

1995

# School of Social and Systemic Studies 1995-1996 Catalog

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY

# SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

1995-1996  
CATALOG



DEPARTMENT OF FAMILY THERAPY  
DEPARTMENT OF DISPUTE RESOLUTION  
MEDICAL FAMILY THERAPY PROGRAM  
CENTER FOR FAMILY, WORK, AND BUSINESS  
CLINICAL AND COMMUNITY OUTREACH CENTER  
INSTITUTE FOR THE STUDY OF COMPLEX SYSTEMS

3301 COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314  
(954) 424-5700 • (800) 262-7978



# SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

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1995-1996 Catalog

*Policies and programs set forth in this catalog are effective through June 30, 1996. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.*

*Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.*



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# President's Message

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes - expertise, ethical sensibilities, and commitment to furthering professional and societal values - but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.



Ovid C. Lewis  
President

We welcome you in joining in our common mission of creating the best possible educational setting.

# 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 217-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, Port Everglades, and North Miami Beach. Its thirteen centers of study offer campus-based prekindergarten through grade 12 and undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and 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: the University School, the Ralph J. Baudhuin Oral School, and The Family Center. The University School is a demonstration school serving children from preschool through high school preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

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

The University's centers and programs share a common mission to educate students for leadership roles in a variety of professions, such as law, education, psychology, medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova 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 timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

## Mission Statement: Nova Southeastern University

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

Approved by the Board of Trustees, June 22, 1992

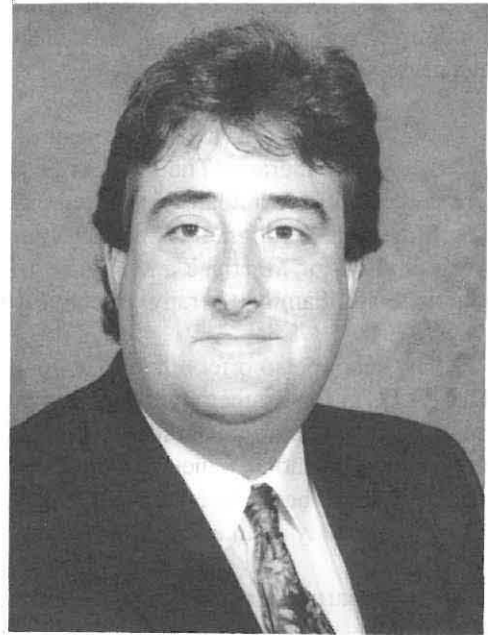


# Dean's Message

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

If you choose to become part of our school, I think you will be greatly impressed with our faculty and students. They are a friendly, helpful, and productive group of scholars who have distinguished themselves in their clinical work and in their various academic pursuits. I truly believe that the number of significant joint projects carried out among members of the faculty and student body clearly reflects the type of thriving academic community we strive to nurture here in the school. Furthermore, recent surveys of our program graduates indicate that most have successfully gone on to employment as faculty, researchers, and practitioners within their field.

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



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

## Mission Statement: School of Social and Systemic Studies

The School of Social and Systemic Studies focuses on academic excellence and leadership in the education of professionals who provide effective intervention in difficult and problematic human relationships. The school offers innovative and creative programs in professional training, clinical and community service, and applied research.

The school develops curriculum and teaching methods for undergraduate, graduate, post-graduate, and continuing education. The cornerstone of academic education in the school is the teaching and learning of professional ethics and social responsibility. Students and faculty together integrate theory and practice through the free exchange of ideas in class and seminar discussion, applied research projects, and community service activities.

# School of Social and Systemic Studies

The School of Social and Systemic Studies is one of the university's thirteen 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. degree program in marriage and family therapy has candidacy status with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy, effective 1993 - 1998.

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 begin their clinical training at Family Therapy Associates, our clinical facility, and then serve in a variety of internship sites.

The department also offers postgraduate programs for those who wish to be licensed in family therapy. Additionally, the Medical Family Therapy program, a specialization available in both the M.S. and Ph.D. Family Therapy programs, has created training and research projects to 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. The school also offers Florida Supreme Court-approved certification training in family mediation and provides consultation and training for business, government, and the community.

Also, the school has developed two research institutes, as well as several research projects and publications. The Institute for Family Business at Nova Southeastern University is designed to study the relationship of family interactions within work and business contexts. The Institute for the Study of Complex Systems is designed to facilitate multidisciplinary inquiry into crucial social issues and problems.

Funded school research projects have included 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. 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.

# Academic Calendar for 1995-1996

## Fall Semester 1995

**Start Classes:** Tuesday, September 5

**Holidays:** Rosh Hashanah, Monday, September 25  
Yom Kippur, Wednesday, October 4  
Thanksgiving, Thursday, November 23 and Friday, November 24

**Finish Classes:** Monday, December 11

## Winter/Spring Semester 1996

**Start Classes:** Monday, January 8

**Holidays:** Martin Luther King Day, Monday, January 15  
Good Friday, Friday, April 5

**Reading Week:** Monday, March 4 to Saturday, March 9

**Finish Classes:** Saturday, April 13

## Summer Semesters 1996

**Term I:** Monday, May 6 - Saturday, June 22

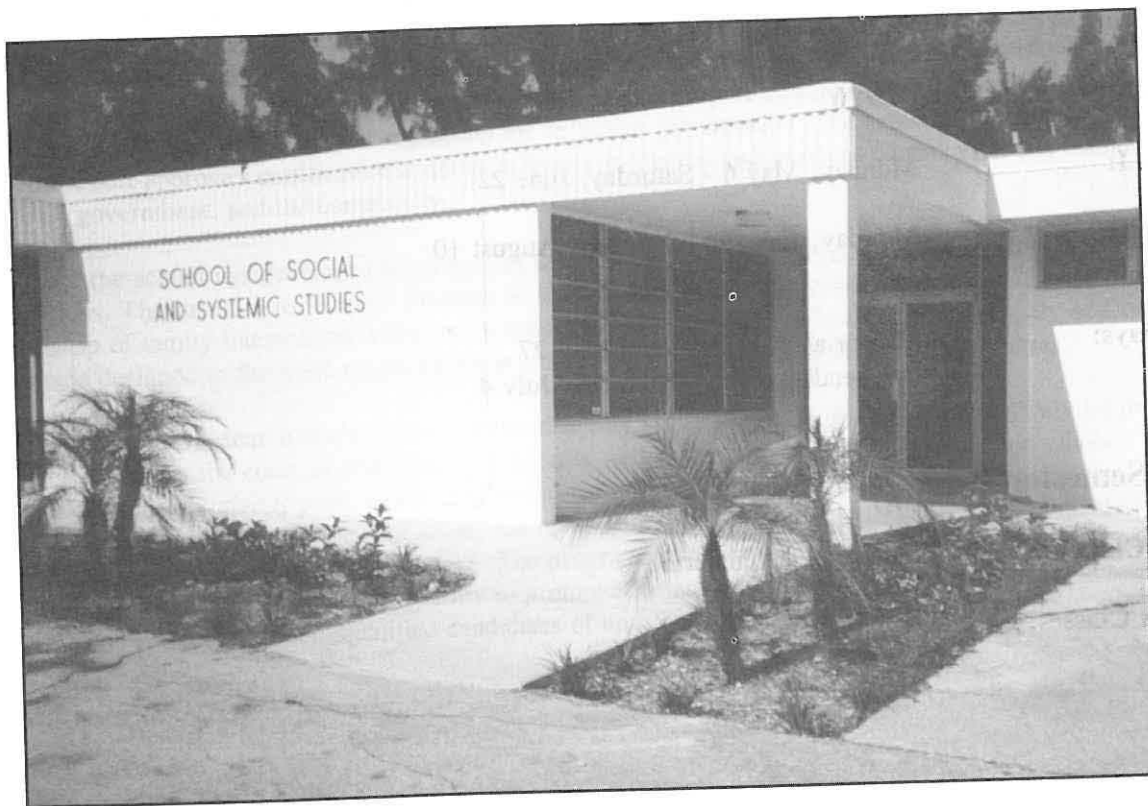
**Term II:** Monday, June 24 - Saturday, August 10

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

## Fall Semester 1996

**Start Classes:** Tuesday, September 3

**Finish Classes:** Monday, December 9



# 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).

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. Additional information about the insurance may be found on the listing of tuition and fees, page 46. In addition, after this initial training, students may be placed in an off-campus internship site. Available internship sites offer the opportunity for students to specialize in work with bilingual families, families with a developmentally delayed child, families coping with a chronically ill family member, and with other special populations. The opportunity for intense, closely supervised, and widely varied clinical experience is an important feature of our program.

Applications 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 50.

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 summer semesters. Students usually apply in the spring to begin their programs in the fall of the year. All systems theories and family therapy course sequences begin in the fall.

In the last semester of their degree program, all M.S. students complete a comprehensive examination. The examination is a series of questions that cover all courses and 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 candidacy status with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT), effective 1993-1998. The program fulfills all the academic requirements for state licensure in Florida, and for clinical membership in AAMFT (additional post-master's experience is required for both credentials).

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

# M.S. in Family Therapy Curriculum

<b>Theoretical Foundations:</b>	Introduction to Systems Theories (SFTM 5310) Critical Issues in Systems Theories (SFTM 5311)
<b>Marital and Family Therapy:</b>	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)
<b>Human Development:</b>	Diversity in Human and Family Development (SFTM 6331) Human Sexuality and Gender (SFTM 6332) Theories of Personality and Psychopathology (SFTM 6333)
<b>Professional Studies:</b>	Legal, Ethical, and Professional Issues (SFTM 6340)
<b>Research:</b>	Research in Marital and Family Therapy (SFTM 5350)
<b>Supervised Clinical Practice:</b>	Practicum I (SFTM 5360) Practicum II (SFTM 6360) Practicum III (SFTM 6361) Practicum IV (SFTM 6362)
<b>Elective:</b>	Academic Writing (SFTM 5510) Individual and Group Psychotherapy (SFTM 6374) or other approved courses.

## Course Descriptions

(All courses are 3 credit hours unless otherwise specified)

### **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 in fall.

### **SFTM 5311 - Critical Issues in Systems Theories**

Addresses critical issues in systems theories, including biological, narrative, and feminist critiques of cybernetics. *Prerequisite: Introduction to Systems Theories (SFTM 5310)*. Offered in winter.

### **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 in 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 in 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. *Prerequisites: Introduction to Marital and Family Therapy (SFTM 5320) and Theories of Marital and Family Therapy (SFTM 5321).* Offered in summer and fall.

**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 in winter.

**SFTM 5360 - Practicum I**

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

**SFTM 5510 - Academic Writing**

A seminar on how to write well. Offered in summer.

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

**SFTM 6331 - Diversity in Human and Family Development**

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 in 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 in 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 in 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 in fall.

**SFTM 6360 - Practicum II**

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates, under faculty supervision. *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. *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. 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. *Prerequisite: Practicum III (SFTM 6361).*

**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 in 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 one of our two off-campus clinics.
- ◆ Four classes in qualitative research, where students are taught the theory and practice of research, including the logic of research design, the art of ethnographic interviewing and participant observation, and a variety of means for analyzing and organizing data.
- ◆ One course in the supervision and teaching of family therapy. This class, which fulfills the didactic instruction component for AAMFT-approved supervisor status, may be followed by either a supervision and/or a teaching practicum.

Students have the opportunity to take electives in various specialties, such as family-focused health care, family and business studies, and dispute resolution, 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. At the beginning of July of their second year, students submit their Qualifying Examination, a publishable-quality paper that makes an original contribution to the field of family therapy. A number of the papers that have passed this examination have subsequently been accepted as articles in juried journals, including *Family Process* and the *Journal of Marital and Family Therapy*, and/or for presentation at conferences, including the Fifth International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy.

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

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

Interested applicants should complete their application to the program during the winter preceding their desired fall start date. Detailed information on applications and admissions may be found on page 50. The faculty carefully consider a number of factors when choosing applicants for the program: knowledge of systemic theory as it relates to various approaches of family therapy, strong writing skills, clinical experience, interpersonal style, and grades earned in previous undergraduate/graduate programs.

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

# Ph.D. in Family Therapy Curriculum

<b>Orientation Courses:</b>	Introduction to Systemic Family Therapy (SFTD 5005) Introduction to Systems Theories (SFTD 5006) Research in Marital and Family Therapy (SFTD 5007) Legal, Ethical, and Professional Issues (SFTD 5300) Doctoral Seminar (SFTD 5000)
<b>Systemic Family Therapies:</b>	Systemic Family Therapy I (SFTD 5010) Systemic Family Therapy II (SFTD 5020) Systemic Family Therapy III (SFTD 5030) Systemic Family Therapy IV (SFTD 5040)
<b>Systems Studies:</b>	Language Systems (SFTD 5110) Thinking Systems (SFTD 5120)
<b>Clinical Practica:</b>	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)
<b>Supervision and Teaching:</b>	Supervision and Teaching (SFTD 6310) Supervision Practicum (SFTD 6320) Teaching Practicum (SFTD 7360)
<b>Research Methods:</b>	Logic and Methods of Research (SFTD 5410) Data Gathering and Organization (SFTD 6410) Data Analysis (SFTD 6430) Assessing and Presenting Research (SFTD 7350)
<b>Professional Electives:</b>	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)
<b>Specialty Electives:</b>	Academic Writing (SFTD 6510) Courses drawn from postgraduate specializations
<b>Advanced Electives:</b>	Advanced Topics in Systemic Studies (SFTD 6530) Advanced Topics in Systemic Family Therapies (SFTD 6540)
<b>Dissertation:</b>	Dissertation (SFTD 6900)

# 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.

## **SFTD 5005 - Introduction to Systemic 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. Offered in summer.

## **SFTD 5006 - Introduction to Systems Theories**

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

## **SFTD 5007 - Research in Marital and Family Therapy**

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 in winter.

## **SFTD 5010 - Systemic Family Therapy I**

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

## **SFTD 5020 - Systemic Family Therapy II**

Study of those systemic therapies 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. *Prerequisite: Systemic Family Therapy I (SFTD 5010).* Offered in winter.

## **SFTD 5030 - Systemic Family Therapy III**

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

## **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. *Prerequisite: Systemic Family Therapy III (SFTD 5030).* Offered in winter.

## **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. *Systems Theories (SFTD 5006) or equivalent.* Offered in winter.

## **SFTD 5120 - Thinking Systems**

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

## **SFTD 5210 - Clinical Practicum I**

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

**SFTD 5220 - Clinical Practicum II**

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

**SFTD 5300 - Legal, Ethical, and Professional Issues**

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

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

**SFTD 6210 - Clinical Practicum III**

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

**SFTD 6220 - Clinical Practicum IV**

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

**SFTD 6230 - Clinical Practicum V**

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

**SFTD 6240 - Clinical Practicum VI**

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

**SFTD 6310 - Supervision and Teaching**

Introduction to supervision and instruction in systemic therapies. Review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction. *Prerequisites: Clinical Practicum II (SFTD 5220) and instructor permission.* Offered in summer.

**SFTD 6320 - Supervision Practicum**

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

**SFTD 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. *Prerequisite: Logic and Methods of Research (SFTD 5410).* Offered in winter.

**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. *Prerequisite: Data Gathering and Organization (SFTD 6410).* Offered in summer.



**SFTD 6510 - Academic Writing**

A seminar on how to write well. Offered in summer.

**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 in 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 3 credits per term for a minimum of 12 credits. *Prerequisites: Systemic Family Therapy IV (SFTD 5040), Thinking Systems (SFTD 5120), Language Systems (SFTD 5110), Research Strategies IV (SFTD 5420), 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 in summer.

**SFTD 7302 - Personality Theories and Psychopathology**

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

**SFTD 7311 - Human Sexuality and Gender**

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

**SFTD 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 in 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. *Prerequisite: Data Analysis (SFTD 6430).* Offered in fall.

**SFTD 7360 - Teaching Practicum**

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

# Certificate in Systemic Family Therapy

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

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

## **Foundational Courses**

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

The above courses provide a broad study of systems concepts in clinical practice. The Introduction to Marital and Family Therapy orients students to the fundamentals of problem-focused and solution-focused therapies. Students then study systems and cybernetic ideas in Introduction to Systems Theories. In Theories of Marital and Family Therapy, students survey the range of transgenerational, symbolic-experiential, structural, strategic, Milan, narrative, and reflecting team therapies. Clinical Practice in Marital and Family Therapy enables students to apply systems therapies to various dilemmas, such as divorce, school problems, family violence, substance abuse, and medical illness. With these courses, students are prepared to begin utilizing systems ideas in practice and clinical specializations.



# Medical Family Therapy Specialization

The Medical Family Therapy Family 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.

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 Working Group for Family Therapists Practicing in Medical Settings and 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.

# Medical Family Therapy Specialization Curriculum

## Specialist Courses:

FSHC 5000 - Family Systems Health Care I  
FSHC 5010 - Family Systems Health Care II  
FSHC 5100 - Practicum I in Medical Family Therapy  
FSHC 5110 - Practicum II in Medical Family Therapy  
FSHC 5200 - Research in Medical Family Therapy  
FSHC 5300 - Health Care Concepts

## Orientation Courses:

SFTM 5320 - Introduction to Marital and Family Therapy  
SFTM 5321 - Theories of Marital and Family Therapy  
SFTM 5322 - Clinical Practice in Marital and Family Therapy  
SFTM 6340 - Legal, Ethical, and Professional Issues

## Course Descriptions

(All courses are 3 credit hours unless otherwise specified)

### **FSHC 5000 - Family Systems Health Care 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 will be presented. A survey of the literature reviewing a biopsychosocial approach to illness will be explored.

### **FSHC 5010 - Family Systems Health Care II**

An in-depth study of clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, and specific chronic, debilitating, and terminal diseases upon the experience of illness. *Prerequisite: FSHC 5000.*

### **FSHC 5100 - 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. *Prerequisites: FSHC 5000 and FSHC 5010.*

### **FSHC 5110 - Practicum II in Medical Family Therapy**

A continuation of Practicum I with a focus on advancing and refining clinical collaborative skills. *Prerequisite: FSHC 5100.*

### **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.

### **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 project. *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 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 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 the latest computer technology, as well as practicing professionals knowledgeable in conflict resolution skills and techniques.

The department seeks qualified applicants from either gender, and all races, classes, cultures, age groups, and nationalities. Applicants should have, at a minimum, a bachelor's degree from a regionally accredited college or university, or the foreign equivalent. Students may apply for admission to the 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 two years or the certificate program in one year. Part-time students can complete the M.S. Program in three years and the certificate program in 1½ years, with classes taken during the fall, winter, and summer semesters. Most classes are offered evenings and weekends.

# The Graduate Certificate in Dispute Resolution

The graduate certificate in Dispute Resolution 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, and research. Students who decide to continue their studies in ADR may apply these credit hours toward the M.S. in Dispute Resolution.

## Certificate Curriculum

<b>Theoretical Foundations:</b>	Introduction to Alternative Dispute Resolution (ADRM 5000)
	Legal Concepts for Non-Attorneys (ADRM 5010)
	Communication Dynamics in Dispute Resolution: Understanding the Human Factor (ADRM 5040)
<b>ADR Practice and Applications:</b>	Family Mediation (ADRM 5100) <i>or</i>
	Civil and Commercial Mediation (ADRM 5110)
	Culture and Conflict: Cross Cultural Perspectives (ADRM 6120)
	Violence Prevention and Intervention (ADRM 6170)
<b>Ethics:</b>	Ethical and Professional Issues in ADR (ADRM 5210)
<b>Supervised Practice:</b>	ADR Practicum I : Laboratory Simulation (ADRM 5130)

# The M.S. in Dispute Resolution

The M.S. in Dispute Resolution is designed for the serious graduate student seeking intensive study in the field of conflict resolution. The degree program focuses on pragmatic approaches to solving problems inherent in human relationships. Students are exposed to a wide array of techniques and strategies for helping others to achieve nonviolent, nonlitigious solutions for conflicts that arise in many personal and professional environments. The course of study includes a strong emphasis on practice with Practicum experiences in various supervised settings. The M.S. degree program consists of a 15-course (45 credits) sequence that includes alternative dispute resolution theory, practice, 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. The examination serves as a time of reflection and integration prior to graduation.

## M.S. Curriculum

<b>Theoretical Foundations:</b>	Introduction to Alternative Dispute Resolution (ADRM 5000) Legal Concepts for Non-Attorneys (ADRM 5010) Communication Dynamics in Dispute Resolution: Understanding the Human Factor (ADRM 5040) Culture and Conflict: Cross-Cultural Perspectives (ADRM 6120)
<b>ADR Practice and Applications:</b>	Family Mediation (ADRM 5100) <i>or</i> Civil and Commercial Mediation (ADRM 5110) ADR Applications (ADRM 5120) Negotiation Theory and Practice (ADRM 5140) Consultation (ADRM 6000) Violence Prevention and Intervention (ADRM 6170) Collaborative Problem Solving and Group Facilitation (ADRM 6140)
<b>Research:</b>	Research Design and Program Evaluation (ADRM 5200)
<b>Ethics:</b>	Ethical and Professional Issues in ADR (ADRM 5210)
<b>Supervised Practice:</b>	ADR Practicum I: Laboratory Simulations (ADRM 5130) ADR Practicum II: Supervised Observation and Practice (ADRM 6130) ADR Practicum III: Supervised Practice Internship (ADRM 6160)

## Course Descriptions

(All courses are 3 credit hours unless otherwise specified)

### **ADRM 5000 - Introduction to Alternative Dispute Resolution Methods**

A survey of the history of, and philosophical basis for, dispute resolution. Students will also gain a basic understanding of ADR specific skills and techniques applicable to problem solving in organizational, community, and personal environments. Offered in fall and winter.

**ADRM 5010 - Legal Concepts for Non-Attorneys**

An introduction to law and legal processes, as they relate to ADR, through the examination of legal philosophies, practices, language, and systems. Offered in 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 in fall.

**ADRM 5100 - Family Mediation**

Explores the psychological factors and dynamics prompting conflict within the family system. *May be substituted for ADRM 5110.* Offered in 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 in winter.

**ADRM 5120 - ADR Applications**

Examines the application of a variety of dispute resolution methods to specific contexts such as education, community, business, environment, and law. *Prerequisite: ADRM 5000.* Offered in fall.

**ADRM 5130 - ADR Practicum I: Laboratory Simulation**

Provides the opportunity for an introductory 20 hours of in-field observation and 42 hours of directed simulations aimed at developing skills in the assessment, intake, negotiation and mediation process, cross-cultural variations in values, and other areas of practice. *Prerequisites: ADRM 5000, 5100 or 5110, and 6120. Prerequisite or corequisite: ADRM 5210.* Offered in Summer.

**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 collaboration-based behavior and solutions. This is complimented by facilitation/mediation research which aids the intervenor in moving the process toward integrative or "win-win" outcomes. *Prerequisite: ADRM 5000.* Offered in fall.

**ADRM 5200 - Research Design and Program Evaluation**

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

**ADRM 5210 - Ethical and Professional Issues in ADR**

An explanation of certifications and organizations and the ethical codes they promote; review of ADR professionals' legal and moral responsibilities and liabilities; overview of professional opportunities in public service and private practice. *Prerequisite: ADRM 5000.* Offered in summer.

**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. *Prerequisite: ADRM 5000.* Offered in summer.

**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 intervenors 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. *Prerequisite or corequisite: ADRM 5000.* Offered in winter.

**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. *Prerequisite: ADRM 5130.* Offered in fall.

**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. *Prerequisite: ADRM 5000.* Offered in summer.

**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. *Prerequisite: ADRM 5130, 6130.* Offered in winter.

**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. *Prerequisite: ADRM 5000.* Offered in winter.





# 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, 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.

## Student Evaluations

At some point during the summer semester at the end of a student's first year of study, progress in the program will be formally assessed by the faculty in a **Preliminary Review**. The materials used for this examination will be the practicum evaluations from the first two semesters, informal faculty assessment of written course work and grade summary (supplied to the faculty by the staff), and a three- to five-page (double-spaced) self-evaluation submitted by the student. The self-evaluation provides an in-depth accounting of the student's accomplishments and difficulties in the practitioner and academic areas of the program and a clear indication of the student's plans for the forthcoming year. Detailed information may be found in the Ph.D. Student Handbook.

The **Oral Qualifying Exam** falls at the end of the second or third year, when students have completed all of the required course work, except dissertation hours; successful completion of the two-hour oral qualifying examination is required to move to advanced standing, select a dissertation committee, and begin dissertation research. The student must come to the examination prepared to discuss any area of the dispute resolution field with a three-member faculty review committee. The content areas covered during the oral qualifying exam are divided into four major categories: **theory, research and methodology, practice, and substantive area knowledge [family, civil/commercial, community, real estate, courts, etc]**. Detailed information may be found in the Ph.D. Student Handbook.

## Ph.D. Curriculum

<b>Theoretical Foundations:</b>	Introduction to Alternative Dispute Resolution (ADR 5000) Legal Concepts for Non-Attorneys (ADR 5010) Communication Dynamics in Dispute Resolution: Understanding the Human Factor (ADR 5040) Theories of Conflict and Conflict Resolution (ADR 6100) Philosophical and Social Issues in ADR (ADR 7010) Comparative Legal and Conflict Resolution Systems (ADR 7030) Communication Patterns in Dispute Resolution (ADR 7200)
<b>ADR Practice and Applications:</b>	Family Mediation (ADR 5100) <i>or</i> Civil and Commercial Mediation (ADR 5110) Dispute Resolution Systems Design (ADR 7020) Teaching and Training in ADR (ADR 7500) Administration and Supervision in ADR (ADR 7520) Violence Prevention and Intervention (ADR 6170) Negotiation Theory and Practice (ADR 5140) Policy Research and Development (ADR 7250)
<b>Research:</b>	Qualitative Research I: Data Collection (ADR 7110) Qualitative Research II: Data Analysis (ADR 7120) Quantitative Research I: Methods and Tools (ADR 7090) Quantitative Research II: Analysis and Statistics (ADR 7100) Doctoral Seminar (ADR 7000) Dissertation (ADR 7900)
<b>Ethics:</b>	Ethical and Professional Issues in ADR (ADR 5210)
<b>Supervised Practice:</b>	ADR Practicum I: Laboratory Simulations (ADR 5130) ADR Practicum II: Supervised Observation and Practice (ADR 6130) ADR Practicum III: Supervised Practice Internship (ADR 6160) ADR Practicum IV: Teaching and Training (ADR 7510)

## Course Descriptions

(All courses are 3 credit hours unless otherwise specified)

(All ADR 5000 and 6000-level courses are described in the master's degree section)

<b>ADR 5000</b>	<b>Introduction to ADR</b>
<b>ADR 5010</b>	<b>Legal Concepts for Non-Attorneys</b>
<b>ADR 5040</b>	<b>Communication Dynamics in Dispute Resolution: Understanding The Human Factor</b>
<b>ADR 5100</b>	<b>Family Mediation</b>
<b>ADR 5110</b>	<b>Civil and Commercial Mediation</b>

**ADRD 5130    ADR Practicum I: Laboratory Simulations**

**ADRD 5140    Negotiation Theory & Practice**

**ADRD 5210    Ethical and Professional Issues in ADR**

**ADRD 6130    ADR Practicum II: Supervised Observation and Practice**

**ADRD 6160    ADR Practicum III: Supervised Practicum Internship**

**ADRD 6170    Violence Prevention and Intervention**

**ADRM 6100 - 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. *Prerequisite: ADRM 5000.* Offered in fall.

**ADRD 7000 - Doctoral Seminar**

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. 1 credit. Offered in 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 in summer II.

**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 in summer II.

**ADRD 7030 - Comparative Legal and Conflict Resolution Systems**

Offers a cross-cultural and historical study of diversity in the meaning of conflict and conflict management in relation to various types of family and social organization. Provides an in-depth review and analysis of alternatives to common law and western legal systems, including Muslim law (Egypt), traditional African law (Botswana), socialist legal systems (China) and various traditional and modern forms of arbitration, mediation, and conciliation. Offered in winter.

**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 in 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. *Prerequisite: ADRD 7100.* Offered in summer II.

**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 in 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. *Prerequisite: Quantitative Research I (ADRD 7120)*. Offered in summer I.

**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 in winter.

**ADRD 7250 - Policy Research and Development**

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

**ADRD 7510 - Teaching and Training in ADR Practicum**

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. *Prerequisite: Teaching and Training in ADR (ADRD 7010)*. Offered in fall.

**ADRD 7520 - Administration and Supervision in ADR**

Introduces theories and models of administration and supervision with illustrative analysis taken from the ADR field. Reviews supervision in a training setting, supervising difficult people, case management, consultation, team building, program administration, evaluation, and leadership in diverse cultural settings. Offered in fall.

**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 Outreach Center



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# Clinical and Community Outreach Center

The School of Social and Systemic Studies operates the Clinical and Community Outreach Center, a community-based clinical facility serving the residents of Broward County. The Center includes Family Therapy Associates (FTA), which offers both in-clinic and in-home family therapy throughout the county, and the Conflict Resolution Resource Service (CRRS), which offers the campus and external community mediation and other conflict resolution services. The School also provides mediation services through the 17th Circuit Court of Broward County for dependency cases.

## Family Therapy Associates

Family Therapy Associates (FTA) is committed to offering professional therapeutic assistance to couples and families in South Florida. Utilizing people's own natural resources, we provide practical and, often, brief ways to solve dilemmas and problems. The therapeutic staff is 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.

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

### Home-based Counseling

In this program, a family therapist travels to the home of the family or the therapist and family meet at an agreed upon location for family sessions. The therapist joins with the family in its own environment to more fully understand difficult and complex family situations and problems.

### 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 Middle School Crises

Our therapists serve as liaisons in middle schools to mediate solutions for adolescents in trouble. We directly address the complex interaction among the school, family, and adolescent to resolve disputes and difficulties.

### Project Genesis

Adolescents waiting in the Broward County Jail for adjudication as adults can participate in family therapy as one aspect of their rehabilitation. Therapists help these adolescents by addressing their need for education, drug prevention, and family involvement.

### 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

# The Conflict Resolution Resource Service

Drawing upon the expertise of the faculty and graduate students in the M.S. and Ph.D. programs in NSU's Department of Dispute Resolution, a unique conflict resolution service has been developed for members of the Nova Southeastern community, both on and off campus. Acknowledging that conflict is an integral part of life and can have value if handled effectively, the Conflict Resolution Resource Service (CRRS) provides direct assistance in creatively and nonviolently resolving interpersonal or intergroup conflicts.

One of the major tasks of the CRRS is to provide NSU students, staff, and faculty with an impartial, confidential, and easily accessible forum to voluntarily express, clarify, and resolve their disputes. Typical conflict resolution issues include: noise, interpersonal differences, misunderstandings, harassment and threats, roommate conflicts, landlord-tenant disputes, group conflicts, and individual conflicts between students, staff, and faculty. The goal is to provide a voluntary and mutually acceptable conflict resolution service that complements - and does not interfere with or obstruct - established employee and student grievance and disciplinary processes, and which can provide local community residents with an important additional problem-solving resource.

In addition to mediation services, the CRRS also provides training (i.e. workshops) and assistance in peaceful conflict resolution methods that are useful in a wide range of settings. These approaches include negotiation, mediation, collaborative problem-solving, communication skills training, and group facilitation. Dispute Resolution students interested in volunteering with the Center should contact the Program Coordinator at 475-7336 for more information.

Center for Family, Work,  
and Business



# Center for Family, Work, and Business

The School of Social and Systemic Studies at Nova Southeastern University has developed the Center for Family, Work, and Business, designed to study the relationship of family interactions within work and business contexts. Three separate areas of interest are contained in the center:

## **The Institute for Family Business at NSU:**

The Institute, an educational program for business families, is a cooperative effort between the School of Social & Systemic Studies and the School of Business and Entrepreneurship. The main purpose of the Institute is to provide workshops and forums for family members who work together. Educational programs include such topics as improving communication among family members, managing family and business relationship confusion, and succession planning. The Institute is supported by family business memberships and corporate sponsorship.

## **Issues in Work and Family Program:**

The main focus of the program is to provide education concerning the impact of work-related stress on family relationships and, conversely, the impact of family-related stress on work performance. Topics of interest include balancing work and home issues, such as dual career couples, elder care, and child care.

## **Women in Business Project:**

The main focus of the project is to understand the gender concerns of working women. Topics of interest include gender communication at work, the glass ceiling, and the mommy track.

In each of these, the primary concern focuses on the impact of work stress on the family and ways of preserving family relationships. Addressing these concerns involves the following:

- ◆ Workshops and forums for families or professionals working with family/work issues.
- ◆ Consulting and counseling for families undergoing work-related stress.
- ◆ Research projects concentrating on ways of understanding and improving family relationships in a variety of work and business contexts.





The Institute  
for the  
Study of Complex Systems



# University Services and School Policies



# Student Services

## Library Resources

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals. Its more than 179,000 volume equivalents can be searched through the library's online catalogue. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog. The Einstein Library is equipped to perform online literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

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

Through the Einstein Library, students at a distance from the campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer.

Other university library resources include: The University School Media Center, with an integrated collection of print and nonprint materials designed for preschool through high school students; The William Springer Richardson Library, at the Oceanographic Center at port Everglades, which houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography; and the Law Library, in the Leo Goodwin, Sr., Hall, which houses 261,000 volumes and volume equivalents related to legal study and research, and which is designated as a depository for United Nations and state and federal documents. In addition, the Health Divisions Library is located at the North Miami Beach Campus. It contains a specialized collection of books, journals, audio and videotapes related to the health professions. This library is a member of the DOCLINE and the Miami Health Sciences Library Consortium. A new library facility is currently being developed on the university's east campus.

## Electronic Library

The Einstein Library at Nova Southeastern University offers the library's resources to NSU's on- and off-campus students via a computer resource known as the Electronic Library. Students may use the Electronic Library to:

- ◆ access the library catalog
- ◆ search electronic databases
- ◆ obtain selected full-text journal articles
- ◆ check the periodical holdings of various NSU libraries
- ◆ search the book catalogs of other libraries
- ◆ request materials
- ◆ ask for help with the research from Reference Librarian

Distance Library Services can provide students with books, copies of periodical articles from the NSU collection, and MARPs and practicals. These materials can be mailed directly to their homes. Students can request materials by mail or fax or use the electronic request forms or e-mail provided in the Electronic Library.

### **ELECTRONIC REFERENCE**

You can use e-mail to access electronic reference services. These include help in solving information problems, identifying library resources, and locating factual information. Services also include guidance in efficient use of library databases and help with research topics and search strategies.

### **NOVA SOUTHEASTERN UNIVERSITY'S BOOK CATALOG**

This selection allows you to access NovaCat, the catalog for the Nova Southeastern University Libraries. This catalog contains a listing of all of the books available in the NSU Library system.

### **WORLDCAT**

WorldCat is a catalog of 30,000,000 items available in more than 15,000 libraries in both the United States and other countries. It includes information about which libraries subscribe to each item.

### **LIBRARY CATALOGS via Inter-Links**

You can search in libraries in Florida or specific libraries throughout the world using hytelnet or gopher.

### **FIRSTSEARCH**

FirstSearch is an electronic information system designed for faculty and students. It offers research flexibility with access to a number of online, subject-specific databases, including PsychFirst, Social Sciences Index, Sociological Abstracts, and MEDLINE. Several databases offer some selected full-text articles. These databases -- ABI/Inform, Business Dateline, and Periodical Abstracts -- are offered as special menu choices in the FirstSearch menu.

### **INFOTRAC**

Infotrac is another source that supplies electronic databases and selected full-text articles. The searching strategies are different from those of FirstSearch and easier. Infotrac contains Expanded Academic Index ASAP (selected full-text articles), General BusinessFile ASAP (selected full-text articles), Health Desk ASAP (selected full-text articles), Computer Database ASAP (selected full-text articles), and LegalTrac (no full text).

### **CATALOG OF PERIODICALS: MAGAZINES, NEWSPAPERS and JOURNALS**

This selection allows students to search the holding of the Nova Southeastern University Library periodical collection. You can get a listing of the periodicals that the NSU libraries subscribe to -- including the volumes and years that are available. Students can access the holdings of the Einstein Library, the Law Library, and the Health Professions Library.

### **LIBRARY MATERIALS REQUEST**

Students are given the choice of ordering books, periodicals or ERIC documents. Simply choose the materials you wish to order from the menu and fill out an online form.



## MicroLab

The MicroLab provides computer facilities for the University to deliver graduate and undergraduate courses, non-credit and continuing education credit workshops, staff training, and complete degree programs based on applied and emerging technologies. The MicroLab facilities are available to all currently enrolled students and members of the 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, the Sonken Building, and the Leo Goodwin Residence Hall. Computer labs are also located at the University East Campus. 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 provides flexibility for students and faculty to apply the use of technology to meet program requirements. Computer systems include MS-DOS, Windows, OS-2, 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 475-7463 or through "lynx" on the University online systems.

## Academic Computing and Strategic Technologies

Academic computing and Strategic Technologies supports the online academic computing functions of the University in the areas of system administration, software applications, faculty and staff training, and Help Desk services. The network Services department provides complete networking services for all departmental, campus-based, and wide-area networks.

Access to the NSU network is available from anywhere in the world. Sixty-four (64) high-speed dial-up modems are available to users in the local 954 (old 305) 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 phone line, allowing access from any Internet site in the world.

## 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 Nova's Office of Student Financial Aid. These programs include Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loans, Health Education Assistance 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  
(954) 475-3380 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, double, or quad accommodations in either a one- or a two-bedroom apartment. Apartments include local phone service, cable tv, ac and all utilities. Interested students are invited to obtain further information from:

Nova Southeastern University  
Office of Residential Life  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(954) 475-7052 or toll free (800) 541-6682

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

The School of Social and Systemic Studies maintains up-to-date progress records on each student. The University 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  
Veterans' Affairs  
Office of the University Registrar  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(954) 452-7241 or toll free (800) 541-6682, Option 2

## International Students

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

Nova Southeastern University  
International Student Adviser  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(954)452-7240 or toll free (800) 541-6682, Option 2 (Registrar's Office)

## Career Resource Center

The Career Resource Center (CRC) provides career counseling and job search assistance to undergraduate students, graduate students, and alumni/ae. The Center helps individuals identify their unique values, abilities, interests, and skills in order to combine them creatively into a satisfying career.

A variety of companies, organizations, educational institutions and government agencies post full-time and part-time positions at the CRC. Disc Resume, a powerful computer software package used to register with the CRC, allows the Center to electronically refer the resumes of students and alumni/ae to employment opportunities.

Several assessment tools are used to identify students' interests, including SIGI-Plus, a computerized career guidance program that aids in assessing and evaluating an individuals' career and educational goals.

For off-campus students and alumni/ae, the CRC offers career counseling via telephone and fax. Individuals can request assessment tools, articles, sample letters and other types of CRC information to be sent to them to aid in the career decision-making process. Graduates of NSU who are residing out of the South Florida area can also inquire about CRC reciprocity agreements with other universities in the geographic area in which they are currently residing.

Special events sponsored by the CRC include Career Expo, an annual job fair, guest speakers, and seminars on such topics as resume writing, transferable skills, and telephone etiquette in the job search. For more information, contact the Career Resource Center at (954) 475-7504.

# Academic and Financial Policies

## Catalogs and Handbooks

All enrolled students shall receive a copy of the school catalog and 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 the academic office.

## Admissions

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

- A signed application, with fee, noting all relevant educational, occupational, and volunteer service history.
- Official transcripts of 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.
- Letters of reference from colleagues, supervisors, or instructors (not family, friends, or service providers). Letters should specifically positively 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 and colleagues, professionalism, pragmatic planning ability, and integration of theory into practice.
- An essay that states the intent of the applicant for the course of study and which answers the specific questions asked on the admissions application. Essays shall demonstrate accurate understanding of the program to which the applicant is applying.

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

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

After all required admissions documentation has been received, and subsequent faculty interviews have been completed, applicants will be informed that they have been accepted, rejected, or placed on a waiting list. Accepted applicants have 30 days to notify the School of their intent to attend or not to attend a program. Students declaring their intent to attend 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 reapply within one year without submitting new documentation. Reapplication after one year must include all new documentation and a new application fee.

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

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

## Nondiscrimination

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

## Matriculation

After an offer of conditional acceptance has been tendered to an applicant, the applicant becomes a student (i.e., matriculates) upon signing the "acceptance of admission" form. Each student will receive a copy of the current catalog and program student handbook and must sign a statement of acceptance of all policies and procedures indicated in that catalog and the handbook. The catalog and handbook in force at the time of matriculation will govern the student's participation in a program. Any subsequent changes in the catalog and/or handbook by program faculty or administration will not be required of matriculated students, but may be voluntarily accepted by them through signing an acceptance of policy changes. If catalog and/or program changes are being made at the time of the applicant's matriculation, the applicant's acceptance letter may specify that the applicant is being accepted under the new guidelines. In such an instance, the proposed changes will be outlined in the acceptance letter.

## Residency and Scheduling

All degree programs are offered in Broward County, 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 program course
2. Taken at a regionally accredited university
3. Passed with a grade of "B" or better
4. Completed within the last seven years

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

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

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

Credits earned at Nova 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 3 hours of class meeting, a class may not be added without the consent of the program director and the class instructor. Students may drop a class after the registration period and 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. All adds and drops must be processed in writing. Phone calls to announce add and drop intentions are insufficient. Written forms must be completed by announced deadlines. The following chart indicates the drop/refund schedule for the 1995-96 academic year:

### Fall, 1995

Friday, September 1	Last day to drop fall class with 100% refund.
Monday, September 11	Last day to drop fall class with 75% refund.
Monday, September 18	Last day to drop fall class with 50% refund.
Tuesday, September 26	Last day to drop fall class with 0% refund.
Monday, October 2	Last day to withdraw from a fall class and receive a grade of "W". After this date a letter grade will be given.



Winter, 1996

Friday, January 5	Last day to drop winter class with 100% refund.
Tuesday, January 16	Last day to drop winter class with 75% refund.
Monday, January 22	Last day to drop winter class with 50 % refund.
Monday, January 29	Last day to drop winter class with 0% refund.
Monday, February 5	Last day to withdraw from a winter class and receive a grade of "W". After this date a letter grade will be given.

Summer I, 1996

Friday, May 3	Last day to drop Summer I class with 100% refund.
Monday, May 13	Last day to drop Summer I class with 75% refund.
Monday, May 20	Last day to drop Summer I class with 50 % refund.
Tuesday, May 28	Last day to drop Summer I class with 0% refund.
Monday, June 3	Last day to withdraw from a Summer I class and receive a grade of "W". After this date a letter grade will be given.

Summer II, 1996

Friday, June 21	Last day to drop Summer II class with 100% refund.
Monday, July 1	Last day to drop Summer II class with 75 % refund.
Monday, July 8	Last day to drop Summer II class with 50% refund.
Monday, July 15	Last day to drop Summer II class with 0% refund.
Monday, July 22	Last day to withdraw from a Summer II 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 entitled "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 shall 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].

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

## Reduced Status and Leave of Absence

Students who wish to reduce their number of registered semester hours below required minimums or who wish to take a leave of absence for part or all of a semester shall apply to the program director for approval. Students 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. 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 of a clinical practicum shall lead to a failure for the course. Grades of "A" or "B" are considered acceptable for graduate-level training. A grade of "W" shall not affect standing in a program. Any course with a grade of "D" or "F" must be repeated for credit toward a degree or certificate program. Students must maintain a 3.0 GPA for graduation.

## Probation and Expulsion

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

## 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

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

## Student Evaluation

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

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

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

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

## Graduation

When students have successfully completed all degree program requirements, they will be sent an application for degree form. Students may not obtain the form nor may they complete it on their own. The form will be filled out by the academic office and sent for student signature and graduation fee. When the form is returned to the academic office, the office 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 degree requirements and have completed the degree application form.

## Degree Completion Limits

Master's courses apply toward a master's degree only within five years after matriculation in the master's program. Graduate courses apply toward a postgraduate certificate only within three years of matriculation in a certificate program. Doctoral courses apply toward a doctoral degree only within seven years of matriculation in a doctoral program. After a time limit has been exceeded, students 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*. Students have the right of access to their student records unless a waiver has been signed relinquishing such rights. Students may make an appointment with the academic office to review their file at any time. To obtain the contents of an entire file, students must request a complete copy in writing and pay a copying fee.

## University Equipment and Utilities

Students 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 clients and therapists.

## Student Appeals

Students may grieve policies, procedures, evaluations, and administrative actions having a direct impact upon them. Prior to initiating a formal appeal, a student must meet with a faculty member or 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 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 Student Affairs (see Grievances, page 76).

# Tuition and Fees

## 1995 - 1996

### Tuition:

Master's level	\$345.00 per credit hour
Doctoral level	\$485.00 per credit hour

### Fees:

Application fee	\$ 45 .00
Reservation fee (applicable to first semester tuition)	\$200.00
Registration fee	\$ 25 .00 per semester
Practicum lab fees (family therapy)	\$ 20 .00 per practicum course
Family Therapy Practicum Liability Insurance fees (including student membership in AAMFT)	\$109.00 for initial enrollment and \$ 84 .00 for subsequent years
Dispute Resolution Practicum Liability fees	\$ 35 .00 per semester
Application for degree fee	\$ 65 .00 per semester

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

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



# 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.

## Nondiscrimination

Nova Southeastern University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

# Student Rights and Responsibilities

## The Code of Student Conduct and Academic Responsibility

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

### **Nova University Statement of Academic Rights and Responsibilities**

Nova 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. The academic honesty standards include:

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

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

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

At Nova 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; and
  - g. Knowingly furnishing false information to the institution.
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## **B. Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
  - a. Theft
  - b. Vandalism
  - c. Disruptive behavior
  - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items
  - e. Possession, transfer, sale, or use of illicit drugs
  - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals
  - g. Violations of housing regulations
  - h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group
  - i. Threats of or actual damage to property or physical harm to others
  - j. Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.
  - k. Failure to pay tuition and fees in a timely manner

## On Campus

Nova Southeastern University Wellness Center  
(954) 452-6401  
Nova Southeastern University Community Mental Health Clinics  
Coral Springs..... 753-7020  
Davie..... 475-7070  
Lauderdale Lakes..... 486-3663

## Community

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

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

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

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

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

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

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

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

Nova 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.

# Federal Trafficking Penalties

PENALTY			Quantity	DRUG	Quantity	PENALTY	
CSA	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	<b>METHAMPHETAMINE</b>	100 gm or more or 1 kg <sup>1</sup> 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	<b>HEROIN</b>	1 kg or more mixture		
			500-4,999 gm mixture	<b>COCAINE</b>	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	<b>COCAINE BASE</b>	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	<b>PCP</b>	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	<b>LSD</b>	10 gm or more mixture		
			40-399 gm mixture	<b>FENTANYL</b>	400 gm or more mixture		
			10-99 gm mixture	<b>FENTANYL ANALOGUE</b>	100 gm or more mixture		

Drug	Quantity	First Offense	Second Offense
Others <sup>2</sup>	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.

<sup>1</sup> Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

<sup>2</sup> 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	<b>Marijuana</b> 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	<b>Marijuana</b> 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	<b>Marijuana</b>	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	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50-99 plants	<b>Marijuana</b>	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	<b>Marijuana</b>		
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		



# 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			
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 <sup>2</sup>	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 <sup>1</sup>	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
Tetrahydrocannabinol	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			

<sup>1</sup> Designated a narcotic under the CSA

<sup>2</sup> Not designated a narcotic under the CSA



## 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.** The Alcohol and Drug Abuse Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the resource center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Abuse Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Alcohol and Drug Abuse Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Abuse Workshops.** These are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

# 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 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.

## Grievances

The purpose of this procedure is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Students and faculty are encouraged to resolve disputes informally prior to instituting a formal grievance (see Student Appeals, page 59).

- A. Any student who has a grievance concerning administrative action or a member of the faculty or staff shall file such a grievance in writing with the director of student affairs.

The written grievance will contain a short and concise statement of all relevant facts, and the relief sought, on forms available from the Student Affairs Office.

- B. Upon receipt of a written grievance, the director of student affairs shall request proof supporting the grievance and request a reply/response with supporting evidence from the party the complaint is against. an administrative review panel will review the grievance and evidence to determine whether the grievance presents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or wholly a question of academic discretion, the grievance shall be dismissed without further action. the student will be advised in writing as to whether the grievance was dismissed or whether additional steps will be taken.
1. If the administrative review panel decides that further inquiry should be made, then the director of student affairs may invoke one of the following procedures:
    - a. Informal Resolution Procedure: The director of student affairs may meet informally with all parties and try to resolve the issues raised.



- b. Formal Resolution Procedure: If the director of student affairs is unable to resolve the issue informally, then a grievance committee will be convened to make a final determination of the issue.
2. The grievance committee shall consist of three members. Two members shall be taken from a center alumni list and will be chosen by rotation sequence and availability from a resource panel of alumni who have consented to serve as impartial arbitrators. The third member will be a faculty member or center administrator of Nova Southeastern University. The third member will have no immediate knowledge of the facts in the case.
3. The parties will attend the grievance hearing before the panel, at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the time, date, and place of the hearing. All hearing shall be conducted on the main campus during normal working hours. There will be no meeting of the committee unless an active appeal has been filed in accordance with this procedure

The grievance committee hearing shall be subject to the following procedures:

- a. The committee shall have no right to modify, add to, or subtract from this grievance procedure.
  - b. A majority vote of the committee shall be determinative.
  - c. The committee may not substitute its judgement for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work, the committee may recommend only to uphold or reverse the center's decision. In the event the committee reverses the center's decision, the program director shall fashion a remedy consistent with sound academic principles, which shall be final. the committee may not address sanctions, which are wholly within program director's discretion.
  - d. The committee shall render its decision in writing on forms provided.
  - e. The committee shall be obliged to render a decision within fourteen (14) calendar days following the close of the hearing.
4. The decision of the committee shall be final and binding. any student filing a grievance shall be notified of the committee decision by certified mail to their last official address. Any suit filed to challenge a procedure or determination under these proceedings shall be filed in a court of competent jurisdiction in Broward County, Florida, and the laws of the State of Florida shall apply.

## Reservation of Power

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



# Faculty and Administrative Staff

**Ronald J. Chenail**, Dean

Ph.D. in Family Therapy, M.Ed. in Educational Psychology with Counseling Specialization

**Teaching interests:** Discourse in therapy and mediation; qualitative inquiry.

**Gonzalo Bacigalupe**, Assistant Professor of Family Therapy

Ed.D. in Family Therapy, M.S. in Psychology

**Teaching interests:** Narrative therapies and reflecting teams; collaborative research; trauma and violence survivors; larger systems; politics of identity and social constructionism; children in systemic therapy

**Sharon Boesl**, Associate Dean, Clinical and Community Services

Ph.D. Candidate in Family Therapy, M.A. in Psychology

**Teaching interests:** Systemic approaches to court-ordered evaluation and treatment; management of mental health agencies; conduct of initial intake process with clients.

**Marti I. Bonneau**, Assistant Professor of Dispute Resolution

M.S.W. in Social Work

**Teaching interests:** Supervision and training in alternative dispute resolution processes; consultation, design and implementation of conflict management systems for government, businesses, and organizations.

**Ann Booth**, M.S., Program Coordinator/M.S. and Ph.D. Programs in Dispute Resolution

**Gale R. Bouchillon**, Assistant Dean, Administrative and Academic Support Services

M.S. in Child and Youth Care Administration

**Christopher F. Burnett**, Assistant Professor of Family Therapy

Psy.D. in Clinical Psychology, M.A. in Psychology

**Teaching interests:** Linguistic approaches to Bowenian and other multigenerational family therapies; the interface of qualitative and quantitative research methodologies; Bowenian approaches to live team supervision.

**Sean Byrne**, Assistant Professor of Dispute Resolution

Ph.D. and M.A. in International relations, MSSC Political Science.

**Teaching interests:** Introduction to ADR; ADR applications; international conflict management; institutional & organizational analysis; theories of conflict and conflict resolution; ethnic and intergroup conflict; qualitative research methods; and children, education, and conflict.

**Patricia Cole**, Assistant Professor of Family Therapy,

Director of the Center for Family, Work, and Business

Ph.D. in Family Therapy, M.Ed. in Counseling Education

**Teaching interests:** Family relationships in family business and in other work contexts; gender concerns in the work place; qualitative research.



**Douglas A. Feldman**, Director/Institute for the Study of Complex Systems,  
Director and Professor/M.S. Program in Policy Analysis and Evaluation  
Ph.D. in Medical Anthropology, M.A. in Anthropology

**Teaching interests:** Policy analysis; medical anthropology; applied anthropology; qualitative research methods; evaluation research; AIDS behavioral research; human sexuality; social epidemiology; HIV prevention and interventions

**Douglas Flemons**, Associate Professor of Family Therapy

Ph.D. in Family Therapy, M.A. in Counseling Psychology

**Teaching interests:** Relational means of creating and understanding contextual phenomena such as therapy, hypnosis, and learning; writing as inquiry; therapeutic imagination; the presence of absence and the absence of presence.

**Shelley K. Green**, Assistant Professor of Family Therapy

Ph.D. in Marriage and Family Therapy, M.S. in Family Studies

**Teaching interests:** Supervision and training in systemic therapies; the role of gender in team development; therapist learning styles and personal competence; systemic approaches to sexual issues in therapy; brief therapy with persons with AIDS.

**Loraleigh Keashley**, Visiting Professor of Dispute Resolution

Ph.D. in Applied Social Psychology, M.A. in Clinical Psychology.

**Teaching interests:** Third party intervention approach; group identity and conflict; abusive behaviors in the workplace.

**John Lande**, Assistant Professor of Dispute Resolution

J.D. in Law; M.S. in Sociology.

**Teaching interests:** Legal issues in dispute resolution; dispute resolution in the courts; the role of lawyers in dispute resolution; professional and ethical issues; dispute resolution in organizations; family mediation; civil and commercial dispute resolution; dispute resolution theory and practice; policy issues and evaluation in dispute resolution.

**Heidi Levinson**, Program Coordinator/M.S. and Ph.D. Programs in Family Therapy

**Estella Martinez**, Operations Manager

**Brian D. Polkinghorn**, Assistant Professor of Dispute Resolution

Ph.D. in Social Science, M.S. in Conflict Resolution

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

**Anne Hearon Rambo**, Director/Master's Program in Family Therapy, Associate Professor

Ph.D. in Family Therapy, M.S. in Social Work

**Teaching interests:** Supervision and training in systemic therapies; therapy as play and play as therapy; development of the therapist's unique personal style; rhetoric and language skills training; family therapy history.

**June Seldin**, B.S., Program Coordinator/M.S. in Policy Analysis and Evaluation

**Lee Shilts**, Director/Ph.D. Program in Family Therapy, Associate Professor

Ph.D. in Family Therapy, M.Ed. in School Psychology

**Teaching interests:** Brief solution-focused theory and therapy; supervision and training in systemic therapies; the use of solution-focused therapy in nontraditional settings; Ericksonian hypnotherapy; use of letter writing in therapeutic settings.

**William C. Warters**, Assistant Professor of Dispute Resolution

Ph.D. in Social Science, B.A. in Conflict Resolution

**Teaching interests:** Conflict resolution theory and practice; dispute resolution in higher education; violence prevention; dispute resolution systems design.

**Margo Weiss**, Director/Medical Family Therapy Program, Assistant Professor

Ph.D. in Family Therapy, M.S. in Family Therapy, M.S. in Community Counseling

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

**Cathie J. Witty**, Director/Graduate Programs in Dispute Resolution, Assistant Professor

Ph.D. in Anthropology, M.P.A. in Public Administration

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



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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, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. 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 nonimmigrant 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, telephone (305) 370-5685.

# **School of Social and Systemic Studies**

## **Academic Office**

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## **Clinical and Community Outreach Center**

Family Therapy Associates  
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(954) 475-7336



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