanied by approved payment.

All students must be officially registered prior to their first class meeting. At time of registration, students must make payment or show evidence of financial aid. Students also pay required registration, lab fees, and other fees as required. Students shall take sequenced classes in the order designated by the School's curriculum. The dean shall designate a minimum and maximum number of students for each class. Independent study courses must be approved by the program coordinator. Students must register for an approved independent study course with prior permission of the course instructor.

Students may add a class after the registration period and before the first class meeting. After the first 3 hours of class meeting, a class may not be added without the consent of the program director and the class instructor. Students may drop a class after the registration period and through the first 3 hours of class for a complete refund. Dropping a class before the end of the second 3 hours of class leads to a 75% refund, and dropping a class before the third 3 hours of class leads to a 50% refund. Students may drop a class during the fourth 3 hours of class, but they receive no refund. All adds and drops must be processed in writing. Phone calls to announce add and drop intentions are insufficient. Written forms must be completed by announced deadlines.

Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the University to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working day of the payment. Refund schedules for tuition and fees after the commencement of instruction may be found above in the section entitled "Class Registration/Adding and Dropping Classes."

Withdrawals and Incomplete Grades

Students may drop a class before completion of 12 hours of class meetings. After 12 hours of class, students who wish to drop that class must formally withdraw. Students withdraw by completing an official withdrawal form, which requires the signature of the instructor and the program coordinator. Students may withdraw up to the withdrawal date set for a term. After the withdrawal date, students must receive a grade for the course. Withdrawal from a course shall lead to a "W" being placed for that course on the transcript.

If, during the last 6 hours of class meetings, a student finds that unexpected circumstances prevent the successful completion of the class, the student may request an incomplete, or "I" grade for a period of **one** semester. Incomplete grades shall be granted onlyif the student has been maintaining a passing average on all work required for the course up to the point of the request for the incomplete. Students who have not completed required work or who have a failing average must either withdraw from the class or receive a failing course grade. Forms needed to request an "I" are available in the program office. Students must discuss an "I" with the instructor and obtain the instructor's consent and signature before filing the incomplete form. The form must include a detailed description of the work needing to be completed. Faculty shall not be allowed to initiate "I" grades. They must assign a letter grade if a student has not filed an "I" request form. Incomplete grades shall be resolved within the following semester. At the end of the following semester, a grade shall be assigned.

Administrative Withdrawal

At times, faculty or administration shall withdraw a student from a course or courses due to an error in registration or new information about a student's application. In these instances, students shall be administratively withdrawn. Refund of tuition, if any, shall follow the published refund policy.

Full- and Part-Time Status

Students are considered full time if they register for 9 or more semester hours. Doctoral students are also considered full time if they register for dissertation. Master's students shall enroll for at least 6 hours per semester. Doctoral students shall enroll full time for at least 9 hours per semester until registration for dissertation when they shall register for at least 3 dissertation hours per semester. With faculty approval, doctoral students may request a full-time registration for "work in progress" to complete qualifying examination papers. Doctoral students may request such a registration for only two semesters.

Reduced Status and Leave of Absence

Students who wish to reduce their number of registered semester hours below required minimums or who wish to take a leave of absence for part or all of a semester shall apply to the program director for approval. Students shall write a statement of explanation regarding the need for the reduction or the leave. If approved, the program director shall recommend the term of reduced hours or leave of absence. Students who do not have the approval of the program director for reductions or leaves shall not be allowed to register for courses until they have resolved the matter to the director's satisfaction. If a student does not have the required approval for a leave of absence, and the student's file remains inactive for two semesters, the program shall reserve the right to terminate the enrollment of that student and close the file.

Academic Evaluation

Course work shall be evaluated according to the following criteria:

A grade of "**A**" shall be earned for work of excellent quality.
A grade of "**B**" shall be earned for work of good quality.
A grade of "**C**" shall be earned for work of average quality.
A grade of "**D**" shall be earned for work of poor quality.
A grade of "**F**" shall be earned for work of failing quality.
A grade of "**W**" shall be given any student who withdraws from a course.
Dissertation hours shall be graded in the following way: **Pass, In Progress, No Progress** or **Fail**.

Attendance is required for all courses. More than two unexcused absences during a classroom course shall result in a grade no higher than "**C**" for the course. More than four unexcused absences during a classroom course shall lead to a failure for the course. More than three unexcused absences of a clinical practicum shall lead to a failure for the course. Grades of "**A**" or "**B**" are considered acceptable for graduate-level training. A grade of "**W**" shall not affect standing in a program. Any course with a grade of "**D**" or "**F**" must be repeated for credit toward a degree or certificate program. Students must maintain a 3.0 GPA for graduation.

Academic Freedom

The School uses the definition of academic freedom in university policy and in the *Criteria for Accreditation* of the Southern Association of Colleges and Schools (page 42 of the 1992-1993 edition):

> Academic freedom does not require neutrality. Institutions may endorse particular religious or philosophical beliefs, or specific social principles as they relate to the institutional statement of purpose. Nonetheless, the protection of the freedom for faculty and students to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to teach and study the substance of a given discipline **is crucial** to the integrity of an educational institution.

Course and Program Evaluation

Students evaluate courses, instructors, and programs, providing the School with constructive feedback. The School uses course and program evaluations to improve the educational efforts of faculty.

Probation and Expulsion

Students shall be placed on academic probation when they receive a "**D**" or an "**F**" for a course, when they have more than two "**C**"s, when they have more than two active "**I**"s, or when they fail degree program examinations. Academic probation is noted in writing in students' records. All courses with "**D**" or "**F**" must be retaken within one year. If a student has more than two "**C**"s,course(s) must be retaken within one year to reduce the number of "**C**"s to two. Students with more than two active "**I**"s must resolve all incomplete grades within one semester. Students who do not successfully resolve academic probation shall not be allowed to continue in the program.

Student Evaluation

Each student is evaluated on an ongoing basis while enrolled in the School. In addition to academic evaluations given in courses, students are evaluated for their readiness for professional and scholarly work. If faculty members concur that a student is exhibiting poor performance in one or more of the above areas, the faculty may request that the student attend a faculty meeting for an informal resolution of the problem. The faculty may make specific recommendations to the student for improvement. If the problem continues or if the issue is of sufficient concern, faculty members may communicate their grievance to the dean and request a formal review of the student's status in the School. The dean shall investigate the situation and make a determination on the student's continued participation in the program. Conditions for continuing may be assigned, and, if the student does not comply with the conditions, he or she may be dismissed from the program.

If, for any reason, a faculty member has reason to question the satisfactory progress of any student, the faculty member shall discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of a program director and the faculty as a whole. Appropriate faculty members will be asked for additional review and comment.

The School has identified several categories of behaviors that are essential to professional and scholarly performance. These broad areas include:

1. Academic abilities
2. Professional and scholarly ethics
3. Responsibility, dependability, and cooperation
4. Responsiveness to constructive criticism

Graduation

When students have successfully completed all degree program requirements, they shall be sent an application for degree form. Students may not obtain the form nor may they complete it on their own. The form shall be filled out by the academic office and sent for student signature and graduation fee. When the form is returned to the academic office, the office shall make a final check on degree completion and shall forward the application for degree to the registrar. Students shall not be allowed to participate in commencement ceremonies until they have finished all degree requirements and have completed the degree application form.

Degree Completion Limits

Master's courses apply toward a master's degree only within five years after matriculation in the master's program. Graduate courses apply toward a postgraduate certificate only within three years of matriculation in a certificate program. Doctoral courses apply toward a doctoral degree only within seven years of matriculation in a doctoral program. After a time limit has been exceeded, students shall reregister for classes taken earlier than the specified time limit.

Privacy of Records

The School follows the regulations stipulated in the *Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act - Student Records and Privacy*. Students have the right of access to their student records unless a waiver has been signed relinquishing such rights. Students may make an appointment with the academic office to review their file at any time. To obtain the contents of an entire file, students must request a complete copy in writing and pay a copying fee.

University Equipment and Utilities

Students shall not use University equipment such as copy machines, computers, faxes, and telephones. Audio- or videotapes of clinical work are considered confidential and must be kept in University facilities. Students and faculty shall not use clinical videotapes for publication or public presentation without permission from clients and therapists.

Student Appeals

Students may grieve policies, procedures, evaluations, and administrative actions having a direct impact upon them. Prior to initiating a formal appeal, a student must meet with a faculty member or administrator and attempt to informally resolve the situation. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the dean. The dean may continue efforts at informal resolution.

If informal attempts fail to provide an acceptable resolution, the student shall file a written appeal with the dean. The document should contain a concise statement of all relevant facts regarding the matter. Upon receipt of a written appeal, the dean shall review the appeal to determine whether an investigation is warranted. If the dean decides to investigate the complaint, the dean may then meet with the parties involved, interview others, convene a faculty or staff meeting, seek a recommendation from the faculty, and/or request a recommendation from the University administration.

The dean shall make a final determination on the complaint and shall direct what, if any, further action shall be taken. The dean shall respond to the student in writing and explain the determination on the complaint. After the determination by the dean, a student has the right to make a final appeal to the Office of the Vice-President for Academic and Student Affairs.

Tuition and Fees
1993 - 1994

Tuition:

Master's level	$310.00 per credit hour
Clinical Specialist level	$310.00 per credit hour
Doctoral level	$435.00 per credit hour

Fees:

Application fee	$ 30.00
Registration fee	$ 25.00 per semester
Practicum lab fees	$ 20.00 per practicum course
Graduation fee	$ 50.00 per semester

Other fees that may be incurred, and the amounts of which are determined by other university departments, include: cap and gown fees for graduation; dissertation binding fees; and cost of books.

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 MasterCard, VISA, Discover, or American Express accounts. ***Please note that all fees are subject to change without notice.***

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.

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 (A) (1) or (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
j. Nova University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.
k. Failure to pay tuition and fees in a timely manner

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

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.

Student Code of Computer Ethics

Nova University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research, and administration. Nova University's computer systems refer to all computers owned or operated by the University and include hardware,

software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multiuser time-sharing systems to single-user terminals and personal computers, whether free standing or connected to a network.

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

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

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

- Have proper authorization for use or attempted use of accounts within the Nova University computer systems
- Limit the use of Nova University computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of Nova University's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use Nova University's computer systems as a means for the unauthorized access to computer systems outside the University's systems
- Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical
- Be aware that using Nova University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents
- Use only legally obtained or licensed data or software in accordance with the license or purchase agreement
- Be in compliance with federal copyright laws and the Nova University Copyright Code.

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

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (P.L. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, 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
Coral Springs..... 753-7020
Davie..... 475-7070
Lauderdale Lakes..... 486-3663

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

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*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.

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 (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 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.

Controlled Substances — *Uses & Effects*

DRUGS'	CSA SCHEDULES	TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE Physical	DEPENDENCE Psychological	TOLERANCE	DURATION (Hours)	USUAL METHODS OF ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin[2]	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine[1]	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cylert, Didrex, Ionamin, Melliat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydracannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

[1] Designated a narcotic under the CSA

[2] Not designated a narcotic under the CSA

Federal Trafficking Penalties

CSA	PENALTY 2nd Offense	PENALTY 1st Offense	Quantity	DRUG	Quantity	PENALTY 1st Offense	PENALTY 2nd Offense
I and II	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg[1] or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	HEROIN	1 kg or more mixture		
			500-4,999 gm mixture	COCAINE	5 kg or more mixture		
	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	COCAINE BASE	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
	Fine of not more than $4 million individual, $10 million other than individual.	Fine of not more than $2 million individual, $5 million other than individual.	10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture	Fine of not more than $4 million individual, $10 million other than individual.	Fine of not more than $8 million individual, $20 million other than individual.
			1-10 gm mixture	LSD	10 gm or more mixture		
			40-399 gm mixture	FENTANYL	400 gm or more mixture		
			10-99 gm mixture	FENTANYL ANALOGUE	100 gm or more mixture		

	Drug	Quantity	First Offense	Second Offense
	Others[2]	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than $250,000 individual, $1 million not individual.	Not more than 10 years. Fine not more than $500,000 individual, $2 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than $250,000 individual, $1 million not individual.	Not more than 6 years. Fine not more than $500,000 individual, $2 million not individual.
V	All	Any	Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual.	Not more than 2 years. Fine not more than $200,000 individual, $500,000 not individual.

[1] Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

[2] Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	**Marijuana** Mixture containing 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. Fine not more than $4 million individual, $10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than $8 million individual, $20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	**Marijuana** Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than $2 million individual, $5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than $4 million individual, $10 million other than individual.
50 to 100 kg	**Marijuana**	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.	Not more than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million other than individual.
10 to 100 kg	**Hashish**		
1 to 100 kg	**Hashish Oil**		
50-99 plants	**Marijuana**		
Less than 50 kg	**Marijuana**	Not more than 5 years. Fine not more than $250,000, $1 million other than individual.	Not more than 10 years. Fine $500,000 individual, $2 million other than individual.
Less than 10 kg	**Hashish**		
Less than 1 kg	**Hashish Oil**		

Smoking and Nonsmoking

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

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

Alcohol and Other Drugs

Nova 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 Abuse Resource Center.** The Alcohol and Drug Abuse 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 Abuse 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 Alcohol and Drug Abuse 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 Abuse Workshops.** These 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-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

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

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

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

A. At Nova 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;

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 I 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.

Faculty and Administrative Staff

Ron Chenail, Dean
Ph.D. in Family Therapy, M.Ed. in Educational Psychology with Counseling Specialization
Teaching interests: discourse in therapy and mediation; qualitative inquiry.

Sharon Boesl, Assistant Dean, Clinical Services
Ph.D. Candidate in Family Therapy, M.A. in Psychology
Teaching interests: systemic approaches to court-ordered evaluation and treatment; management of mental health agencies; conduct of initial intake process with clients.

Marti I. Bonneau, Director/Master's program in Dispute Resolution, Assistant Professor
M.S. in Social Work
Teaching interests: supervision and training in alternative dispute resolution processes; consultation, design and implementation of conflict management systems for government, businesses, and organizations.

Gale R. Bouchillon, Director/Academic Services and Continuing Education
M.S. in Child and Youth Care Administration

Douglas G. Buck, Director/Human Resources (Nova University), Assistant Professor
D.P.A. in Public Administration
Teaching interests: Business arbitration and mediation, labor relations, and human resource management.

Christopher F. Burnett, Assistant Professor
Psy.D. in Clinical Psychology, M.A. in Psychology
Teaching interests: linguistic approaches to Bowenian and other multigenerational family therapies; the interface of qualitative and quantitative research methodologies; Bowenian approaches to live team supervision.

Pat Cole, Visiting Assistant Professor
Ph.D. in Family Therapy, M.Ed. in Counseling Education
Teaching interests: family relationships in family business and in other work contexts; gender concerns in the work place; qualitative and quantitative research.

Douglas Flemons, Director/Doctoral program in Family Therapy, Associate Professor
Ph.D. in Family Therapy, M.A. in Counseling Psychology
Teaching 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
Ph.D. in Marriage and Family Therapy, M.S. in Family Studies
Teaching 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.

Estella Martinez, Operations Manager

Diane Mason, Program Coordinator/M.S. program in Dispute Resolution and C.S. program in Family Systems Health Care

Sherri Muchnick, Director/Family Systems Health Care Program, Assistant Professor
Ph.D. in Counseling, M.A. in Counseling
Teaching interests: gender and intergenerational issues in therapy; family transitions; therapeutic change as belief pattern and world view transformation; family play therapy; client-designed interventions.

Anne Hearon Rambo, Director/Master's program in Family Therapy, Assistant Professor
Ph.D. in Family Therapy, M.S. in Social Work
Teaching interests: supervision and training in systemic therapies; therapy as play and play as therapy; development of the therapist's unique personal style; rhetoric and language skills training; family therapy history.

Marilyn M. Segal, Dean of Family and School Center, Professor, Senior Faculty Member (Ed.D. Program in Early and Middle Childhood, Abraham S. Fischler Center for the Advancement of Education), National Lecturer
Ph.D. in Psychology
Teaching interests: public policy related to children's programs; developmental evaluation; social interaction in young children; pretend play; early handicapping conditions; abused and neglected children; different parental responses to the handicapped child; play therapy; correlates of leadership skills in preschool children.

Lee Shilts, Assistant Professor
Ph.D. in Family Therapy, MS.Ed. in School Psychology
Teaching interests: brief solution-focused theory and therapy; supervision and training in systemic therapies; the use of solution-focused therapy in nontraditional settings; Ericksonian hypnotherapy; use of letter writing in therapeutic settings.

Saunja Wright, Program Coordinator/M.S. and Ph.D. programs in Family Therapy

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