

1998

School of Social and Systemic Studies 1998-1999 Catalog

Nova Southeastern University

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School of Social and Systemic Studies

Department of Dispute Resolution

Department of Family Therapy

Family Therapy Associates

Academy of Dispute Resolution

Institute for Conflict Resolution

Institute for the Study of Cultures/Families

Institute for Family Business



CATALOG 1998 - 1999

SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

1998-1999 Catalog

Policies and programs set forth in this catalog are effective through June 30, 1999. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

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PRESIDENT'S MESSAGE

As a student of Nova Southeastern University, you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Such practical, collaborative thinking is the essence of NSU. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based. As president of NSU, I welcome you to our family, whether you are a full-time student on our 232-acre Davie campus or a part-time student attending programs at any of our convenient locations spanning the globe.

Most importantly, I thank you for playing your part as an ambassador for NSU-both today as a leader among your peers and tomorrow as a member of our growing network of international alumni. I know that as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.



*Ray Ferrero Jr., J.D.
President
Nova Southeastern University*

NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University is an independent, nonsectarian, nonprofit university chartered by the State of Florida in 1964. It is located on a 232-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 campuses are in downtown East Fort Lauderdale, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based pre-kindergarten through grade 12 as well as undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, medical education, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, NSU offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, in the health professions, 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: University School, the Ralph J. Baudhuin Oral School, and the Family Center. 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. The University's centers and programs share a common mission to educate students for leadership roles in a variety of professions. In the Nova Southeastern University educational continuum, pre-professional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern 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 NSU 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, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. 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 Southeastern University

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

Approved by the Board of Trustees, March 24, 1997

Mission Statement: School of Social and Systemic Studies

In the School of Social and Systemic Studies, we focus on academic excellence and leadership in the education of ethical, diverse, and reflective professionals who provide effective services to individuals, families, and larger complex systems. To this end, we constantly work to expand and improve the school's efforts in the areas of alternative programming, flexible degree planning, technological innovation, and student-centered service.

Approved: October 24, 1995

NOTICE OF NONDISCRIMINATION

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

ACCREDITATION

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404) 679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

DEAN'S MESSAGE

As we begin our second decade, the faculty, staff, and administration of the School of Social and Systemic Studies have been contemplating our major accomplishments since 1988 and the significant challenges and opportunities we will be facing in our second ten years. Given the pace at which our world is changing these days, it is easy for our perceptions to become blurred and for our priorities to become lost. To help us stay focused on maintaining the high quality of our current programs and on creating our next generation of innovative and caring programs, we have turned to our students and graduates and have asked them to help us in this reflective conversation. The process has been both enlightening and invigorating and, I think, that we have all learned a great deal about our school and ourselves!

I share this bit of information with you for a couple of reasons. First, I want you to know, as you begin the process of selecting a graduate program, a training experience, or a community service, that we at the school are always striving to challenge ourselves to see if the programs we are developing are being built on sound ideas and within informative contexts. Just because something worked well five or ten years ago, how do we know that it still fulfills the needs of our students, trainees, and clients? Conversely, if we are doing a good job, how do we know that and how do we ensure that we continue to perform at a high level of excellence? In posing these questions to our current students and alumni, we learned that they strongly believe that we have done a fine job of staying on the cutting edge and of preparing them for the challenges they face in today's world!

Second, I want you to know that your voice will matter here at the school. Be it in the class, the seminar, or the clinic, we believe that an open door policy means nothing if it is not connected to an open mind and open heart perspective and practice. Nurturing and maintaining dialogue is crucial in this process because without such communication, there would be no programmatic or personal growth. It is really quite simple: Your development builds our growth and our development builds your growth! As you learn more about us you will find that building these recursive and mutually beneficial relationships is at the heart of all of our programs here in the school.

Thank you for your interest in the school. Please take a close look at our programs and people and imagine how they can enrich you both as a person and as a professional. Hopefully, you will find that there is a wonderful fit between our school and your needs! In closing, I invite you to join us and to help us make our second ten years as successful and as memorable as our first!



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

SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

The School of Social and Systemic Studies is one of the university's 15 centers, each of which functions as an autonomous unit and has a specific educational focus. The School of Social and Systemic Studies focuses on teaching, researching, and applying social theories to improve human living. It operates graduate and postgraduate programs in family therapy and dispute resolution. The school also sponsors community service clinical programs 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 state licensure as a marriage and family therapist. The M.S. program in marriage and family therapy has full accreditation with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy, effective July 1, 1996 - June 30, 2002.

The school also offers the Ph.D. for those who plan to 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 methods of human communication study. Students complete two full years of clinical training at our own Family Therapy Associates. Also, the School has developed The Institute for Family Business at Nova Southeastern University, which is designed to study the relationship of family interactions within work and business contexts.

The department also offers the Medical Family Therapy Program, a specialization available in both the M.S. and Ph.D. family therapy programs. This course of study was created to offer training and research projects that encourage collaboration among physicians, family therapists, and family members.

The school offers programs in conflict resolution through the Department of Dispute Resolution. As an alternative to costly and difficult legal disputes, mediation, arbitration, negotiation, collaborative public problem-solving, 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, while the M.S. and Ph.D. in dispute resolution both offer comprehensive education in nonadversarial problem resolution for reflective practitioners. Students complete their practical experience at a wide variety of sites within the community. The Academy of Dispute Resolution offers mediation and arbitration services to the public. Additionally, The Institute for Conflict Resolution provides consultation and training for businesses, government, and the community. Mediation trainings, in both English and Spanish, have brought the expertise of the school's faculty to professionals in the United States and South America, enabling them to provide conflict resolution services in their home locale.

Funded school research projects have included VOICES, a federally funded mediation/family therapy program to prevent family violence, family therapy services for the neurologically injured, juveniles placed by the court in diversionary programs, and women in family businesses. The school publishes *The Qualitative Report*, a print and electronic periodical for articles and news in qualitative research in family therapy and related areas.

Additionally, the school is proud to be the home for the Institute for the Study of Cultures/Families (ISCF). The ISCF is designed to utilize an overwhelming natural resource of the school, our culturally diverse student body. Through its clinical, community, and academic divisions, the institute promotes understanding of the many ways cultures and families provide their members with fundamental life skills, strengths, and orientations to living.

The academic departments of the School of Social and Systemic Studies also conduct a variety of continuing education programs in support of their specific fields. The faculty of the Department of Family Therapy hold a yearly Scholarship Series, with presentations on an array of topical issues and with proceeds supporting academic scholarships for students. Other seminars and workshops have addressed topics such as basic and advanced hypnosis techniques, working within a managed care setting, and diversity issues for therapists. The school has also sponsored community-related activities, such as presenting acclaimed speakers on topics related to the fields of family therapy and dispute resolution.

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 of both genders and all races, ages, religions, and ethnicities.

School of Social and Systemic Studies Online

In order to give students, faculty, and staff greater access to important information, the *School Social and Systemic Studies* provides a comprehensive World Wide Web home page (<http://www.nova.edu/cwis/centers/ssss/index.html>), which contains the School's catalog, student handbooks, policies and procedures, academic calendar, and e-mail addresses. In addition, the SSSS Web pages are home to a number of unique online resources, which were created and developed here at the school.

- ◆ *The Academy of Dispute Resolution*
(<http://www.nova.edu/ssss/adr.html>)

Offers information on the array of dispute resolution services available through this component of the school. Information is available on registering as a mediator/arbitrator for the academy, and on accessing the services of the academy.

- ◆ *The Department of Dispute Resolution*
(<http://www.nova.edu/ssss/DR/adr.html>)
Web page is home to these outstanding World Wide Web dispute resolution resources: conflict resolution programs in higher education, ADR Web sites, online discussion groups, ADR online papers, newsletters, journals, membership organizations, resource organizations.
- ◆ *The Department of Marriage and Family Therapy (MFT)*
(<http://www.nova.edu/ssss/FT/dft.html>)
Resources on the World Wide Web page include one of the largest collections of hyper-linked pages on marriage and family therapy and MFT-related Web sites, MFT Journal home pages, and full-text, online papers on systems, therapy, and constructivist ideas.
- ◆ *The Institute for Family Business at Nova Southeastern University*
(<http://www.nova.edu/ssss/IFB>)
Home page contains the institute's newsletter, full-text papers on family business such as "Dual Relationships in Family Business" by Patricia Cole, "Connecting and Separating Family and Business" and "Playing with Contextual Complexity" by Douglas G. Flemons and Patricia M. Cole, and links to Web pages on university-based institutes and centers, family business organizations, and resources for the entrepreneur.
- ◆ *The Qualitative Research Project*
(<http://www.nova.edu/ssss/qualinq.html>)
The vehicle the school uses to house one of the most extensive collections of online resources for qualitative researchers in the world. As part of this project, the school offers *The Qualitative Report* (ISSN 1052-0147), an online journal devoted to writing and discussion of and about qualitative and critical inquiry; and the Qualitative Research Resources on the Internet, an online source for links to qualitative research Web pages, papers and other textual sources, calls for qualitative research papers, and syllabi.
- ◆ *VOICES*
(<http://www.nova.edu/ssss/VOICES>)
VOICES is a community service of Nova Southeastern University's School of Social and Systemic Studies, funded by the Bureau of Justice Assistance of the U.S. Department of Justice. VOICES helps struggling families by using mediation in conjunction with family therapy with a co-mediation model in a protective environment. Co-mediation helps families find common ground, develops options for dealing with volatile issues, addresses the interests and needs of all family members, facilitates useful agreements, and explores the need for other services.

◆ *The Institute for Conflict Resolution*

<http://www.nova.edu/mediation>

The Institute for Conflict Resolution provides training in alternative dispute resolution methods, especially mediation. The Institute offers a wide range of training programs not only to attorneys and judges, CPAs, and mental health practitioners, but also to private and public corporations, governmental agencies and boards, school students, faculty, and administrators, health care organizations, and community groups with training tailored to their unique requirements. Among the topics covered are conflict management, effective communication, active listening, negotiation skills, and problem solving.

◆ Institute for the Study of Cultures/Families

(<http://www.nova.edu/ssss/Cultures/index.html>)

The Institute is dedicated to promoting understanding of the many ways that cultures and families provide their members with fundamental life skills, strengths, and orientations to living. Such understandings are promoted within three naturally occurring divisions of the Institute: Community, Clinical, and Academic.

ACADEMIC CALENDAR FOR 1998-1999

Fall Semester 1998

Start Classes:	Tuesday, September 8
Holidays:	Rosh Hashanah, Monday, September 21 Yom Kippur, Wednesday, September 30 Thanksgiving, Thursday, November 26
Finish Classes:	Monday, December 14

Winter/Spring Semester 1999

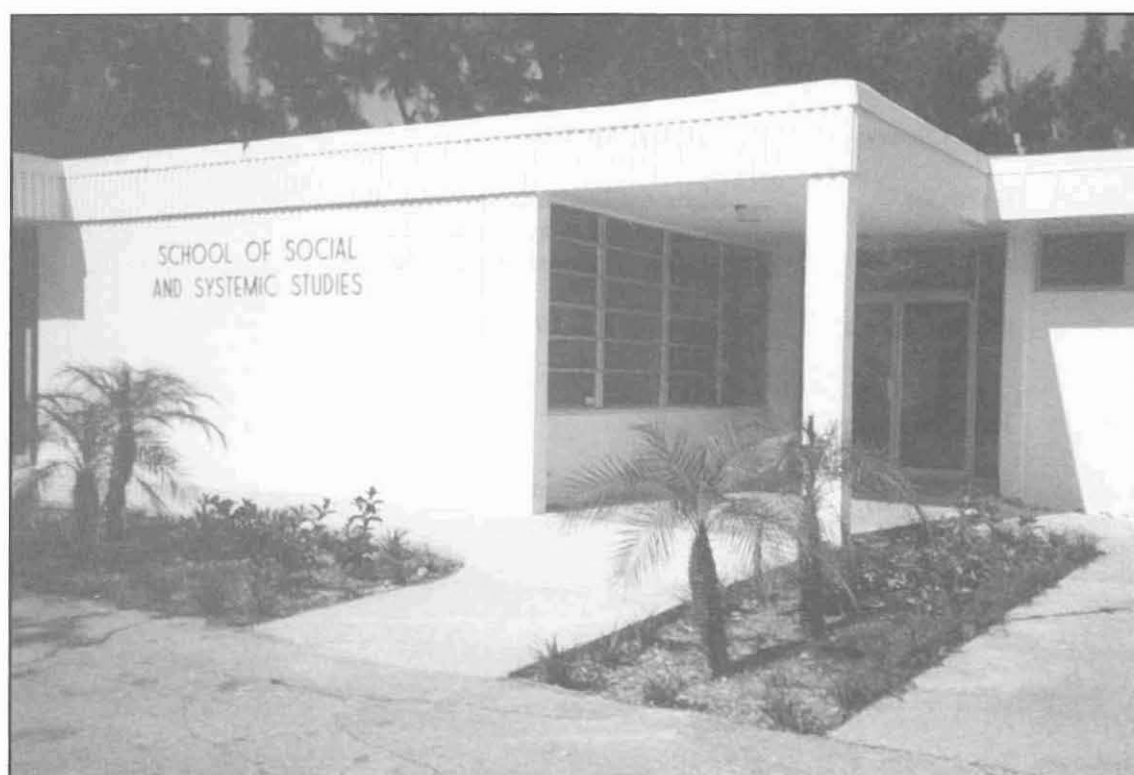
Start Classes:	Monday, January 11
Holidays:	Martin Luther King Day, Monday, January 18 Good Friday, Friday, April 9
Reading Week:	Monday, March 1 to Saturday, March 6
Finish Classes:	Saturday, April 17

Summer Semester 1999

Start Classes:	Monday, April 26
Holidays:	Memorial Day, Monday, May 31 Independence Day, Sunday, July 4 (University closed Monday, July 5)
Finish Classes:	Saturday, July 19

Fall Semester 1999

Start Classes:	Tuesday, September 7
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The Department of Family Therapy

THE M.S. IN FAMILY THERAPY

The Master of Science in Family Therapy Program is designed to help students develop 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. Some graduates have found employment locally in agencies/organizations such as the Drug Abuse Foundation of Delray Beach, Communities in Schools, Hospice By The Sea, Henderson Mental Health Center, and Broward General Hospital.

Students in the program receive clinical training and experience at Family Therapy Associates, NSU's own family therapy clinic, which serves a wide variety of clients from all life circumstances. Please note that all students enrolled in a practicum must provide proof of professional liability insurance. 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. Recently, students have been placed in more than 35 locations, including Communities in Schools, which serves all Broward County schools, The Fifth Street Counseling Center, The Baudhuin School at Nova Southeastern University, The Atrium, Columbia Hospital, Ft. Lauderdale Hospital, and Mt. Sinai Medical Center.

Applications are accepted from any person with a bachelor's degree from a regionally accredited university. Criteria for acceptance into the master's program include a major emphasis on student interest in learning systemic theories and therapies. The second major emphasis in master's admission is on 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 59 of this catalog.

Students enroll for at least 6 credits per semester; however, they 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 the summer semester. 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 practica. The examination serves as a time of reflection and integration prior to graduation. Students who fail the examination twice will not graduate.

The Master of Science degree program in marriage and family therapy has been awarded full accreditation with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT), effective 1996-2002. 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, the internship experience, and all other aspects of this program, please refer to the *Student Handbook* compiled for this program.

Curriculum for the M.S. in Family Therapy

Course Topics/Titles	Course Number
Theoretical Foundations (6 credits):	
Introduction to Systems Theories	SFTM 5310
Critical Issues in Systems Theories	SFTM 5311
Marital and Family Therapy (15 credits):	
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
Individual and Group Psychotherapy	SFTM 6374
Human Development (9 credits):	
Diversity in Human and Family Development	SFTM 6331
Human Sexuality and Gender	SFTM 6332
Theories of Personality and Psychopathology	SFTM 6333
Professional Studies (3 credits):	
Legal, Ethical, and Professional Issues	SFTM 6340
Research (3 credits):	
Research in Marital and Family Therapy	SFTM 5350
<i>Table continued on next page.</i>	

Course Topics/Titles	Course Number
Supervised Clinical Practice (12 credits):	
Practicum I	SFTM 5360
Practicum II	SFTM 6360
Practicum III *	SFTM 6361
Practicum IV *	SFTM 6362
Practicum V **	SFTM 6364
Electives (optional):	
Academic Writing	SFTM 5510
New Technology Resources for Professionals	SFTM/SFTD 5051
Other courses, including specialization courses, as approved by the Director.	

* May be specifically focused for students taking approved specializations.

** This course is required for students who do not complete the required hours of clinical experience by the end of Practicum IV.

Course Descriptions

All of the courses listed in this section are 3 credit hours unless otherwise specified

SFTM 5051 - New Technology Resources for Professionals

In this course, practitioners will be oriented to the latest Internet, personal computer, telecommunication, and video conferencing technologies and applications. They will be shown how these tools can be readily utilized in their day-to-day, professional activities through hands-on, participatory exercises and activities. Participants will develop practical and useful applications in electronic publishing, information navigation, marketing, public relations, and networking.

Offered: occasionally

SFTM 5310 - Introduction to Systems Theories

Presents an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships, with an emphasis on cybernetics.

Offered: fall

SFTM 5311 - Critical Issues in Systems Theories

Addresses critical issues in systems theories, including biological, narrative, and feminist critiques of cybernetics.

Offered: winter

Prerequisite: Introduction to Systems Theories (SFTM 5310).

SFTM 5320 - Introduction to Marital and Family Therapy

Reviews the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic counseling concepts and skills.

Offered: fall

SFTM 5321 - Theories of Marital and Family Therapy

Offers a 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: winter

SFTM 5322 - Clinical Practice in Marital and Family Therapy

Examines applications 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.

Offered: fall

Prerequisites: Introduction to Marital and Family Therapy (SFTM 5320) and Theories of Marital and Family Therapy (SFTM 5321).

SFTM 5350 - Research in Marital and Family Therapy

Reviews quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. Focuses on teaching students to be intelligent, critical consumers of research in the field.

Offered: winter

SFTM 5360 - Practicum I

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates, under faculty supervision.

Offered: winter

Prerequisites: Introduction to Systems Theories (SFTM 5310), Introduction to Marital and Family Therapy (SFTM 5320), and Legal, Ethical, and Professional Issues (SFTM 6340).

SFTM 5510 - Academic Writing

A seminar on how to write well.

Offered: summer and fall

SFTM 6320 - Assessment in Marital and Family Therapy

An overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments.

Offered: summer

Prerequisites: Introduction to Marital and Family Therapy (SFTM 5320) and Theories of Marital and Family Therapy (SFTM 5321).

SFTM 6331 - Diversity in Human and Family Development

Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture, from childhood through old age. Discusses the implications for interactional therapies.

Offered: fall

SFTM 6332 - Human Sexuality and Gender

Reviews 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: summer

SFTM 6333 - Theories of Personality and Psychopathology

Reviews the major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems. Focuses on the study of implications for treatment and comparisons with interactional approaches.

Offered: summer

SFTM 6340 - Legal, Ethical, and Professional Issues

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

Offered: fall

SFTM 6360 - Practicum II

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates, under faculty supervision.

Offered: summer

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

Provides the opportunity for 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.

Offered: fall

Prerequisites: Practicum II (SFTM 6360), Clinical Practice in Marital and Family Therapy (SFTM 5322), and faculty approval.

SFTM 6362 - Practicum IV

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates or at an approved off-campus site, under supervision of faculty and qualified professionals.

Offered: winter

Prerequisite: Practicum III (SFTM 6361).

SFTM 6364 - Practicum V

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates or at an approved off-campus site, under supervision of faculty and qualified professionals. Must be repeated until the student achieves a total of 500 client contact hours, or may be repeated if the student wishes additional experience beyond the requisite 500 hours.

Offered: summer

Prerequisite: Practicum IV (SFTM 6362).

SFTM 6374 - Individual and Group Psychotherapy

Reviews major theories of psychotherapy and understanding of psychosocial development on which they are based. Explores individual and group techniques from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches.

Offered: winter

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 91-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 practica 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 our on-campus clinic.
- ◆ 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 medical family therapy, one of which may be included as part of the curriculum. 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 practica. 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, as well as the student evaluation criteria listed on page 66 of this publication. 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. The following are students who have had their papers published in leading family therapy journals:

- ◆ Becker, J.J. (1997). The Dominoes Fall: Attending to stability. Journal of Systemic Therapies, 15(4), 80-91.
- ◆ Bertram, D.E. (1993). The use of enthymemes and their applications for family therapists. Family Process, 32(2), 323-328.

- ◆ Kaufman, B.A. (1995). Training tales in family therapy: Exploring The Alexandria Quartet. Journal of Marital and Family Therapy, 21, 55-67.
- ◆ Maione, P.V. (1994). Utilizing Erickson: An application of ideas across therapeutic contexts. Journal of Family Psychotherapy, 5(3), 83-95.
- ◆ Nau, D.S. (1998). Andy writes to his amputated leg: Utilizing letter writing as an interventive technique in brief family therapy. Journal of Family Psychotherapy.
- ◆ Rudes, J. (1992). Interactional letters. A reorganization of a couple's communication. Journal of Marital and Family Therapy, 18, 189-192.
- ◆ Shelton, D.M. (1997). Balancing Contexts of Separation and Connection: Applying the relational metaphor to people diagnosed HIV+. Journal of Systemic Studies, 16(1), 26-35.
- ◆ Singer, M. (1998). Saving Face: Applying a systemic approach to domestic violence. Journal of Systemic Studies.

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. At the final defense, the student 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. Students enrolled only in dissertation may take a minimum of 2 credits per semester and be considered full time.

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 59 of this catalog. The faculty carefully consider a number of factors when choosing applicants for the Ph.D. program: knowledge of systemic theory as it relates to various approaches of family therapy, strong writing skills, clinical experience, interpersonal style, and grades earned in previous undergraduate/graduate programs.

All students accepted for the fall are required to enroll in SFTD 5005, a one-week intensive introduction to the program, the field, the faculty, and each other. This course is held the week prior to commencement of fall classes. 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 postgraduate students.

Detailed information on all aspects of this program may be found in the *Student Handbook*.

Ph.D. in Family Therapy Curriculum

Course Topics/Titles	Course Number
Orientation Courses (13 credits):	
Introduction to Doctoral Studies in 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 (1 credit hour)	SFTD 5000
Systemic Family Therapies (12 credits):	
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 (6 credits):	
Language Systems	SFTD 5110
Thinking Systems	SFTD 5120
Clinical Practica (18 credits):	
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
<i>Table continued on next page.</i>	

Course Topics/Titles	Course Number
Supervision and Teaching (9 credits):	
Supervision and Teaching	SFTD 6310
Supervision Practicum	SFTD 6320
Teaching Practicum	SFTD 7360
Research Methods (12 credits):	
Logic and Methods of Research	SFTD 5410
Data Gathering and Organization	SFTD 6410
Data Analysis	SFTD 6430
Assessing and Presenting Research	SFTD 7350
Dissertation:(12 credits)	
Dissertation	SFTD 6900
<i>Students choose a total of 9 credits from the following electives:</i>	
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:	
Academic Writing	SFTD 6510
New Technology Resources for Professionals	SFTD 5051
Other approved courses, including specialization courses.	
Advanced Electives:	
Advanced Topics in Systemic Studies	SFTD 6530
Advanced Topics in Systemic Family Therapies	SFTD 6540

Note: Students must either enroll in or transfer in the professional development courses, and may also choose to take any of the electives listed above.

Course Descriptions

All courses are 3 credit hours unless otherwise specified.

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. 1 credit hour.

Offered: fall

SFTD 5005 - Introduction to Doctoral Studies in Family Therapy

Orients the incoming student to the core ideas and essential clinical skills of the various systemic approaches to family therapy taught in the SSSS Family Therapy Program. Provides introduction to clinical faculty and administrators, program goals and philosophy, campus information such as computer center and library, as well as team building among faculty and entering students. Intensive one-week course offered the week prior to commencement of fall classes.

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: fall

SFTD 5007 - Research in Marital and Family Therapy

Reviews quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. Focuses on teaching students to be intelligent, critical consumers of research in the field.

Offered: winter

SFTD 5010 - Systemic Family Therapy I

Study of those systemic therapies informed by cybernetics and oriented to the social organization of communication. Emphasizes the work of the Mental Research Institute and more recent developments such as solution-focused therapy.

Offered: fall

Prerequisite: Introduction to Doctoral Studies in Family Therapy (SFTD 5005).

SFTD 5020 - Systemic Family Therapy II

Study of those systemic therapies oriented to the meaning expressed in communication, emphasizing the work of the Milan team and current developments such as narrative therapies and the reflecting team.

Offered: winter

Prerequisite: Systemic Family Therapy I (SFTD 5010).

SFTD 5030 - Systemic Family Therapy III

Acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems.

Offered: fall

Prerequisite: Systemic Family Therapy II (SFTD 5020)

SFTD 5040 - Systemic Family Therapy IV

Study of the complexities and subtleties of language and the art of therapeutic implication. Discusses the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource.

Offered: winter

Prerequisite: Systemic Family Therapy III (SFTD 5030).

SFTM 5051 - New Technology Resources for Professionals

In this course, practitioners will be oriented to the latest Internet, personal computer, telecommunication, and video conferencing technologies and applications. They will be shown how these tools can be readily utilized in their day-to-day, professional activities through hands-on, participatory exercises and activities. Participants will develop practical and useful applications in electronic publishing, information navigation, marketing, public relations, and networking.

Offered: occasionally

SFTD 5110 - Language Systems

Locates the practice of therapy within cultural, philosophical, and scientific domains. Uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice.

Offered: winter

Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent.

SFTD 5120 - Thinking Systems

Study of systemic theory, particularly the ideas of relationship, difference, and context. Emphasizes the ideas of Gregory Bateson.

Offered: fall

Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent.

SFTD 5210 - Clinical Practicum I

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

Offered: fall

SFTD 5220 - Clinical Practicum II

Supervised clinical work in systemic therapy. (To be taken concurrently with SFTD 5020.)

Offered: winter

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: fall

SFTD 5410 - Logic and Methods of Research

Introduces key distinctions from philosophers of science and discusses the characteristics of, and differences between, qualitative and quantitative research designs, in terms of their respective logic and methods. Surveys the extant research directions in family therapy.

Offered: fall

Prerequisite: Research in Marital and Family Therapy (SFTD 5007) or equivalent.

SFTD 6210 - Clinical Practicum III

Supervised clinical work in systemic therapy.

Offered: summer

Prerequisite: Clinical Practicum II (SFTD 5220).

SFTD 6220 - Clinical Practicum IV

Supervised clinical work in systemic therapy. (To be taken concurrently with SFTD 5030.)

Offered: fall

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. (To be taken concurrently with SFTD 5040.)

Offered: winter

Prerequisite: Clinical Practicum IV (SFTD 6220).

SFTD 6240 - Clinical Practicum VI

Supervised clinical work in systemic therapy.

Offered: 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.

Offered: summer

Prerequisites: Clinical Practicum IV (SFTD 6220) or permission of instructor and program director.

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.

Offered: fall

Prerequisite: Supervision and Teaching (SFTD 6310) and faculty approval.

SFTD 6410 - Data Gathering and Organization

Focuses on the use of the investigator as the research instrument of choice. Participant observation and interviewing strategies are discussed. Introduces methods for transcribing and organizing interviews and field notes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered.

Offered: winter

Prerequisite: Logic and Methods of Research (SFTD 5410).

SFTD 6430 - Data Analysis

Explores how data are transformed and categorized during description, explanation, and interpretation. Introduces a variety of inductive, deductive, and abductive methods for categorizing meaning and interactive processes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered.

Offered: summer

Prerequisite: Data Gathering and Organization (SFTD 6410).

SFTD 6510 - Academic Writing

A seminar on how to write well.

Offered: summer and fall

SFTD 6520 - Diversity in Human and Family Development

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

Offered: fall

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 2 credits per term for a minimum of 12 credits.

Prerequisites: Systemic Family Therapy IV (SFTD 5040), Thinking Systems (SFTD 5120), Language Systems (SFTD 5110), Assessing and Presenting Research (SFTD 7350), Clinical Practicum VI (SFTD 6240), successful completion of the qualifying examination, and Dissertation Committee approval.

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: 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: summer

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: summer

SFTD 7313 - 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: winter

SFTD 7350 - Assessing and Presenting Research

Brings together and integrates material from the three previous research classes. Deals with the ethics of research, as well as with questions of reliability and validity in both quantitative and qualitative methods. Emphasis is placed on the problems of coherently and succinctly presenting research results in proposals, posters, brief reports, and articles. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered.

Offered: fall

Prerequisite: Data Analysis (SFTD 6430).

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.

Medical Family Therapy Specialization

The Medical Family Therapy Program focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. In their course work, mental health students and professionals are taught the basics 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. The program is unique, as it is the only program in the United States offering a full medical family therapy specialization. Additionally, the program serves, in the literature, as a model for designing medical family therapy programs.

Students in the specialization program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. 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. Also, faculty and students of the program contribute to the growth of medical family therapy by supporting and participating in groups like the Collaborative Family Health Care Coalition.

The Medical Family Therapy Specialization consists of 12 credit hours of course work and 6 credit hours of practica. The medical family therapy specialization is an advanced course of study for family therapists, social workers, counselors, psychologists, and other mental health professionals and graduate students. Applicants for the specialization program should have a graduate or terminal degree in their field, or may be current students in professional training programs. Those applicants who have not completed the family therapy orientation courses, or their equivalent, would be required to do so.

Medical Family Therapy Specialization Curriculum

Course Topics/Titles	Course Number
Specialist Courses:	
Medical Family Therapy I	FSHC 5000
Medical Family Therapy II	FSHC 5010
Practicum I in Medical Family Therapy	SFTM 6361
Practicum II in Medical Family Therapy	SFTM 6362
Research in Medical Family Therapy	FSHC 5200
Health Care Concepts	FSHC 5300
Orientation Courses:	
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
Legal, Ethical, and Professional Issues	SFTM 6340

Course Descriptions

All courses are 3 credit hours unless otherwise specified.

FSHC 5000 - Medical Family Therapy I

An orientation to the field of family systems health care that focuses on the collaboration between family therapists, health care providers, patients, and their families. 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.

Offered: winter

FSHC 5010 - Medical Family Therapy II

Personal beliefs and philosophies regarding dying, loss, and death will be explored. Bereavement across the life cycle, including developmental issues relating to children's understanding of loss, will be reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is open to students throughout the department.

Offered: summer

SFTM 6361 - Practicum I in Medical Family Therapy

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.

Offered: fall

Prerequisites: FSHC 5000 and FSHC 5010.

SFTM 6362 - Practicum II in Medical Family Therapy

A continuation of Practicum I with a focus on advancing and refining clinical collaborative skills.

Offered: winter

Prerequisite: SFTM 6361.

FSHC 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. Alternative approaches to health care will also be addressed.

Offered: fall

FSHC 5200 - Research in Family Systems Health Care

Application of qualitative research methods in the clinical study of family systems health care. Students will each complete a specific research proposal.

Offered: winter

Prerequisite: FSHC 5010.

The Department of Dispute Resolution

THE DEPARTMENT OF DISPUTE RESOLUTION

The Department of Dispute Resolution is committed to the study, practice, and research of conflict resolution as a process for achieving improved societal relations among individuals and organizations. The goal of the department is to explore and promote alternative methods for the resolution of disputes, wherein parties achieve consensual agreements that are based on the principles of nonviolence, equity, dignity, and the appreciation of human diversity. To that end, the department serves as an academic catalyst for applied research, theory development in mediation practice and other dispute resolution approaches, and the application of culturally informed techniques to the cross-cultural application of conflict assessment and intervention.

Nova Southeastern 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 conflict resolution. Instructors draw upon the fields of sociology, education, business, law, anthropology, family therapy, social work, and psychology in presenting course offerings. Students obtain the advanced skills and techniques necessary for the practice of dispute resolution and develop opportunities for rewarding careers in corporate and community dispute settlement, human resources, private and public education, court-related mediation, public policy development, and private practice. The department is committed to maintaining a balance in its teaching and training, so that students and faculty work collaboratively within the local community and on both statewide and international issues as appropriate and available.

The Graduate Certificate in Dispute Resolution comprises a series of eight courses that offer students the fundamentals of conflict resolution and practical training in a series of supervised practicum settings. The master's program is designed to produce an educated, reflective professional skilled in the practice, design, and evaluation of a variety of ADR applications. The doctoral program focuses on training ADR professionals who, in addition to practice, are skilled in the areas of teaching, applied research, policy and program development, and the theoretical foundations of the field.

The Department of Dispute Resolution provides dynamic and effective pedagogical approaches to the study of alternative dispute resolution. The learning environment is interdisciplinary and innovative, utilizing the expertise of university faculty members and practicing professionals, knowledgeable in conflict resolution skills and techniques, and the latest computer technology.

The department seeks qualified applicants from either gender, and all races, classes, cultures, age groups, sexual orientations, and nationalities. Applicants should have, at a minimum, a bachelor's degree for admission to the master's program, or a master's degree for admission to the doctoral program, from a regionally accredited college or university, or the foreign equivalent. Further admissions requirements may be found on page 59 of this catalog. Students may apply for admission to the M.S., graduate certificate, and Ph.D. programs for the fall semester only.

Students in the graduate certificate or M.S. programs may enroll either full time or part time. Ph.D. students must enroll full time. Full-time students take 9 or more credit hours each semester and part-time students take at least 6 credit hours a semester. Full-time students can expect to complete the M.S. program in 19 months or the certificate program in one year. Part-time students can complete the M.S. program in three years and the certificate program in one and one-half years. Students are expected to take classes during the fall, winter, and summer semesters. Classes are offered in the evenings.

THE M.S. IN DISPUTE RESOLUTION

The M.S. in Dispute Resolution is designed for the serious graduate student seeking intensive study in the practice of conflict resolution in a variety of fields. 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 requires no prior practice or research in the field, and includes a strong emphasis on practice with practica experiences in various supervised settings. Some of the 60 recent student practicum placements have included Metropolitan Miami-Dade County Equal Opportunity Board, Florida Power and Light, American Arbitration Association, National Association of Securities Dealers Regulation, Inc., United Nations, Environmental Protection Agency, Anti-Defamation League of B'nai B'rith, and local school boards.

Criteria for acceptance into the master's program include high level undergraduate academic performance in a related field or relevant current working experience. Potential master's students should have a practical, applied interest in using their skills and theory in a particular type of training or practice after graduation. Applicants should also possess the ability to think clearly in stressful interactions, display or develop tolerant, nonjudgmental attitudes toward different types of people, and the ability to combine tactical decision-making skills with compassion and fairness. Further admissions information may be found on page 59.

All entering students are offered the opportunity to take a three-day orientation program, which includes writing and computer skills seminars, prior to the first fall semester. Attendance is strongly encouraged since these seminars begin to explore the technology available through the department and the university, and to refresh writing skills at the expected graduate level.

The M.S. degree program consists of a 15-course (45 credits) sequence that includes alternative dispute resolution theory, practice skills from a variety of fields, research design, and program evaluation. In the last semester of their degree program, all M.S. students complete a comprehensive examination. The written examination is a series of questions that cover all courses and practica, and serves as a time of reflection and integration prior to graduation. Detailed information on all aspects of this program may be found in the *Student Handbook*.

Recent graduates of the program have found employment in diverse areas, such as with Aaron Spelling Productions as community-based conflict resolution providers for the film industry, at Lynn University's Violence Prevention Campus Program, as national mediators for airline and railroad unions, in governmental offices, as mediators for the EEOC, the National Association of Securities Dealers Regulation, and in industry.

M.S. in Dispute Resolution Curriculum

Course Topics/Titles	Course Number
Theoretical Foundations (12 credits):	
Introduction to Alternative Dispute Resolution and Ethical Practice	ADRM 5000
Legal Concepts	ADRM 5010
Communication Dynamics in Dispute Resolution: Understanding the Human Factor	ADRM 5040
Culture and Conflict: Cross-Cultural Perspectives	ADRM 6120
ADR Practice and Applications (15 credits):	
Family Mediation or Civil and Commercial Mediation	ADRM 5100 or ADRM 5110
Negotiation Theory and Practice	ADRM 5140
Consultation	ADRM 6000
Violence Prevention and Intervention	ADRM 6170
Collaborative Problem-Solving and Group Facilitation	ADRM 6140
Research (3 credits):	
Research Design and Program Evaluation	ADRM 5200
Supervised Practice (9 credits):	
ADR Practicum I: Laboratory Simulation	ADRM 5130
ADR Practicum II: Supervised Observation and Practice	ADRM 6130
ADR Practicum III: Supervised Practice Internship	ADRM 6160
<i>(table continued on next page)</i>	

Course Topics/Titles	Course Number
Electives (choose 6 credits):	
Master Thesis	ADRM 6300
International Conflict Resolution	ADRM 6601
Resolving Environmental and Public Disputes	ADRM 6602
New Technology Resources for Professionals	ADRM 6603
Gender and Conflict	ADRM 6604
Contemporary Theories of Conflict Resolution	ADRM 6605
Advanced Mediation Skills	ADRM 6606
Ethnopolitical and Community-Based Conflicts	ADRM 6607

THE GRADUATE CERTIFICATE IN DISPUTE RESOLUTION

The graduate certificate in dispute resolution is a one-year program that offers students the fundamentals of conflict intervention assessment and practice. It is intended to meet the needs of those individuals who seek introductory graduate training in Alternative 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 an eight-course sequence (24 credits), which includes ADR theory, practice skills, and research. Students who decide to continue their studies in ADR may apply these credit hours toward the department's M.S. in Dispute Resolution Program.

Graduate Certificate Curriculum

Course Topics/Titles	Course Number
Theoretical Foundations:	
Introduction to Alternative Dispute Resolution and Ethical Practice	ADRM 5000
Legal Concepts	ADRM 5010
Communication Dynamics in Dispute Resolution: Understanding the Human Factor	ADRM 5040
ADR Practice and Applications:	
Family Mediation <i>or</i> Civil and Commercial Mediation	ADRM 5100 <i>or</i> ADRM 5110
Culture and Conflict: Cross-Cultural Perspectives	ADRM 6120
Violence Prevention and Intervention	ADRM 6170
Consultation <i>or</i> Collaborative Problem-Solving and Group Facilitation	ADRM 6000 <i>or</i> ADRM 6140
Supervised Practice:	
ADR Practicum I: Laboratory Simulation	ADRM 5130

M.S. and Certificate Course Descriptions

All courses are 3 credit hours unless otherwise specified.

ADRM 5000 - Introduction to Alternative Dispute Resolution and Ethical Practice

A survey of the history of and philosophical foundations of healing, peacemaking, problem-solving and dispute resolution. Students will explore personal issues related to hostility and conflict and gain basic insights into the specific skills and techniques applicable in the ADR field.

Offered: fall and summer

ADRM 5010 - Legal Concepts

A basic introduction to legal concepts, rules, research methods, and practice in the U.S. This course focuses primarily on the operation of the legal system, an important system of dispute resolution in our society. Also discussed is how legal concepts and processes relate to other dispute resolution processes.

Offered: fall

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 are introduced to a variety of interpersonal communication 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.

Offered: fall

ADRM 5100 - Family Mediation

Examines mediation techniques used to settle divorce, custody, parent-child, and other disputes involving family members. *May be substituted for ADRM 5110.*

Offered: winter

ADRM 5110 - Civil and Commercial Mediation

Examines civil and commercial mediation techniques used to settle nondomestic cases involving such issues as personal injury, medical malpractice, contracts, construction, real estate, and product liability. *May be substituted for ADRM 5100.*

Offered: winter

ADRM 5130 - ADR Practicum I: Laboratory Simulation

Provides an introduction to a variety of skills, procedures, and settings in which disputes are handled in society. Includes exercises aimed at developing skills in ethical decision-making, assessment, intake, and mediation processes.

Offered: summer

Prerequisites: ADRM 5000, 5100 or 5110, 6000 (may be co-requisites) and 6120.

ADRM 5140 - Negotiation Theory and Practice

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining behavior. The course develops negotiator skills and knowledge leading to collaborative based behavior and solutions. This is complimented by facilitation/mediation research, which aids the intervener in moving the process toward integrative or "win-win" outcomes.

Offered: fall

Prerequisite: ADRM 5000.

ADRM 5200 - Research Design and Program Evaluation

Focuses on the development of basic research skills appropriate for dispute resolution practitioners, including basic research tools, how to read and evaluate social science research, current research in the ADR field, and an introduction to program evaluation through analysis of published work.

Offered: winter

ADRM 6000 - Consultation

An examination of consultation as used by ADR professionals through the exploration of various consultation models: process, third-party, expert, and systemic approaches to program and organizational evaluation. Students are oriented to the ways in which consultants establish, market, and expand their professional practices.

Offered: winter

Prerequisite: ADRM 5000.

ADRM 6120 - Culture and Conflict: Cross-Cultural Perspectives

Examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training interveners to function effectively in disputes where cultural differences are a significant factor; addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found within different cultural settings.

Offered: winter

Prerequisite or co-requisite: ADRM 5000.

ADRM 6130 - ADR Practicum II: Supervised Observation and Practice

Provides the opportunity for observation of ADR specialists in a variety of supervised settings and initial observation and/or practice opportunities with close supervision.

Offered: fall

Prerequisite: ADRM 5130.

ADRM 6140 - Collaborative Problem-Solving and Group Facilitation

A study of the theories and methodologies relevant to resolving shared problems. Students will examine the application of these skills to governmental, organizational, and personal relationships. Specific attention is paid to the development of group facilitation skills for use in meetings and when intervening in multiparty disputes.

Offered: summer

Prerequisite: ADRM 5000.

ADRM 6160 - ADR Practicum III: Supervised Practice Internship

Provides supervised but more independent opportunities to co-mediate and provide direct intervention and service delivery in the field placement setting under the supervision of in-house personnel and with faculty overview.

Offered: winter

Prerequisites: ADRM 5130, 6130.

ADRM 6170 - Violence Prevention and Intervention

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

Offered: winter

Prerequisite: ADRM 5000.

ADRM 6300 - Master Thesis

This course is taken over a two-semester period in lieu of the two electives required for completion of the degree program. The thesis may be an extended literature review of an approved subject, an approved independent research project, or a combination of the two. For further information, including prerequisites, see the *Student Handbook*. 6 credits.

Offered: fall and winter

Prerequisite: Must be in last year of course work.

ADRM 6601 - International Conflict Resolution

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar-practitioners, formal mediation by individual, regional, transnational and international organizations; it also looks at mediation within small and large states.

Offered: occasionally

Prerequisite: ADRM 5000

ADRM 6602 - Resolving Environmental and Public Disputes

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multi-party, multi-issue public disputes. Special consideration is given to social/environmental systems interactions and non obvious sources of political and economic conflict over human health environmental protection, and natural resource scarcity.

Offered: occasionally

Prerequisite: ADRM 5000.

ADRM 6603 - New Technology Resources for Professionals

In this course, practitioners will be oriented to the latest Internet, personal computer, telecommunication, and video conferencing technologies and applications. They will be shown how these tools can be readily utilized in their day-to-day, professional activities through hands-on, participatory exercises and activities. Participants will develop practical and useful applications in electronic publishing, information navigation, marketing, public relations, and networking.

Offered: occasionally.

ADRM 6604 - Gender and Conflict

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution.

Offered: occasionally

Prerequisite: ADRM 5000.

ADRM 6605 - Contemporary Theories of Conflict Resolution

This seminar is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily within the fields of psychology, social psychology, sociology, and political science. Focus will be on theories that examine the sources of conflict, dynamics of escalation and de-escalation, conflict as the primary source of socialization, how conflict functions in creating and maintaining group boundaries, and in-group and out-group identities.

Offered: occasionally

Prerequisite: ADRM 5000.

ADRM 6606 - Advanced Mediation Skills

This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms.

Offered: occasionally

Prerequisite: ADRM 5000.

THE Ph.D. IN DISPUTE RESOLUTION

The mission of the doctoral program is to advance the study and practice of dispute resolution by mentoring and developing practitioners trained in practice, research, theory, teaching, and informed leadership in the field. Students accepted into the program are provided the opportunity to pursue a substantive area of study in dispute resolution while drawing from a variety of theoretical perspectives and the knowledge of an experienced interdisciplinary faculty. The 82-credit-hour degree program is designed to prepare graduate students for careers as advanced practitioners, college and university educators, researchers, theoreticians, consultants and program evaluators, and program administrators.

In addition to a range of theoretical and practical dispute resolution foundation courses, the program features multiple practica in which students have the opportunity to apply classroom theory and models to real life disputes in supervised laboratory simulations and a variety of conflict resolution settings. The program also includes a pragmatic and supportive approach to conducting research and completing the doctoral dissertation.

Applicants chosen for admission to the Ph.D. program not only demonstrate prior academic excellence in their graduate work, but also have the ability to think and write analytically and are eager to explore the theory and philosophy of disputing, justice, equity and nonviolence. Doctoral applicants should also have some practice, teaching, or training experience in an ADR related activity, strong written and verbal communication skills, some research or evaluation experience, and a demonstrated commitment to the focused pursuit of a four- to five-year doctoral degree program. Detailed information on admissions may be found on page 59 of this catalog.

The focus of the Ph.D. training, while committed to improving skills for reflective practice in negotiation, mediation, arbitration, ombudsing or related fields, requires students to understand and master qualitative and quantitative research knowledge and analysis, develop professional leadership skills for the future, and produce written publications of quality and substance.

All entering students are offered the opportunity to take a three-day orientation program, which includes writing and computer skills seminars, prior to the first fall semester. Attendance is strongly encouraged since this is an opportunity to begin to explore the technological opportunities available through the department and university, and refresh writing skills at the expected graduate level.

Students are admitted for entrance in the fall semester only, and must take a full-time program of 9 credit hours, or three courses, per semester. Interested applicants can apply for application deadlines of January 1 (for early admissions) or March 1 (for regular admissions) of the year in which they will matriculate. Admission decisions are made no later than June 1, although a waiting list may be used to fill available slots as late as July. Each prospective Ph.D. student will be interviewed by a committee of at least three full-time faculty members; if a personal interview is not possible, phone interviews will be arranged.

All other specific policies for the Ph.D. program may be found in the *Student Handbook* compiled for this program.

Ph.D. in Dispute Resolution Curriculum

Course Topics/Titles	Course Number
Theoretical Foundations (21 credits):	
Introduction to Alternative Dispute Resolution and Ethical Practice	ADRD 5000
Legal Concepts	ADRD 5010
Communication Dynamics in Dispute Resolution: Understanding the Human Factor	ADRD 5040
Philosophical and Social Issues in ADR	ADRD 7010
Theories of Conflict and Conflict Resolution	ADRD 7040
Communication Patterns in Dispute Resolution	ADRD 7200
ADR Practice and Applications (18 credits):	
Family Mediation <i>or</i> Civil and Commercial Mediation	ADRD 5100 <i>or</i> ADRD 5110
Dispute Resolution Systems Design	ADRD 7020
Teaching and Training in ADR	ADRD 7500
Violence Prevention and Intervention	ADRD 6170
Negotiation Theory and Practice	ADRD 5140
Policy Research and Development	ADRD 7250
Research (28 credits):	
Qualitative Research I: Data Collection	ADRD 7110
Qualitative Research II: Data Analysis	ADRD 7120
Quantitative Research I: Methods and Tools	ADRD 7090
Quantitative Research II: Analysis and Statistics	ADRD 7100
Doctoral Seminar I: Proposal and Grant Writing (2 credits)	ADRD 7000
Doctoral Seminar II: Proposal and Grant Writing (1 credit)	ADRD 7001

Course Topics/Titles	Course Number
Doctoral Seminar III: Proposal and Grant Writing (1 credit)	ARDR 7003
Dissertation (minimum of 12 credits)	ARDR 7900
Supervised Practice (12 credits):	
ADR Practicum I: Laboratory Simulation	ARDR 5130
ADR Practicum II: Supervised Observation and Practice	ARDR 6130
ADR Practicum III: Supervised Practice Internship	ARDR 6160
ADR Practicum IV: Teaching and Training	ARDR 7510
Electives (Choose 6 credits):	
International Conflict Resolution	ARDR 6601
Resolving Environmental and Public Disputes	ARDR 6602
New Technology Resources for Professionals	ARDR 6603
Gender and Conflict	ARDR 6604
Contemporary Theories of Conflict Resolution	ARDR 6605
Advanced Mediation Skills	ARDR 6606
Ethnopolitical and Community-Based Conflicts	ARDR 6607

Course Descriptions

Notes: All courses are 3 credit hours unless otherwise specified. All ARDR 5000 and 6000-level courses are described in the master's degree section.

ARDR 5000 - Introduction to ADR and Ethical Practice

ARDR 5010 - Legal Concepts

**ARDR 5040 - Communication Dynamics in Dispute Resolution:
Understanding the Human Factor**

ARDR 5100 - Family Mediation

ARDR 5110 - Civil and Commercial Mediation

ARDR 5130 - ADR Practicum I: Laboratory Simulation

ARDR 5140 - Negotiation Theory and Practice

ADRD 6130 - ADR Practicum II: Supervised Observation and Practice

ADRD 6160 - ADR Practicum III: Supervised Practicum Internship

ADRD 6170 - Violence Prevention and Intervention

ADRD 6601 - International Conflict Resolution

ADRD 6602 - Resolving Environmental and Public Disputes

ADRD 6603 - New Technology Resources for Professionals

ADRM 6604 - Gender and Conflict

ADRM 6605 - Contemporary Theories of Conflict Resolution

ADRM 6606 - Advanced Mediation Skills

ADRD 7000 - Doctoral Seminar I: Proposal and Grant Writing

Provides a general orientation to doctoral study. Students explore research, writing, and library skills necessary for authoring papers in doctoral courses and designing a doctoral dissertation. This course is required in the first semester of the first year for students with master's in dispute resolution and in the first semester of the second year for students with a master's in another discipline. 2 credits

Offered: summer

ADRD 7001 - Doctoral Seminar II: Proposal and Grant Writing

Continues providing a general orientation to doctoral study. Students explore research, writing, and library skills necessary for authoring papers in doctoral courses and designing a doctoral dissertation. 1 credit

Offered: fall

ADRD 7003 - Doctoral Seminar III: Proposal and Grant Writing

Continues providing a general orientation to doctoral study. Students explore research, writing, and library skills necessary for authoring papers in doctoral courses and designing a doctoral dissertation. 1 credit

Offered: winter

ADRD 7010 - Philosophical and Social Issues in ADR

A review of philosophical and social contexts and issues relevant to the understanding and practice of ADR. The nature of peace, conflict, neutrality, third party involvement, race, gender, and power are discussed.

Offered: summer

ADRD 7020 - Dispute Resolution Systems Design: History and Contemporary Practice

An introduction to the basic concepts of dispute resolution systems design. Includes an exploration of the influence of organizational culture and prevailing social and cultural norms on the design and implementation of ADR systems. Examines dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms.

Offered: summer

ADRD 7040 - Theories of Conflict and Conflict Resolution

A foundation course examining macro and micro theories from sociology, psychology, and other disciplines about the nature of conflict and various approaches to conflict resolution.

Offered: fall

ADRD 7110 - Qualitative Research I: Data Collection

Provides an introduction to a range of qualitative data collection methods with particular focus on techniques used in research on conflict and conflict resolution, including participant observation, content analysis, behavioral mapping, and nonintrusive measures, as well as a review of relevant research literature in the field. Students will perform various data collection tasks for use in Qualitative Research II.

Offered: fall

ADRD 7120 - Qualitative Research II: Data Analysis

Provides an in-depth look at additional methods used to analyze qualitative research data, including content and discourse analysis, the case study, descriptive ethnography, archival measures, and community studies. Introduction to several computer programs designed to assist researchers with analysis of qualitative data. This course allows students to use the data collected during ADRD 7100 as a basis for their analysis.

Offered: summer

Prerequisite: ADRD 7110.

ADRD 7090 - Quantitative Research I: Methods and Tools

Covers a range of quantitative research methods including questionnaires, interviews and surveys, sampling, attitude and rating scales, tests of statistical significance, experiments and the basics of descriptive statistics and uni-variate analysis.

Offered: winter

ADRD 7100 - Quantitative Research II: Analysis and Statistics

Building on ADRD 7120, this course explores various methods of analyzing and presenting quantitative research data. Includes common concepts and techniques for analyzing results of survey and experimental research projects: computer statistical programs and an in-house database, bi-variate and multi-variate analysis, index and scale development, and more advanced techniques such as regression analysis.

Offered: summer

Prerequisite: ADRD 7090.

ADRD 7200 - Communication Patterns in Dispute Resolution

A study of language and discourse systems, linguistic analysis, theories, and practices in conflict resolution. Includes overview of various systems theories.

Offered: winter

ADRD 7250 - Policy Research and Development

Analysis of current policy issues in the ADR field with an emphasis on the design, implementation, evaluation, and analysis of legislation, state and local policy initiatives in Florida, the United States, and abroad.

Offered: winter

ADRD 7500 - Teaching and Training in ADR

An introduction to teaching and training in ADR. Reviews instructional models and teaching literature with an emphasis on teaching the adult learner.

Offered: summer

ADRD 7510 - Practicum IV: Teaching and Training in ADR

Provides an opportunity for supervised teaching and training experience in graduate, undergraduate, continuing education, video and curriculum development, seminar, and/or workshop instruction in ADR or related field.

Offered: fall

Prerequisite: ADRD 7500.

ADRD 7900 - Dissertation

Focuses on the development, writing, and defense of the dissertation. When approved, students register for at least 3 credits per semester for a minimum of 12 credits.

Prerequisites: successful completion of the qualifying examination and the approval of the Dissertation Committee.

Clinical and Community Services

Family Therapy Associates

Family Therapy Associates (FTA) is the clinical site for the School of Social and Systemic Studies at Nova Southeastern University. Unlike more traditional therapy models that focus on the individual, FTA provides a therapeutic setting where families work together to understand and resolve their difficulties. This approach addresses not only the challenges that bring the clients to therapy, but also the family's special ways of communicating and relating that can make a family stronger and healthier. All therapeutic staff are trained in brief, short-term methods of problem solving. The goal of the therapists is to effectively assist families with their concerns within 10-12 sessions.

Therapy Services

FTA offers short-term family therapy services in our office locations for many difficult situations that confront a family, couple, or individual. Appointments are scheduled Monday through Saturday and the offices are open most evenings. Fees for services vary and are based on family income.

FTA offers community outreach programs to serve special needs of South Florida families. We have designed programs that pay particular attention to the needs of children and adolescents, and also to families currently engaged in the court system. FTA's outreach programs have become well-established community resources. Examples include:

Juvenile Programs

Getting A Second Chance

Youth who commit crimes on school property are given the opportunity to choose family therapy as an alternative to adjudication. This program emphasizes setting consequences for behavior, returning to school, and improving family involvement in the child's life.

Therapy in Education: Alternative for School Crises

FTA therapists serve as liaisons in middle and high schools to mediate solutions for adolescents in trouble. By broadening the therapeutic context, we directly address the complex interaction among the school, family, and adolescent to resolve disputes and difficulties.

Court Programs

Court-Mandated Couples Program

This program assists families and couples trying to cope with the struggles of divorce or separation. Family therapists help them to better manage concerns about shared parental responsibility, visitation, and settlement.

Creating Positive Alternatives for Adjudicated Youth

FTA works with the Juvenile Mediation and Arbitration Division of the Seventeenth Judicial Circuit Court of Broward County to offer alternatives to youths charged with a first offense or misdemeanor. Therapy or a combination of mediation and therapy are used as constructive forums to assist the youth in creating positive changes to prevent further legal entanglements.

Grant Funded Programs

Intensive Crisis Counseling Program

The goal of this program is to prevent out-of-home placement of at-risk children. FTA therapists work closely with child protection caseworkers to improve the functioning of the family and remove the risk of harm to children.

VOICES (Violence Outreach and Intervention through Community Education and Services)

VOICES works with families in a conflict before their problems escalate into more serious violence. In a protective environment with a mediator and therapist, disputing family members have the chance to create useful and safe plans of action to improve their interactions and strengthen family relationships.

Clinical Opportunities

The Department of Family Therapy, through its clinical facility, FTA, offers students the unique opportunity to receive financial support and real world experience. Our clinic facility has developed a multitude of partnerships with private/public agencies and businesses which utilize the center's therapy and psychoeducational services. With the help of these partnerships, we have created up to 15 positions in which students have the opportunity to be employed while they complete their degree.

The following positions are provided:

- ◆ Home-based Crisis Intervention, offering therapy to families in their own environment
- ◆ Community-based Family Intervention in association with local law enforcement agencies
- ◆ Creating Positive Alternatives for Disadvantaged Youth, created in association with the local chapter of the Boys/Girls Clubs of America
- ◆ Minority internship, which the American Association of Marriage and Family Therapy funded for 1997-98 through a scholarship award
- ◆ FTA staff positions, such as Intake Coordinator, staff therapist, and psychoeducational instructor/group facilitator

Proposed Projects for 1998-1999

- ◆ Mission of St. Francis, a proposed grant partnership for serving homeless substance abuse families
- ◆ Homeless Assistance Center, proposed for FTA to provide approximately three paid positions (20 hours per week) to provide on-site family therapy to the residents of the Broward County Homeless Center

Academy of Dispute Resolution

The School of Social and Systemic Studies has offered on-campus mediation services to university students, staff, and faculty and has successfully mediated community disputes since 1994.

The Academy of Dispute Resolution opened its doors to the public/private sector in August 1997, and comprises an array of professionals with special expertise in resolving conflicts within business, governmental operations, academic settings, community organizations, and legal forums through mediation and arbitration.

Students will benefit from the opportunity to fulfill practicum requirements and faculty will have the opportunity for practice capabilities and research through the use of actual case studies. The academy can create unique conflict resolution services by utilizing our neutrals' collective experience and NSU's innovative environment.

For further information, please contact Barbara Berner, Program Director, at (954) 262-4ADR.

The Coalition for Conflict Resolution in Education

The Coalition for Conflict Resolution in Education (CCRE) is a collaboration between the Department of Dispute Resolution and the Fischler Center for Advancement in Education. CCRE addresses conflict issues and conflict resolution in education from preschool to graduate school, including school system staff and faculty, community, university staff and faculty, school board members, students, etc. CCRE offers a graduate certificate program in Conflict Resolution in Education, which can transfer into graduate degree programs in DDR or FCAE for eligible students. CCRE will also be developing training, workshops, seminars, and conferences.

For further information, please contact Marcia Sweedler, Ph.D., Director, at (954) 262-8712 or Sheryle Salzman, M.S., Graduate Assistant, at (954) 262-8713.

Institutes

INSTITUTE FOR FAMILY BUSINESS

Nova Southeastern University has joined a number of colleges and universities around the country that have established family business institutes. Founded in 1994, the Institute for Family Business is a nonprofit educational organization dedicated to the growth, health, success, and continuation of family-owned businesses. The institute seeks to perform its mission by offering the following programs:

Family Forums

Educational forums where individuals involved in the management and ownership of family businesses can learn from nationally recognized experts in family business issues and from other family-owned businesses sharing their experiences;

Group Round Table Meetings

Facilitated peer group round table meetings for family members involved in the business where they can meet to learn from each other by discussing matters of business and personal interest in a confidential environment;

Professional Forums

Educational forums where professionals who provide services to family-owned businesses, such as lawyers, accountants, financial planners, bankers, and therapists can improve their knowledge of family business dynamics and explore multidisciplinary opportunities to provide enhanced service to their family-owned business clients.

The Institute for Family Business operates under the auspices of the School of Business and Entrepreneurship and the School of Social and Systemic Studies at Nova Southeastern University. Nova Southeastern University is the first university in the country to combine two different departments in order to cover both family issues and business issues. While every effort is made to ensure that the curriculum is driven by the needs and desires of its members, topics covered in Family Forums, Round Tables and Professional Forums will include:

Management Succession Issues
Ownership Succession Issues
Family-Business Relations
Tax and Transfer Issues
Leadership Development

Professionalization of the Firm
Boards of Directors
Strategic Planning
Women in the Family Firm
Change and Conflict

For further information contact: Fredrick Reed, Director, Institute for Family Business, at (954) 262-3066.

THE INSTITUTE FOR THE STUDY OF CULTURES/FAMILIES

The School of Social and Systemic Studies, in keeping with our commitment to understanding complex human and social systems, is proud to be the home of the Institute for the Study of Cultures/Families (ISCF). The institute is designed to utilize an overwhelming natural resource of the School of Social and Systemic Studies: our culturally diverse student body. The institute is dedicated to promoting understanding of the many ways that cultures and families provide their members with fundamental life skills, strength, and orientations to living. Such understandings are promoted within three naturally occurring divisions of the institute: clinical, community, and academic.

The Community Division

Cultures and families are strong and necessary adhesives for any community. The institute, through Family Therapy Associates, is committed to being an active member of the Fort Lauderdale/South Florida community and offers the following programs:

- ◆ **Community Speaking Teams:** students with particular cultural or family expertise make themselves available to schools, businesses, and community organizations.
- ◆ **Translation Services:** students and Faculty who are fluent in languages other than English offer clinical translation services upon request.
- ◆ **Community Resources Referral Services:** a clearinghouse of community organizations and resources.

The Academic Division

As a university-based institute, the ISCF is also committed to the accumulation, production, and distribution of knowledge about cultures and families. It does so through the following:

- ◆ **The ISCF Clinical Tape Library:** housed in the School's Clinical and Community Outreach Center, a collection of clinical videotapes which are examples of clinical work with culturally diverse families.
- ◆ **The Database Computerization Project:** plans are to computerize the collective efforts of the entire Institute, and to make some of the results available to interested parties through the World Wide Web.
- ◆ **The ISCF Personal Reflections Project:** a collection of scholarly papers, personal reflections, essays, poems, and the like, which reflect the many ways that families/cultures express ideas and narratives important to them.

The Clinical Division

In keeping with the School of Social and Systemic Studies's strong tradition of clinical training, the Institute is heavily concerned with how understanding Cultures/Families helps clinicians be more effective in their work.

- ◆ **Live Team Supervision and Training**, clinical training teams see culturally diverse training cases behind a one-way mirror suite in the Clinical and Community outreach Center.
- ◆ **Culturally Diverse Clinical Case Consultations**, case Consultations are offered for both student of SSSS as well as for clinicians from the community. Videotapes, audiotapes, and other materials are shared in either group or individual consultation formats.
- ◆ **Monthly Speakers Series**, the Institute is sponsor to a monthly speaker on topics relevant to working with the issues related to cultures and families.

For further information, contact Christopher F. Burnett, Psy.D., Assistant Professor of Family Therapy at (954) 262-3000.

INSTITUTE FOR CONFLICT RESOLUTION

The Institute for Conflict Resolution provides local and international training in conflict resolution and alternative dispute resolution methods, especially mediation. The institute provides a wide range of training programs to attorneys and judges, CPAs, mental health practitioners, private and public corporations, governmental agencies and boards, school students, faculty, administrators, health care organizations, and community groups, with training tailored to their unique requirements. Among the topics covered are conflict management, effective communication, active listening, negotiation skills, diversity awareness, negotiation, and problem solving. Trainings and workshops are also offered in Spanish for visiting professionals from Central and South America.

The institute conducts its distinctive, educational, and highly interactive 40-hour Family Mediation Certification Training Program, at NSU's East Campus, for individuals interested in becoming certified by the Supreme Court of Florida as a Family Mediator. The Family Mediation Certification Training Program is designed to provide a fundamental understanding in the essential areas for family mediators. The specific course content is based on Supreme Court requirements, and covers both the study of conflict resolution theory and the practical application of theory in experiential exercises. Class discussions are always lively, challenging participants with problems they are likely to encounter in actual family conflicts.

For further information, contact Perry S. Itkin, J.D., M.S., Executive Director, Institute for Conflict Resolution, at (954) 262-3055.

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 in the humanities, business, education, and sciences. Specialized indexes in CD-ROM format are available in-house, and additional databases, many in full text, are available via the Internet and campus network. The Nova Southeastern University Libraries' online catalog (NovaCat) is accessible for remote searching, as well as searching catalogs from other university libraries.

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

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and to reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone, call: (800)541-6682, Ext.# 4602 or (954) 262-4602. Use the toll-free fax to order library materials at (888)DLS-DOCS [(888)347-3627] or Broward fax: (954) 262-3947. Contact DLS by Internet: library@nsu.nova.edu or by Web: <http://www.nova.edu/library>.

The Einstein Library also maintains the East Campus Branch Library. It is located on the second floor of the Tower Building of the East Campus. This branch library supports the academic programs at the East Campus with reference service, library instruction, document delivery, and online services. For more information about these services, call (954) 262-4629.

The Health Professions Division Library, located on the main campus, is open 105 hours per week. It contains books, continuations, journals, audiovisual, and other materials pertaining to osteopathic medicine, pharmacy, optometry, physical and occupational therapy, dentistry, and public health, as well as a core collection in the pre-clinical basic sciences. The librarians maintain an Internet website, which allows access to several health-related electronic databases, many of them full-text. Users can also search the integrated NSU catalog, view library publications, tutorials, and class schedules, and generate purchase and interlibrary loan requests online. Membership with the National Library of Medicine and various consortia provides cooperative lending relationships, which affords HPD students and faculty access to international library holdings.

Shepard Broad Law Center's Law Library and Technology Center houses a collection of nearly 300,000 volumes. The library has over 300 data ports with direct Ethernet connections to the law center's network. In addition, a wireless network insures network access from the library and law center classrooms. Students, faculty, and staff can remotely access the network from anywhere in the world. Memberships in SEFLIN and COSELL provide resource-sharing

opportunities. The library is a selective U.S. Government Depository and one of only two Florida UN Documents full depository libraries. The Law Center/Law Library and Technology Center's Web page provides access to administrative, student, and research information at www.nsu.law.nova.edu

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

Center for Media and Technology

The Center for Media and Technology (CMT) exists to provide faculty, staff, and students at all Nova Southeastern University locations with the basic tools of instruction, to develop and produce learning materials, to assist faculty in the development of learning materials, and to provide informed consultation on using technology effectively.

CMT staff is dedicated to helping our clients overcome personal, psychological, social, and geographical distances to learning through the effective use of technology, particularly teleconferencing and video conferencing.

In addition to video productions, CMT circulates films, videos, and other nonprint resources to faculty from an extensive in-house collection as well as from other university and commercial rental sources.

Microlab

The Microlab provides computer facilities for the university to deliver graduate and undergraduate courses, noncredit and continuing education credit workshops, staff training, and complete degree programs based on applied and emerging technologies. The facilities are available to all currently enrolled students and members of the International Alumni Association. All labs are networked to the university's online computer systems; online connectivity provides student and faculty access to the Campus-Wide Information System, the Electronic Library, and to the Internet.

The computer labs are located on the Main Campus in the Parker Building, University Plaza, Maltz Psychology Building, Health Professions Building, Sonken Building, and Leo Goodwin Residence Hall. Computer labs are also located at the university's North Miami Beach Campus and East Campus, including a small lab within the school's building. In addition to the computer labs, an innovative computer-based Executive Group Decision Support Lab has been established at the East Campus. The multi-lab design of the Microlab and the choice of technology platforms provide flexibility for students and faculty to apply the use of technology to meet program requirements. Computer systems include MS-DOS, Windows 95, Macintosh,

Sun OS, Ultrix and multimedia work stations. Peripherals such as CD-ROMs, color scanners, touch screens, digital cameras, and laser disc players are also available for student use. An extensive software collection is housed in the labs; the collection provides students with access to a broad range of programs and multimedia applications.

Additional information on Microlab locations and hours can be obtained by calling (954) 262-4949 or through "lynx" on the university online systems, as well as <http://microlab.nova.edu>

Student Access to Telecommunications

Graduate programs within the School of Social and Systemic Studies expect or require their students to avail themselves of the university's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences (as offered), and access worldwide resources including practitioners, bulletin boards, library catalogs, full-text materials, databases, the Internet, and the World Wide Web.

Access to the NSU network is available from anywhere in the world. Sixty-four (64) dial-up modems are available to users in the local 954 area code. Elsewhere in the U.S., Hawaii, Alaska, Puerto Rico, Virgin Islands, and Canada, users may make a local phone call to the AT&T Information Access Service, which provides network connectivity to NSU at speeds of 14.4 Kbs. The NSU network is connected to the Internet via a T-1 line, allowing access from any Internet site in the world.

To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

In order to access the University's computing resources, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet Service Provider (ISP). This requirement will become effective no later than Fall Term, 1999.

To be assigned an account on the UNIX system, students need to complete an Account Request Form, which is available at the receptionist's desk in the School of Social and Systemic Studies Building. Students will also be asked to read the Student Code of Computer Ethics (see index) and sign an Academic Computing Account Security Agreement. The signed forms should be returned to the School's Director of Administrative Services, who will process the application and assign an account.

For information about the system's capabilities or answers to technical questions, call the Helpdesk, in the Office of Academic Computing and Strategic Technologies, at (954) 262-4357 or (800)541-6682, Ext. 4357. Your call will be transferred to the Helpdesk and handled by the staff member on duty.

* Limited Macintosh support is available from NSU.

Textbooks

The university's bookstore (Nova Books) is located on the Main Campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students may call the book store at (954) 262-4750, or (800)509-BOOK(2665), or fax to (954) 262-4759, or e-mail to novabook@nsu.acast.nova.edu

Ordering Information

Orders can be mailed using an order form or phoned in during the hours of 9:00 a.m. - 5:00 p.m. Orders are processed throughout the day, and are usually shipped within 24 hours. Orders shipped to addresses in Florida arrive within two business days, while orders shipped to other states require about one extra week. If a book is not available at the time the order is placed, it will be put on back order and shipped upon arrival. Orders are shipped UPS only and must include shipping address (no P.O. boxes, please), daytime, and evening phone numbers. Please specify the authors and titles of all books you are ordering.

Lowest Price Guarantee

Any books or supplies that you purchased from Nova Books are the Lowest Prices Available, or we will Double the Difference! Simply bring in both original cash register receipts, along with the merchandise, and we will refund twice the difference on the item(s) in question.

- ◆ Purchases must be made within two weeks of each other, and must be for identical items.
- ◆ All claims must be made within 30 days of purchase from Nova Books.

Financial Aid

To assist the greatest number of students in meeting the direct and indirect costs of their education, Nova Southeastern 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 NSU's Office of Student Financial Aid. These programs include Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loans, and the Federal 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 Southeastern University
Office of Student Financial Aid
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-3380 or toll free (800)522-3243

Housing

All full-time students are eligible for on-campus housing. Furnished apartments are available for graduate students, who may choose from among single or double accommodations in either one- or two-bedroom apartments. More traditional style housing is also available, offering a room with a private bath. Amenities include local phone service, cable tv, air conditioning, and all utilities. Students are encouraged to apply early for housing, since space is limited. Interested students are invited to obtain further information from:

Nova Southeastern University
Office of Residential Life
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7052

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

The School of Social and Systemic Studies maintains up-to-date progress records on each student. The student's program office periodically furnishes each student with a working transcript that shows current status of grades and earned semester credit hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

For additional information concerning veterans' benefits, contact:

Nova Southeastern University
Office of the University Registrar
Veterans' Benefits Assistance
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7241 or toll free (800) 541-6682, Ext. 7241 Option 2 (Registrar's Office)

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 either the Main or East Campus in Fort Lauderdale, Florida. For further information, contact:

Nova Southeastern University
International Student Advisor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7242 or toll free (800) 541-6682, Ext. 7242 Option 2 (Registrar's Office)

Career Resource Center

The Career Resource Center (CRC) provides career counseling and job search assistance to NSU students and alumni. Through counseling and career-related resources, the center strives to educate students and alumni to:

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

A variety of organizations, from business, government, education, and others advertise their job vacancies at the CRC. Students and alumni must register with the center to have access to WebWalkUp, the online database of jobs, and to use the center's many other resources including career directories, international employment opportunities, job search assistance resources, career guides, and more.

For further information, contact the Career Resource Center at (954) 262-7201. The office is located in the Horvitz Administration Building on the Main Campus. Visit the CRC's WWW home page at <http://www.nova.edu/cwis/crc/crc.html>, which also provides links to many other career-related services found on the Web.

Disability Services

Nova Southeastern University is committed to providing equal educational opportunity and full participation for persons with disabilities. It is the university's policy that no qualified person be excluded from participating in any university program or activity, or otherwise be subjected to discrimination with regard to any university program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment and access to facilities, student programs, activities, and services.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the university's departments, offices, and personnel. To this end, the university will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Services are provided to students with physical, visual, hearing, speech, learning, and temporary disabilities. Students must request services by meeting with the designee for DSS in their program of study, preferably before enrollment, in order to assess student needs and coordinate appropriate services and accommodations. All services are provided based upon individual need.

In order to receive services, all students with disabilities must submit appropriate medical, psychological, or educational documentation to substantiate the need for services.

Confidentiality of records is maintained. Upon the student's written release, the disabilities designee at each center can verify the disability and make recommendations for necessary accommodations.

For further information about requests for accommodations and procedures to follow, please contact the Associate Dean, the School of Social and Systemic Studies' disability designee.

ACADEMIC AND FINANCIAL POLICIES

Catalogs and Handbooks

All enrolled students are entitled to receive a copy of the school catalog and the program handbook that outlines all requirements, policies, procedures, and information relevant to their study. Copies of the most recent catalogs and handbooks are available from your program office.

Admissions

All of the academic degree programs specify admissions criteria for prospective students, which may be found on that program's description page in this catalog. The school welcomes applications from qualified candidates, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin. To enable faculty to determine an applicant's readiness for a program, all applicants (to all of the school's academic programs) will be asked to submit the following:

- ◆ A signed application, with fee, noting all relevant educational, occupational, and volunteer service history.
- ◆ Official transcripts of all prior academic work at regionally accredited colleges and universities, indicating minimum undergraduate and graduate grade point averages of 3.0 for all programs in the center. Lower grade point averages may be considered in rare circumstances upon receipt of written explanation.
- ◆ Three letters of reference from colleagues, supervisors, or instructors (not family, friends, or service providers). Letters should 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 should give evidence of correct grammar and style and clear expression. Job evaluations should give evidence of respectful interactions with clients/customers and colleagues, professionalism, pragmatic planning ability, and integration of theory into practice. Requests for waiver of this requirement should be made in writing to the program office.
- ◆ 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 should demonstrate accurate understanding of the program to which the applicant is applying.

After signed and completed applications have been received, applicants will be evaluated for eligibility. Eligibility criteria include attainment of minimum academic and/or professional experience, appropriate motivation and preparedness for graduate study, and willingness and ability to complete the program. Eligible applicants will be scheduled for a personal interview.

When recommended for an interview, applicants will meet with one or more members of the faculty and/or administration. Phone interviews may be acceptable for out-of-state applicants, but face-to-face interviews are recommended. Applicants will be interviewed to determine their prior knowledge and experience in the area of the program and for their academic potential.

After all required admissions documentation has been received, and subsequent interviews have been completed, applicants are numerically rated by the faculty to determine how well they meet admissions criteria. Applicants are then designated as being accepted, rejected, or placed on a waiting list, and are notified by mail. Accepted applicants have 30 days to notify the school of their intent to attend or not to attend a program. Students declaring their intention to attend need to sign a letter of matriculation (see below) and forward a reservation fee, applicable to the first semester's tuition, to hold a position in the next entering class. Students on a waiting list will be notified if a position becomes available. Students who do not enter the program during the year of admission may defer their admission for a maximum of one year. After one year, reapplication will be required and must include all new documentation and a new application fee.

For master's level programs, all admissions are conditional for the first semester. During their first semester, students must complete all course work for which they register with an average of "B" or better. Students will be reviewed by the faculty at the end of their first semester for full admission. Criteria for full acceptance will 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 doctoral level programs, all students are admitted conditionally for their first year, until the student has successfully completed the Preliminary Review. During this examination process, students complete a self-evaluation and submit it to the faculty. This self-evaluation, along with evaluations of written assignments for classes, practicum evaluations, and a review of the student's evaluation criteria (listed on page 66 of this document) are assessed by a preliminary

exam committee. This committee, comprising the program director or chair and at least two additional faculty members, then meets with each student to discuss his or her standing and future in the program. Recommendations from this meeting are forwarded to the faculty-at-large for final approval. 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 degree, students may apply for doctoral study. Students may concurrently enroll in degree and certificate/specialization programs, provided that the certificate/specialization does not interfere with the degree program, and that the student has met the requirements for the specific program.

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 is entitled to receive a copy of the current catalog and program *Student Handbook*. The department in which the student is enrolled 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, the department, and the student. Such right includes modification to academic requirements, course sequencing, time scheduling, curriculum, tuition, and/or fees, when, in the judgment of the administration, such changes are required in the exercise of its educational and pedagogical responsibility. The only exception to this rule is that the student will remain bound by the total number of credit hours required for the completion of the degree for the year in which the student entered.

Residency and Scheduling

All degree programs are offered in South Florida, at campuses and facilities of Nova Southeastern University. To complete program requirements, students may need to develop flexible schedules at their places of employment. A minimum of one year of residency is required for a graduate certificate in the center, a minimum of one and one-half years of residency is required for all master's degrees in the center, and a minimum of two years of residency is required for all doctoral degrees in the center.

Transfer of Credit/Courses at Other Universities

Each program specifies the amount and type of transfer credit allowed. However, each course being evaluated must have been:

1. A graduate level course equivalent in content to a course offered in the degree program;
2. Completed at a regionally accredited university;
3. Passed with a grade of "B" or better; and
4. Completed within the last seven years.

No course credit will be granted for portfolio-based experiential learning.

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; and
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 Southeastern University are transferable only at the discretion of the receiving school.

Class Registration/Adding and Dropping Classes

Students register for class on designated days and at designated 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 the 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 must take sequenced classes in the order designated by the school's curriculum. The dean will designate a minimum and maximum number of students for each class.

Independent study courses must be approved by the instructor and the program director. 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 three 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 before the beginning of classes for a complete refund. Dropping a class after the first class session leads to a 75% refund, and dropping a class after the second class session leads to a 50% refund. Students may drop a class after the third or the fourth class, but they receive no refund. Below you will find an academic calendar for each semester of the 1998-99 academic year. The academic program offices also provides information on the financial and grade consequences associated with the date of dropping a class. All adds and drops must be processed in writing and must be received by 4:00 p.m. on the date listed. Phone calls to announce add and drop intentions are insufficient. Written forms must be completed by announced deadlines.

Fall, 1998

Date	Deadline
Tuesday, September 15	Last day to drop fall class with 100% refund.
Tuesday, September 22	Last day to drop fall class with 75% refund.
Tuesday, September 29	Last day to drop fall class with 50% refund. No refunds after this date.
Monday, October 26	Last day to withdraw from a fall class and receive a grade of "W." After this date a letter grade will be given.

Winter, 1999

Date	Deadline
Tuesday, January 19	Last day to drop winter class with 100% refund.
Monday, January 25	Last day to drop winter class with 75% refund.
Monday, February 1	Last day to drop winter class with 50% refund. No refunds after this date.
Monday, March 1	Last day to withdraw from a winter class and receive a grade of "W." After this date a letter grade will be given.

Summer, 1999

Date	Deadline
Monday, May 3	Last day to drop summer class with 100% refund.
Monday, May 10	Last day to drop summer class with 75% refund.
Monday, May 17	Last day to drop summer class with 50% refund. No refunds after this date.
Tuesday, June 7	Last day to withdraw from a summer class and receive a grade of "W." After this date a letter grade will be given.

Audit Policy

Students wishing to audit a class may do so only at the discretion of the instructor; the instructor also has sole discretion as to how many students may audit any particular class. Students who are auditing a class may participate in class discussions, but will not be required to fulfill class requirements. Auditing students do not complete class assignments and do not receive academic credit for the class, but an "audit" notation will appear on their transcripts. Auditing fees equal 60% of the regular tuition cost of the course.

Refund Policy

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

Withdrawals and Incomplete Grades

Any student who does not attend the first two class sessions, and does not communicate a satisfactory explanation for these two initial absences, will be administratively withdrawn from the course. Students may drop a class before completion of 12 hours of class meetings; after that time, students who wish to drop that class must formally withdraw by completing an official withdrawal form that 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.

A student must make a formal, written request for an "Incomplete" grade for family and other pre-approved emergencies; such requests, unless there is an unexpected medical emergency, must be approved before the last regularly scheduled class. A student may request an incomplete, or "I" grade for a period of one semester only; the expected date of completion of the incomplete grade will be noted on the formal request form. An incomplete will be granted only if the student is maintaining a passing average on all work required for the course up to the point of the request for the incomplete. Students who have an outstanding incomplete grade or who have a failing average may not receive an additional incomplete; they must either withdraw from the class or receive a failing course grade. Forms 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 application form. The decision of the instructor may be appealed to the program director; the director's decision is final, although formal grievance procedures may be pursued through the dean of the school (see the *Student Handbook*).

Please note that the incomplete policies for Family Therapy and Dispute Resolution are different. There are no incomplete grades given for practicum courses in Family Therapy. Dispute Resolution, however, offers consideration of an incomplete grade under extreme unexpected circumstances. The practicum handbook for each department offers accurate information about current policy.

The incomplete form includes a detailed description of the work that needs to be completed. Faculty shall not be allowed to initiate "I" grades. They must assign a letter grade of "F" 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, if the work has not been completed, the grade will automatically be changed to an "F."

Full- and Part-Time Status

Students are considered full-time if they register for 9 or more semester hours. Master's students must enroll for at least 6 hours per semester (considered part-time). Doctoral students must enroll full-time for at least 9 hours per semester until registration for dissertation, when they must register for at least 2 dissertation hours per semester if they are in the family therapy program or 3 dissertation hours per semester if they are in the dispute resolution program. 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 must write a statement of explanation regarding the need for the reduction or the leave. If approved, the program director will recommend the term of reduced hours or leave of absence. Prior to returning to the program, students will be required to participate in an interview with the program director or chair and faculty representatives in order to determine readiness to reenter the program. Students who do not have the approval of the program director for reduction or leave will 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 will reserve the right to terminate the enrollment of that student and close the file.

Academic Evaluation and Standards for Progress

Course work will 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. Three or more unexcused absences during a classroom course will result in an automatic grade of "F" for the course. More than three unexcused absences during a 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 within one year for credit toward a degree or certificate program. Students must maintain a 3.0 GPA for graduation. Students who do not meet these requirements, or who cannot raise their GPA to a 3.0 after one year on probation, will be dismissed from the program.

Probation and Dismissal

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 within one academic year will be dismissed from the program.

Students with more than one "D" or "F" at any time in the program will no longer be considered in good standing in the program. These students will be required to meet with the program director or chair and faculty representatives in order to determine whether the student will be allowed to continue in the program. The program reserves the right to dismiss such students from the program.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the program's administration.

Upon approval, the student will be readmitted to the program in effect at that time. Only those courses with grades of "B" or better will be applied toward the degree.

Dismissal for violations of professional ethical conduct will be final. Students dismissed for such conduct will not be considered for readmission to the program.

Institutional Review Board

Nova Southeastern University encourages the conduct of research in and among its colleges and centers, and in collaboration with other educational institutions, agencies, and organizations. While respecting the right of faculty to full academic freedom in research, the university is firmly committed to adhering to basic ethical principles underlying the acceptable conduct of research involving human subjects.

The National Research Act Public Law 99-158, the most recent extension of which is The Health Research Extension Act of 1985, and the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research provide guidelines for research with human subjects to ensure their protection in the design and conduct of research. These federal regulations require that any institution requesting and receiving funds from a federal department or agency for research involving human subjects must assure that such research is reviewed and approved by the institution's Institutional Review Board (IRB).

In May 1996, the Executive Provost and Vice President for Academic Affairs appointed an Institutional Review Board Task Force, composed of faculty and administrators from various centers/colleges, to review the organization, functions, and responsibilities of the university's existing IRB. As a result of its work, the task force recommended the following actions:

- ◆ Establishment of one university-wide IRB
- ◆ IRB review and approval of all research with human subjects, whether funded or unfunded
- ◆ Development of policies and procedures to guide the review and approval of research involving human subjects

The task force has developed a comprehensive *Policy and Procedure Manual for Research with Human Subjects* for distribution to the university community both online and in hard copy form. The manual provides detailed information to support institutional initiatives for guaranteeing compliance with federal regulations governing the protection of human subjects and to guide principal investigators in procedures relevant to the development of research protocols that include human subjects. The following is a summary of key points included in the manual.

Any research that involves human subjects conducted by NSU faculty, staff, or students, whether funded or unfunded, shall be under the jurisdiction of the IRB. The IRB is responsible for determining and assuring that 1) the welfare and rights of human subjects are adequately protected and informed consent given, if necessary; 2) human subjects are not placed at unreasonable physical, mental, or emotional risk as a result of research; 3) the necessity and importance of the research outweighs the risks to the subjects; and 4) the researcher(s) is/are qualified to conduct research involving human subjects.

Members of the IRB Committee will be appointed by the Executive Provost and Vice President of Academic Affairs to staggered three- year terms. Members will have varying professional, racial, ethnic, cultural, and gender differences, knowledge of professional regulations and conduct, and sensitivity to community attitudes. They will include: the chair; one member from each center/college, preferably a full-time faculty member; five additional members from the university and/or the wider community; the additional university members will generally be appointed from centers/colleges which are more research-intensive; the Director of the Office of Grants and Contracts who shall serve exofficio as a nonvoting member of the Committee.

The chair will be granted appropriate release time from his/her assigned teaching responsibilities for the term of the appointment. Meetings will typically occur a minimum of once a month.

Additionally, the chair, and/or others the chair deems appropriate, will be responsible for training new appointees to the IRB.

Additional information provided in the manual includes: a definition of research involving human subjects which must have IRB review and approval and that which is exempt; types of IRB review and resulting actions; policies governing cooperative research; and extensive guidelines for conducting research involving special populations, such as pregnant women and fetuses, prisoners, and children. Guidance also is provided for preparing all documentation, including the submission form, research protocol, and informed consent form, along with samples of each, and the procedures to be followed in submitting such documentation to the IRB for review.

For all funded research involving human subjects, the Office of Grants and Contracts will be responsible for coordinating the submission of required documentation to the IRB for review. In the case of unfunded research involving human subjects, faculty, staff, and students proposing research involving human subjects will submit all documentation to the designated IRB member or alternate in his/her center/college, who will be responsible for reviewing the research and determining if it warrants review by the IRB. If so, the documentation will be forwarded to the Office of Grants and Contracts for coordination of the IRB review.

Finally, the Office of Grants and Contracts will provide staff support to the IRB in all phases of its work, track and monitor submissions, and maintain records related to all research involving human subjects.

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*:

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

At the end of each semester, students are given the opportunity to provide the program with evaluations of the courses taken. Anonymity is protected in the following ways: a) students are asked not to sign the evaluation; b) all evaluations are completed and sealed in an envelope while the faculty member remains outside of the room; c) the envelope is delivered directly to the staff by a student volunteer, and the handwritten comments are typed into the computer; d) the original, handwritten sheets are destroyed; e) faculty members do not receive typed copies of the evaluations until after grades have been submitted to the registrar.

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 areas listed below, 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 in personal behavior, psychological or academic performance. 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 will 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 the 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

Minimal Technological Qualifications for Graduation

All master's and doctoral students must demonstrate minimal mastery of the following areas of technological practice before they are allowed to sit for the comprehensive or qualifying examination:

- ◆ Be competent in using word processing, including the ability to edit, spell, and grammar check, and make basic editorial changes to written work (margins, page numbers, etc.);
- ◆ Be conversant in the university e-mail system, able to upload and download documents from within and outside the system, send messages to faculty and staff, and be responsible for reading messages sent on a regular basis to the student's assigned e-mail address with announcements, job opportunities, and other departmental items of interest;
- ◆ Be able to access the Internet, searching for topics relevant to research papers and class projects; and

- ◆ Know how to access Web pages of various interest groups and organizations that are relevant to the field of study.

These skills and exercises will be introduced during the computer training in new student orientation, and both practiced and evaluated throughout the academic programs in classroom assignments and exercises. Computers are available for student use in the school's mini computer lab room, the computer lab in the business school building (on the East Campus), and on Main Campus. University personnel are also available at these locations to assist those who need additional or refresher instruction in these areas. There is, therefore, no excuse for not checking e-mail messages or for being unable to complete computer-related assignments even though the student may not have a computer and modem at home.

Graduation

When students have successfully completed all degree program requirements, they will be sent an application for degree form. Students may neither obtain the form nor complete it on their own. The form will be filled out by the academic program office and sent for student signature and graduation fee. When the form is returned to the academic program office, the office will make a final check on degree completion and will forward the application for degree to the registrar.

Students will not be allowed to participate in commencement ceremonies until they have finished all graduation requirements (as listed in the *Student Handbook*) 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 must reregister for classes taken earlier than the specified time limit.

Privacy of Records

The school follows the regulations stipulated in *Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act - Student Records and Privacy*. Records are available for review by present and former students upon written request to the program coordinator. However, the program coordinator will not be allowed to release transcripts of students' academic records until all of their accounts have been paid; the school considers each student's file confidential, and will release only those documents specifically requested in writing by the student. If the student has waived the right to see his/her letters of recommendation, the letters cannot be released, even at your request.

University Equipment and Utilities

Students may 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 may not use clinical videotapes for publication or public presentation without permission from all parties involved.

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 the program director and attempt to informally resolve the situation. If this does not result in an acceptable resolution, the student may bring the matter to the attention of the director or chair, who may, in turn, bring the matter to the dean. The dean may continue efforts at informal resolution.

If informal attempts fail to provide an acceptable resolution, the student may 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 will 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 will make a final determination on the complaint and will direct what, if any, further action shall be taken. The dean will 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 Affairs.

If, at any time during the appeals process, the student should seek the advice of legal counsel, the appeals process will terminate and all further dealings will be addressed to the university's attorney. Once matters have been turned over to the university attorney, no faculty or administrator within the center will be free to discuss the matter any further with the student.

School of Social and Systemic Studies Tuition and Fees 1998-1999

Tuition

Master's level	\$390.00 per credit hour
Doctoral level	\$545.00 per credit hour

Fees

Application fee	\$ 50.00
Reservation fee (applicable to first semester tuition)	\$200.00
Registration fee	\$ 25.00 per semester
Family Therapy Practicum fee	\$ 20.00 per practicum course
Dispute Resolution Practicum Liability fees	\$ 35.00 per semester
Application for degree fee	\$ 65.00

Other fees that may be incurred, and the amounts of which are determined by other University departments or private organizations, include: cap and gown fees for graduation, dissertation binding fees, cost of books, and family therapy practicum liability insurance fees.

Payment of tuition, registration, and other fees may be made by check or money order, payable to **Nova Southeastern University**. Tuition fees may also be charged to MasterCard, VISA, Discover, or American Express accounts. *Please note that all fees are subject to change without notice.*

POLICIES GOVERNING STUDENT RELATIONS

General

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

Institutional and Academic Information

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

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 Southeastern University Statement of Academic Rights and Responsibilities

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

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

- ◆ The rights of personal and intellectual freedom, which are fundamental to the idea of a university. While students will be guided by faculty in their educational experiences, they are free to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to formulate their own opinions;

- ◆ 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. Academic honesty standards include:

1. Original Work.

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

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

2. Referencing the Works of Another Author.

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

3. Tendering of Information.

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

4. Acts Prohibited.

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

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism
- b. Any form of cheating
- c. Conspiracy to commit academic dishonesty
- d. Misrepresentation
- e. Bribery in an attempt to gain an academic advantage
- f. Forging or altering documents or credentials
- 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. Student Conduct

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. 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. Authorizations

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 Publications

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

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecent, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

Student Participation in University Governance

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

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

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

Student Code of Computer Ethics

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the university's programs of instruction, research, and administration. Nova Southeastern University's computer systems refer to all computers owned 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 multi-user time-sharing systems to single-user terminals and personal computers, whether free standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of university life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students as part of their academic preparation 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 Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

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

- ◆ Have proper authorization for use or attempted use of accounts within the NSU computer systems
- ◆ Limit the use of NSU 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 NSU'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 NSU'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 NSU'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 NSU copyright code

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

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (P.L. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs * and the abuse of alcohol are prohibited in and on NSU owned or controlled property and as a part of any of its activities. No NSU 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 Southeastern University Wellness Center
(954) 262-6401
Nova Southeastern University Community Mental Health Clinics
Coral Springs..... (954) 753-7020
Davie..... (954) 262-5730
Lauderdale Lakes..... (954) 486-3663

Community

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(850) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(850) 488-0900

* 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 or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

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

Nova Southeastern University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work-place no later than five (5) days after such conviction. In order to comply with federal law, Nova Southeastern University must notify any federal contracting agency within 10 days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work-place. Any criminal drug convictions in the work-place must be reported by the employee to his or her university supervisor or department head within five (5) days of the date of such conviction.

The university will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

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

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

Smoking and Nonsmoking

Smoking is prohibited in any Nova Southeastern University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers. This policy does not apply to living quarters (dormitories), which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Alcohol and Other Drugs

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

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

1. While on campus or engaged in any university-related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the university will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the university community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the university community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

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

- ◆ 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.** Directed by a staff member with additional staff consisting 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.** 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. 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.** 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.

Federal Trafficking Penalties

CSA	PENALTY		Quantity	DRUG	Quantity	PENALTY	
	2nd Offense	1st Offense				1st Offense	2nd Offense
	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		
I	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.
and							
II	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.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 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	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 50 kg	Marijuana		
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLER- ANCE	DURATION (Hours)	USUAL METHODS OF ADMIN- ISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
				Physical	Psychological						
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	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
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, Cyferl, Didrex, Ionamin, Melfiat, 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

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

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment
 - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred
 - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere
- A. At Nova Southeastern University, sexual harassment of or by employees includes:
- 1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
 - 2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
 - 3. Verbal abuse that is sex oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually oriented comments or innuendoes or actions that offend others.
 - 4. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
 - 5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts or attentions.

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

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

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

- B. At Nova Southeastern University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class
 2. Submission to or rejection of such conduct affects academic decisions
 3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment
 4. Unwelcome patting, pinching, or touching
 5. Offensive or demeaning sexual remarks, jokes, or gestures

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

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

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

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

Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and official 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 official transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

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

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

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

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

Reservation of Power

Nova Southeastern University 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, course sequencing, time scheduling, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational and pedagogical responsibility. The only exception to this rule is that the student will remain bound by the total number of credit hours required for completion of the degree program for the year in which the student entered the program.

SCHOOL OF SOCIAL AND SYSTEMIC STUDIES FACULTY, ADMINISTRATION, AND STAFF

Raysa Andrade, Assistant to Dean

Barbara Berner, M.S., Program Director, Academy of Dispute Resolution

Sharon Boesl, Associate Dean, Clinical and Community Services
Ph.D. candidate in family therapy

Ann Booth, M.S., Academic Administrator, Department of Dispute Resolution

Thomas Boudreau, Assistant Professor of Dispute Resolution
Ph.D. in social science
Teaching interests: International law; world politics; interpersonal communications; nonviolence in America.

Jon Breedlove, B.S., Practicum Coordinator, Department of Dispute Resolution

Janice Burgoyne, Assistant to Chair, Department of Dispute Resolution

Christopher F. Burnett, Assistant Professor of Family Therapy
Psy.D. in clinical 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.

Sean Byrne, Assistant Professor of Dispute Resolution
Ph.D. in international relations
Teaching interests: Introduction to ADR; ADR applications; international conflict management; institutional and organizational analysis; theories of conflict and conflict resolution; ethnic and intergroup conflict; qualitative research methods; and children, education, and conflict.

Ronald J. Chenail, Dean
Ph.D. in family therapy
Teaching interests: Discourse in therapy and mediation; qualitative inquiry.

Patricia Cole, Assistant Professor of Family Therapy
Ph.D. in family therapy
Teaching interests: Family relationships in family business and in other work contexts; gender concerns in the workplace; qualitative research.

Barry Duncan, Associate Professor of Family Therapy

Psy.D. in clinical psychology

Teaching interests: Brief applications of systems theory; practical applications of the empirical literature; integration of different systemic models; common factors across treatments.

Kimberly Durham, Director, Family Therapy Associates

Psy.D. in clinical psychology

Nora A. Femenia, Assistant Professor of Dispute Resolution

Ph.D. in social science

Teaching interests: International conflict management; political psychology of violent conflicts; national/self identity construction; institutional and organizational development and conflict; communication and cross-cultural aspects of ADR methods.

Heidi Fisher, Program Coordinator, Department of Family Therapy

Douglas Flemons, Associate Professor of Family Therapy

Ph.D. in family therapy

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.

Susan Gouveia, Receptionist

Shelley K. Green, Director and Associate Professor, Ph.D. Program in Family Therapy

Ph.D. in marriage and family therapy

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.

Yolanda Hankerson, Assistant Receptionist

Jennifer Harkness, Assistant Professor of Family Therapy

Ph.D. in marriage and family therapy

Teaching interests: Medical family therapy; child/adolescence issues; collaboration; chronic illness; divorce/child custody; doctor/patient communications; delivering bad news; cancer in the family; informed consent and confidentiality.

James Hibbel, Assistant Professor of Family Therapy

Ph.D. in child and family studies

Teaching interests: Teaching and supervision of narrative systemic therapy; theoretical and practical applications of post-modern systemic therapies; application of less hierarchical models to supervision and training issues; systemic therapies with families presenting an adolescent; sequential response models in systemic therapy.

Perry S. Itkin, Executive Director, Institute for Conflict Resolution

J. D., M.S., Ph.D. candidate in dispute resolution

Estella Martinez, Director of Administrative Services

Brian D. Polkinghorn, Assistant Professor of Dispute Resolution

Ph.D. in social science

Teaching interests: Environmental/public policy dispute resolution; multi-party conflict intervention; negotiation theory and practice; ethics of third-party intervention.

Anne Hearon Rambo, Associate Professor of Family Therapy

Ph.D. in family therapy

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.

Fredrick Reed, M.S., Director, Family Business Institute

Brian Rosenberg, Intake Coordinator, Family Therapy Associates

Peggy Royle, Assistant to the Director, Family Business Institute

Karen Schwartzman, Assistant to the Director, Family Therapy Associates

Lee Shilts, Chair and Associate Professor, Department of Family Therapy

Ph.D. in family therapy

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.

Arlene Skerrit-McDuffie, M.P.A., Academic and Clinical Coordinator, Department of Family Therapy

Cody W. Smith, Assistant to Central Administration

Marcia Sweedler, Assistant Professor of Dispute Resolution

Ph.D. in education policy, planning, and administration

Teaching interests: Developing a systemic approach to conflict resolution through training, ADR, and workplace/school climate.

Wayne Weinstein, Administrative Assistant, Family Therapy Associates

Margo Weiss, Director, M.S. in Family Therapy Program and Medical Family Therapy Program, Assistant Professor of Family Therapy

Ph.D. in family therapy

Teaching interests: Medical family therapy; chronic illness and families; narrative analysis; autism; brief interventions in health care settings.

Cathie J. Witty, Chair, Department of Dispute Resolution, Assistant Professor of Dispute Resolution

Ph.D. in anthropology

Teaching interests: Legal anthropology; cross-cultural and comparative dispute resolution; qualitative research; gerontology.

Ronnie Wolff, Assistant Director, Institute for Conflict Resolution

Ursula Wong, Assistant to Program Director, Academy of Dispute Resolution

Honggang Yang, Associate Professor of Dispute Resolution, Director of Distance Learning
Ph.D. in applied anthropology

Teaching interests: Political/legal anthropology; comparative conflict/peace research; community studies; ethnographic/qualitative research methods.

Selected Faculty Publications, 1997-98

- Boudreau, Thomas (1998). *Universitas: Interdisciplinary studies and higher education in America*. Westport: Greenwood Publishing Group.
- Byrne, Sean (1997). Belfast Schoolchildren's Images of Political Conflict and Social Change: Signs of hope in integrated education. *Journal of Mind and Human Interaction*, 8(3), 172-186.
- Flemons, D. (1998). *Writing between the lines: Composition in the social sciences*. New York: W. W. Norton.
- Green, S. (in press). WWW.Sex.Family. In P. Munhall & R. Chenail (Eds.), *The emergence of families into the 21st century*.

Selected Faculty Presentations, 1997-98

- Burnett, Christopher, Psy.D.. "Cultural Diversity for Teachers, Families, and Communities." El Primer Congreso Internacional de Educacion Temprana. Buenos Aires, Argentina. May 1998.
- Byrne, Sean, Ph.D. and Brian Polkinghorn, Ph.D.. "Bosnia, Israel, Northern Ireland, and South Africa at a Crossroads: Young persons' images of conflict, identity, and social change." International Studies Association 39th Annual Meeting. Minneapolis, Minnesota. March 1998.
- Chenail, Ron, Ph.D.. "Two-part Mini Retreat for Marriage and Family Therapy Educators." AAMFT Annual Conference. Dallas, Texas. October 1998.
- Cole, Patricia, Ph.D.. "Gender Issues in the Family Firm." Chautauqua Conference on Family Business: Women in the family firm. Chautauqua, New York. July 1998.
- Femenia, Nora, Ph.D.. "The Socially Constructed Ethnic Self and Cross-nationalism." International Studies Association 39th Annual Meeting. Minneapolis, Minnesota. March 1998.
- Witty, Cathie J., Ph.D.. "Value of Mediation in Family Violence Cases: Training and practice." Law and Society Annual Meeting. Aspen, Colorado. June 1998.

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John Scigliano, Ed.D., Vice President for Academic Affairs and Technology,
and Executive Provost

Morton Terry, D.O., Chancellor, Health Professions Division

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The university further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the university. Upon dismissal or suspension from the university for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected. An official transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova Southeastern University student has the right to inspect and review his or her educational record. The policy of the university is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except to university officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the university decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The university registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll non-immigrant alien students.

The Nova Southeastern University general policies on student relations are on file in the Office of the University Registrar. Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241.

School of Social and Systemic Studies Academic Offices

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(954) 262-3000 or (800) 262-7978
Fax (954) 262-3968**

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Family Therapy Associates	(954) 262-3030
Academy of Dispute Resolution	(954) 262-4ADR
Institute for Conflict Resolution	(954) 262-3055
Institute for Family Business	(954) 262-5089



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