



Part-time Faculty Handbook



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Message from the Dean

Thank you for serving the students of the College of Psychology at Nova Southeastern University. Our College offers bachelor's degree programs in psychology and behavioral neuroscience, as well as graduate programs in clinical and school psychology, counseling, experimental psychology, forensic psychology, and general psychology, along with other specialized training experiences. The scope of psychology, counseling, neuroscience and related fields is expansive, as our disciplines describe and explain the effects of psychological processes from the level of individual brain cells to the scale of complex social interactions. As a member of our part-time faculty, you will play an integral role in guiding students in discovering and appreciating the factual content of their respective fields of study. You will also help students to develop the critical and creative thinking skills essential to be producers or consumers of science and the investigative skills of aspiring professionals, researchers, and clinicians.

The College trains graduate students in its Psychology Services Center that provides care to children, adolescents, and adults through its general outpatient programs and thirteen faculty specialty programs. Our Psychology Services Center Internship Program and Consortium Internship Program are accredited by the Commission on Accreditation of the APA. The College values interdisciplinary collaborations and works with partners in the postdoctoral residency program, including the colleges of Medical Science, Dental Medicine, Education, Arts, Humanities, and Social Services, Business and Entrepreneurship, and Law, the Mailman Segal Center for Human Development, community partners, and others.

As our College evolves into a leadership position in providing education and training, advancing an understanding of human behavior, and providing clinical services to the public, I invite you to join us in that growth. Community engagement is one of NSU's core values and I strongly encourage you to engage in the wide array of faculty and student initiated activities within the College and across the university. Your role as a part-time faculty member is vital to the continued delivery of quality instruction and learning experiences for students in the College of Psychology. Our administration and office staff are dedicated to support your commitment to excellence in teaching and student engagement.

Karen S. Grosby, Ed.D.
Dean, College of Psychology

Vision, Mission and Core Values

In pursuit of defining the Nova Southeastern University of tomorrow, President George L. Hanbury II, Ph.D. collaborated with faculty members, deans, staff, alumni, student leaders, community members, and the board of trustees to create a single-shared vision based on eight core values. The Vision 2020, Mission, and Core Values will collectively guide NSU into the future.

Vision 2020

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public as a premier, private, not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

Mission

The Mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

Core Values

The University's core values are: academic excellence, student centered, integrity, innovation, opportunity, scholarship/research, diversity, and community.

General Information

Welcome to the College of Psychology at Nova Southeastern University. NSU is a dynamic, independent institution dedicated to providing high-quality educational programs of distinction from preschool through professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in many professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus, online, and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring knowledge in community and professional settings. There are three academic departments that comprise the College of Psychology: Department of Clinical and School Psychology, Department of Counseling, and Department of Psychology and Neuroscience.

College of Psychology Mission Statement

The mission of the College of Psychology is to offer degree programs that provide a range of academic and practical opportunities to students in the field of psychology and closely allied disciplines, from the bachelor's to the doctoral level, and to train future researchers and practitioners. Through these opportunities, students will develop knowledge and professional growth in the science of psychology and its application to the understanding of human activity and will be prepared for success in a variety of professional and academic pursuits. The intimate interplay between our Psychology Services Center and academic programs provides educational opportunities rooted in real problems and research activities that attempt to find answers to extant concerns. The college seeks to offer programs of excellence in educating future scientists, mental health practitioners, and school counselors, in advancing knowledge about psychology and the treatment of psychological problems, and in providing high-quality services that address society's current mental health needs.

College of Psychology Programs

Undergraduate Degrees

- Psychology (B.S.)
- Behavioral Neuroscience (B.S.)

Masters & Specialist Degrees

- Counseling (M.S.)
- Experimental Psychology (M.S.)
- Forensic Psychology (M.S.)
- General Psychology (M.S.)
- School Psychology (Psy.S.)

Doctoral Degrees

- Clinical Psychology (Ph.D.)
- Clinical Psychology (Psy.D)
- School Psychology (Psy.D)

Other Training Programs

- Doctoral Internship Programs
- Psychology Postdoctoral Residency
- Continuing Education

Part-time Faculty Appointments and Review

Definitions, Appointment, and Reappointment

Part-time faculty in the College of Psychology include instructors with the position of adjunct faculty, core faculty, or associate lecturer. All part-time faculty members must meet all of the academic and professional preparation requirements for the appointment. Appointments are made in accordance with University policy. Part-time faculty are expected to provide instruction for an entire course and are responsible for assigning grades. Terms of part-time faculty contracts are determined by their individual appointment letters and/or contracts.

NSU expects that part-time faculty members will be prudent in avoiding possible conflicts of interest or conflicts of commitment to their full-time employer, other part-time employers, and their part-time teaching responsibilities at NSU.

Adjunct Faculty

Prospective adjunct faculty must complete an online application and submit a letter of interest, curriculum vitae (CV), academic transcripts, copy of professional license if applicable, and a reference from an individual who is familiar with their professional work.

1. Prospective adjunct faculty are interviewed by departmental administrators who will discuss with the applicant his or her experience and accomplishments, possible courses to teach, and educational philosophy and methods.
2. The designated administrator coordinates the process and makes a recommendation to the Associate Dean after reviewing credentials, feedback, and recommendations. Appointment decisions are made by the Associate Dean.
3. Course assignments are made within each department and are not official until a contract is signed by the department chair and the Dean. Contracts stipulate that courses may be cancelled for insufficient enrollment.
4. Adjunct faculty are not guaranteed particular courses or regular teaching. The flexibility to meet the department scheduling requirements will enhance the likelihood of receiving assignments.

Adjunct faculty are eligible for a University identification card giving them faculty privileges to various NSU resources such as the Library, Research, and Information Technology Center. To support professional growth of adjunct faculty, a 50% discount is provided to most continuing education programs. In addition, adjunct faculty are invited to other announced meetings and events.

Orientation Process

Once approved and selected to teach, and PRIOR to teaching the first course, all new adjunct faculty are responsible for the following:

- Complete NSU New Adjunct Packet and submit any other official documents, as requested by the Office of Human Resources
- Obtain NSU ID number*

- Obtain NSU email account*
- Obtain NSU PIN*
- Complete contract for teaching assignment(s) via PayTrax*
- Access WebSTAR for class roster(s) and other class information*
- Review this Handbook and become familiar with all College policies and procedures relating to your appointment.
- Complete a training module on Copyright. Information on the course is available at <https://sharklearn.nova.edu>.*
- Complete the HIPAA (Health Insurance Portability and Accountability Act) Training. Information on the course is available at <https://sharklearn.nova.edu>.*

*NOTE: All new hire paperwork must be complete and adjunct faculty must be properly established as an NSU employee in order to complete the items designated with an asterisk above.

Evaluation and Review

All adjunct faculty are evaluated on their teaching on a regular basis. As part of their review, observation of classes may occur. Evaluation covers a variety of areas including:

- I. Knowledge of subject matter
- II. Professional presentation and classroom management
- III. Responsiveness to students
- IV. Communication with administrators, faculty, staff, and students

Promotion

Adjunct faculty that have been with the program for at least five years and have made contributions above and beyond teaching can be nominated by department chairs for promotion to Part-Time Core Faculty. Serving in the position of Part-Time Core Faculty requires a minimum commitment to teaching five courses per year and being available for curricular and other consultation.

Part-time Core Faculty

Definitions, Appointment, and Reappointment

Part-time core faculty are adjunct faculty members who have been with the College for at least five (5) years and have made contributions above and beyond teaching or who have off-campus academic responsibilities beyond teaching. This designation requires a minimum commitment of five academic units per year, including teaching three courses; however, the requirement may differ depending on the department and position. Department chairs will recommend, in writing, potential part-time core faculty members to the Associate Dean for approval. The reappointment of the part-time core faculty member will be evaluated by the Associate Dean on an annual basis. Reappointment is based upon each department's teaching needs and faculty evaluation. Part-time core faculty members are not eligible for continuing contracts. The terms and conditions of Part-time core faculty are governed by their contract and/or appointment letters.

Teaching Load

The maximum teaching load for all NSU part-time faculty is 36 credit hours per calendar year across all university colleges. The 36 credit hours include all classes taught at NSU in a given calendar year. Instructors are to inform the department chair or program coordinator of teaching assignments in other colleges at NSU.

Use of Academic Title

Part-time faculty members are expected to use their full and correct academic title when referencing their affiliation with NSU and the College of Psychology (when they are under contract). For example, while one's title may be informally truncated in the context of a salutation (e.g., "Dear Professor X"), official references to one's position within the University must include the correct academic title (e.g., "Dr. X, Adjunct Professor of Psychology"). The omission of the word "adjunct" in this example would falsely imply that the individual has obtained a full professorship, the highest rank awarded in academia. Reference to one's University affiliation should be restricted to professional matters.

Academic Procedures and Classroom Information

Faculty Responsibilities to Students

University faculty should aspire to excellence in teaching and to mastery of their subject areas and responsibilities. They should prepare conscientiously for class and employ teaching methods appropriate for the subject matters and objectives of their courses. The objectives and requirements of their courses, including applicable attendance and grading policies, should be clearly stated in their syllabus. Faculty are expected to adhere to the requirements and policies stated on the syllabus when evaluating students.

1. All College of Psychology faculty are expected to be available to students outside of class hours to provide advisement, support, and additional academic instruction as needed for the duration of the course. Communication may take many different forms, including but not limited to exchanges during office hours, by telephone, or email.
2. Course syllabi are expected to be completed at the designated time before the beginning of the course/semester. Final grades must be posted within **five working days** following the close of the semester.
3. All College of Psychology faculty are expected to evaluate students fairly on the basis of their academic performance.
4. Encouragement of free and open discussion in the classroom is expected.
5. Consult with the appropriate program administrator on student rights and responsibilities.
6. Faculty from selected programs are expected to enter student assessment data (e.g., outcome measures, competencies) into designated databases, as appropriate.

Class Assignments

Active learning that provides hands-on and practical application assignments is encouraged. Throughout the duration of the course, students should be provided with several different means of feedback as to their status and progress in a course. All courses should include several assignments for evaluation. These could include in-class writing, journal entries, article analyses, term papers, quizzes, exams, projects, computer assignments, and oral presentations. Instructors are expected to provide students with feedback prior to the withdrawal date of the course.

The instructor is expected to provide detailed, written feedback on written assignments. A letter or numerical grade is not sufficient. There must be a grading rationale (objective manner for assigning grades on an assignment) communicated to the students. To that end, courses should include several practical application projects in addition to any exams. These projects may include papers, projects, computer assignments (such as a virtual science lab), oral presentations, and problem-based case studies.

For subjective (e.g., essays, reflections, presentations, discussions, and projects) course assignments, a grading rubric with specific instructions and point values for the assignment criteria should be developed and utilized. The student has the right to know and understand the instructor's expectations and the manner in which the instructor arrived at a grade.

All written work must be returned in a timely manner. This typically means within one week following the date on which it was turned in for papers and up to 2 weeks for large projects. All work should be returned by the date of the final exam. If there is an unusual situation in which work must be submitted during the last class session or at the time of the final exam, the instructor must make adequate arrangements to return the work within five working days after the final exam. It is not acceptable for the instructor to leave the student work with any member of the office staff. The instructor may have the students submit stamped, self-addressed envelopes with the assignment or make other appropriate arrangements.

Prior to scheduling special or off-campus activities, please contact the department and provide explanation of the activity. Special activities may include, but are not limited to, field trips, guest speakers, and extra-classroom functions (e.g., outdoor activities).

Faculty Attendance

Faculty Members are required to hold all classes as scheduled, in order for the College and University to meet accreditation standards. All classes must meet in the scheduled room on scheduled days; exceptions require approval of the department chair. When it is known ahead of time that a class will be missed, an appropriate colleague can be recruited to hold the class or alternate arrangements can be made to deliver the instruction. All missed classes, including unexpected last-minute cancellations, require contact with the department chair or program coordinator.

For online classes, instructors should be active throughout the whole of the module week (no later than a 48-hour turnaround on emails/discussion postings). If you know that you will be absent from a course for an extended period of time, please do not accept responsibility for teaching that course.

Our live and online supervision classes are scheduled for specific days/times. Instructors are expected to teach from the beginning of the specified time span to the end. For instance, for a 6:00 pm – 10:00 p.m. class, the instructor should start class promptly at 6:00 p.m. and end class at 10:00 p.m. (breaks are at the instructor's discretion).

Teaching Online Courses

Teaching of online courses at NSU is conducted through an online instructional platform. Instructors are expected to navigate smoothly through the fundamentals of the online instructional platform (for example, receiving and sending emails, downloading and uploading from the assignment dropbox, and so forth). If you need training in the online instructional platform, please contact the department chair or coordinator for help in arranging the training with the university's Innovation-Zone (I-Zone). The link to I-Zone is available at: <https://www.nova.edu/portal/oit/support/izone/index.html>.

Instructors are given access to their online course approximately 21 days before the start of the semester. Students typically are allowed access to online courses 3 days before the official start date of the course. This means that instructors must have their class materials (including the syllabus) finalized and posted prior to this date.

All online instructors must log into their online courses every 48 hours and respond to students' questions and postings. Please note that there is a tendency for students to be most active in online activity over the weekend. NSU emphasizes asynchronous online activity.

Weekly interaction with students is required for all online courses. This could be in the form of discussion boards, chats, GoToTraining sessions, weekly assignments where instructor gives feedback, etc. Instructors are to give each student some type of weekly feedback about their work. For example, if the instruction is delivered via the discussion board, the instructor is expected to maintain an active dialogue with students by providing individual feedback to each student weekly. At the end of a module/week, assign each student a grade for his/her discussion for that week. Active interaction with students is extremely important in online classes since engagement with the instructor is critical to student success in the course.

Syllabus

NSU utilizes an [online syllabus management platform](#) for syllabus development and management. This web-accessible tool allows instructors full control to edit their syllabus course content online. Each syllabus also includes a non-editable, pre-filled section with information from Banner, as well as content managed centrally. Thus, ensuring data consistency for Accreditation, College, and NSU standards across all syllabi.

The syllabus management application is available in Appcentral (appcentral.nova.edu). An instructional video on the syllabus management platform is available at <https://www.nova.edu/portal/oit/support/sss/faculty/syllabus-management/index.html>.

Student Feedback

To ensure that students have received sufficient feedback on their progress in the class before the withdrawal date, which is halfway through the course plus one week, you should organize your course so that it is not back-weighted with all of the grades coming at the end of the course. You can do this in many ways including quizzes, midterm, small papers, in-class writing, grading discussion, etc.

For online classes, faculty should grade the students' weekly course interaction at the end of each module week.

Roster Reconciliation

The university's roster reconciliation policy requires all instructors to reconcile rosters for each class taught every semester/term. Roster reconciliation involves identifying students who are not in attendance or in attendance but not on the roster. An email is sent from the Office of the University Registrar at the beginning of the semester/term to all faculty with instruction on the roster reconciliation process.

Grading

Grading must be done in a timely manner and in a format that has been previously published in the course syllabus and explained to the students. Final grades are to be completed and

submitted as letter equivalents by the end of five working days following the final examination. Grades are to be submitted electronically through a web-based system WebSTAR. WebSTAR is available to all faculty members with their identification number and a password. To access WebSTAR, go to www.webstar.nova.edu. You will also use WebSTAR to obtain your class schedule, class rosters, and room assignments. Please contact the department chair for additional procedures that may be required for record keeping of all grades. For any grade of F, there must be a notation of the last day the student attended class (LDA).

The following guidelines should be utilized for entering grades using WebSTAR:

- If a student never attended class or shows no online course activity, assign a grade of F. Enter the date of the first class in the column labeled “Last Date of Attendance.” Finally, enter a “0” in the final column labeled “Hours Attended.”
- If a student does not appear on the class roster but has attended class, this means that the student has not registered for the course; therefore, no grade can be entered for the student. Report the information to the department chair or coordinator.

The College’s process by which students can pursue disputes over decisions, including grades, is outlined in the respective program’s student handbook. Faculty members are authorized to make professional judgments about students’ performance; for a grade appeal to be successful, a student must demonstrate through substantive evidence that arbitrary, discriminatory, or capricious behavior affected the grade. More information on the University’s grading policy can be found at the following link: <https://www.nova.edu/portal/ess/forms/nsu-grading-policy.pdf>

Grades of Incomplete

All grades of Incomplete (I) **must be first** approved by the department chair (Department of Psychology and Neuroscience; Department of Counseling), or program director (Department of Clinical and School Psychology). When considering the Incomplete as a grade option, please consider the following information.

- An Incomplete (I) is awarded only in unusual circumstances. An incomplete (I) may be given only when a student has satisfactorily completed the majority of the work in a course and when all remaining requirements can be completed within an agreed time following the end of the course. Consult with the program office for the time limit to fulfill the incomplete requirements.
- An incomplete (I) will be awarded before the end of the course upon the satisfaction of the following conditions: (a) the student has made a request of the instructor and (b) the student and the instructor have signed, or agreed upon its conditions via email, the Contract for Removal of an Incomplete Grade.
- A student who is absent at the final examination without prior approval is normally not eligible to receive an incomplete (I).

- If the student does not complete the course work within the agreed time, the incomplete (I) automatically changes to the grade earned based on the work accepted by the instructor to date. A grade of zero (0%) will be factored in for any missing work. This information should be specific in the Contract for Removal of an Incomplete Grade that is signed by the student, instructor, and department chair, program director, or program coordinator.

It is important to emphasize several points.

1. An Incomplete grade can be awarded only in unusual circumstances. That is, it is not *automatic*.
2. Meeting the necessary condition of having "satisfactorily completed the majority of the work" is determined by the grading scale on the instructor's syllabus. That is, a student must have completed work accounting for more than 50% of the final course grade.
3. The student must initiate the request of an Incomplete. That is, he or she should approach the instructor and initiate the instructor approval process. If and when the instructor approves, the instructor should obtain a *Contract for Incomplete Grade and Its Removal* from the appropriate department and fill it out with the student. Under no circumstances should a student be given a blank *Contract*.
4. The *Contract* must be filled out completely by the instructor, including the student's grade if he or she does not complete the required course work. The latter is crucial. The *Contract* must include the following information:
 - Letter grade to date.
 - Percentage (%) of total grade to date.
 - Specific requirements for completing the work.
 - Letter grade for course if requirements are not completed.
 - Date of expected completion.
 - Instructor's signature.
 - Student's signature.
 - Department chair, program director, or program coordinator signature.

Upon completion of the missing course work or following the date of expected completion, a change of grade should be should initiated by the instructor.

1. If the student does not complete the coursework within the agreed upon time period, the Incomplete grade will be changed to the grade earned based on the work accepted by the instructor to date as stipulated in the contract or agreement (not to exceed program limitation); the student only gains points for assignments completed that were included in the incomplete agreement.
2. The instructor and the student must both sign the *Contract*. The only exception to this condition is when a student cannot physically affix a signature to the paper *Contract* (e.g., being hospitalized or bed-ridden, yet still communicative). In such an exceptional circumstance, the instructor is required to note on the *Contract* that he or she has

communicated with the student, the student understands his or her obligations, and the date and type of contact (attaching a copy of an email transmission would be sufficient, for example).

3. If the conditions for awarding an Incomplete cannot be met by a student, he or she should initiate an official withdrawal from the course. If the withdrawal deadline has passed, the instructor must award the grade the student has earned to that point.
4. The *Contract* must be signed by the department chair, program director, or program coordinator. Approval must be requested and assured prior to (see the reference to "before the end of the course" in the Incomplete policy above) turning in the final course grades. The instructor should submit the *Contract* to the department chair or program coordinator as soon as it is completed and not wait until final course grades are due. Grades of Incomplete should not appear on the final grade roster without approval from the program administrator after following the above procedures.

Because part-time instructors may not be teaching with the institution when the student completes the course, every effort must be made to clarify the completion process so the instructor's supervisor will be able to work with the student in the event of the faculty member's absence.

However, realize that when you assign an Incomplete grade, it is you who will be expected to supervise the student in completing the course. There is no additional remuneration for this; it is a part of the original contract for the course.

Change of Grade Process

The change of grade workflow is an automated process using the AppCentral platform (appcentral.nova.edu) to either change a grade or record an initial or missing grade after the grading period has ended. The instructor may begin the process by logging into AppCentral using the Sharklink credentials. The workflow moves the request to the department chair for program approval, and then to the office of the University Registrar for final processing. From the AppCentral Dashboard, select "COG = Change of Grade Request" in the *My Applications* channel to begin the grade change process.

Procedures for Dealing with Academic Dishonesty

Much of the frustration regarding academic dishonesty arises on the part of faculty because there are so many varying types, and on the part of students because consequences differ from instructor to instructor. In order to give some continuity to our commitment to solve the problem of academic dishonesty, the following are college-wide guidelines for handling academic dishonesty that should be consistently adhered to by instructors of the College of Psychology. Although this document will not be made available to students, general information about academic misconduct is published in the student catalog and is available to students. The university is clear regarding its commitment to academic integrity. Standardization of academic dishonesty consequences should help deter students from such behavior if they can see that all instructors within the College held to the same requirements.

Faculty members are responsible for assessing classroom conduct, including academic misconduct. Faculty members are required to report any incident of misconduct to their department chair or appropriate designee (e.g., program director or director of academic affairs). The department chair will review this report and forward, as appropriate, to the College's Associate Dean. The College's Associate Dean will review and forward misconduct reports involving undergraduate students to the Office of the Dean, College of Undergraduate Studies. Reports involving graduate students will be referred to the Professional Standing Committee. These reports are reviewed for institutional sanction, which is distinct from a grading consequence administered by the faculty member. A first report often results in a letter of warning. However, an especially serious first infraction can result in institutional sanctions such as dismissal. Records of each reported incident are retained in the Office of the Dean, College of Undergraduate Studies for undergraduate students and in the College of Psychology's Dean's Office for graduate students. A subsequent report of academic misconduct will likely result in a more serious institutional sanction, such as suspension or dismissal.

Students charged with academic misconduct will be notified in writing from the appropriate dean of the impending sanction and be offered the opportunity to present mitigating evidence in their defense. If an undergraduate student chooses to take advantage of this opportunity, the dean of the College of Undergraduate Studies will convene a meeting of an Academic Integrity Committee (AIC), comprised of faculty members and students, to consider the student's presentation. For graduate students, the Professional Standing Committee will be convened to review the infraction and make recommendations to the Dean, College of Psychology, regarding the appropriate sanctions.

Instances of academic misconduct will likely affect the student's grade in the respective course. The AIC or Professional Standing Committee does not review instructors' evaluations of coursework or instructors' decisions on academic misconduct. Students may appeal a classroom grade consequence of academic misconduct through the instructor and the academic department chair. Policies and procedures for appeal of grades are clearly outlined in the student catalog.

Below are examples of academic misconduct levels and consequences. In addition to copying other people's work, plagiarism also includes reusing work previously submitted in another class. Instructors should clearly define academic misconduct and communicate its consequences to students.

1. **Duplicated, copied, purchased, downloaded papers in their entirety** - such an offense, as the most grievous and intentional kind of academic theft, will generally result in failure of the course and notification to the Office of the Dean.
2. **Significant sections of a paper or assignment copied from another source with no attempt to give credit to the author** - such an offense, as an example of obvious purposeful academic theft indicative less of ignorance than premeditation, will generally result in failure in the course and notification to the Office of the Dean.
3. **Unauthorized use of notes or other study aid during an in-class exam** - such an offense will generally result in a failing grade on the exam and notification to the Office of the Dean.
4. **Copying another student's work during an in-class exam** - such an offense will generally result in a failing grade on the exam and notification to the Office of the Dean.

5. **Falsifying or misrepresenting laboratory/experiment data** - such an offense will generally result in a failing grade on the lab/activity and notification to the Office of the Dean.
6. **Significant sections of a paper copied or very loosely paraphrased with no citation at the place of plagiarism (but with plagiarized source listed in works cited or bibliography)** - This level is more punishable in an upper-level course than in a lower level course. For upper-level courses, such cases will generally result in a failure of the paper. For lower-level courses, such cases will generally result in a failure of the paper, with the option to rewrite it for a maximum grade of C. In this way, instructors can send a clear message regarding the seriousness of plagiarism, but at the same time take into account the fact that lower-level students are still learning and give them the opportunity to learn from their mistakes.
7. **Copied text not in quotation marks, but citation appears at proper place in the text and also appears in works cited or bibliography** - such a case will generally result in a one-letter grade reduction on the paper.
8. **Paraphrased text too close to the original source with proper citation of source in text and in works cited or bibliography** - This level is more punishable in an upper-level course than in a lower-level course. For students in lower-level courses, this will generally be treated as a severe grammar error and result in deducted points, while for students in upper-level courses; there will generally be a one-letter grade reduction on the paper.

Plagiarism and Turnitin.com

NSU intends to decrease student academic misconduct by utilizing resources such as Turnitin.com. It is a web-based service through which student papers can be uploaded and checked against other student papers, websites, journal articles, and other documents that are on the web. Turnitin.com then produces a report that shows what percentage is taken from another source. By using this service, it: (1) helps protect you when you make a claim regarding the originality of a student's work, (2) reminds students that their work will be checked for plagiarism, and (3) prevents students from submitting the same work for different classes.

The Turnitin tool is available within Blackboard. Faculty can create Turnitin assignments or submit a paper on behalf of a student. Below is the link to the instruction on how to set up a Turnitin assignment on Blackboard:

<https://www.nova.edu/portal/oit/support/sss/faculty/blackboard/tech-talk/2014/creating-a-turnitin-direct-assignment-in-blackboard.html>

Copyright

Please note that duplication of some materials requires permission prior to duplication. It may be necessary to obtain formal permission to use copies of some materials in your course(s). NSU policy states that all faculty members must abide by copyright laws. The copyright laws also apply to materials posted on Blackboard. Information on copyright is available at <http://copyright.nova.edu>.

Tutoring and Testing Center

The Tutoring and Testing Center (TTC) on the main campus is located on the second floor of the Student Affairs Building. To make a tutoring appointment, students can stop in or call (954) 262-8350 or (800) 541-6682, ext. 28350.

Additionally, tutoring services are offered at select NSU regional campuses (Fort Myers, Miami, and Tampa). For NSU students in any geographical area, the TTC also offers online tutoring. For further information pertaining to services available at particular sites, or to make an online tutoring appointment, students can call the main campus phone number above.

Undergraduate student tutoring and testing services

Academic support services are available free of charge to all NSU undergraduate students. Included in the varied services is tutoring in the areas of general education. If a student is performing poorly on exams or assignments, they should be encouraged to avail themselves to these services. Particularly important to many students is academic support in the areas of writing and math. While the writing tutors do not correct or edit papers, they work with students on strategies to improve their writing skills. Math tutors help students with problems and problem-solving strategies.

Testing Services are also available by appointment to undergraduate students. The testing center administers exams for placement out of courses in elementary algebra, college-level mathematics, writing, Spanish, and technology. Faculty may contact testing services for assistance with make-up exams, proctoring services, and standardized tests. For undergraduate students, make-up exams and proctoring services are free.

Graduate student tutoring and testing services

Writing services are available free of charge to all NSU graduate students. Students can schedule a session by calling (954) 262-8350 or (800) 541-6682. Sessions can be conducted in-person at the Ft. Lauderdale campus, or distance education students can schedule a remote session. The tutors will not edit papers for students; however, the tutors will read through the paper with the student and help with proofreading and APA formatting. Graduate students can schedule up to three sessions per week for one class, and up to five sessions total per week for more than one class.

While testing services are available to all students, faculty teaching graduate-level courses must get approval from the department chair prior to scheduling test administration through the TTC. For graduate student test proctoring, there is a fee of \$10 for a computer-based test administration and \$15 for a paper test. Testing services available to graduate students include make-up test proctoring and testing that requires accommodations.

Library Services

Through the NSU Alvin Sherman Library (<http://sherman.library.nova.edu/>), faculty can access many useful resources including textbooks, e-textbooks, journal articles, and psychology and counseling-related videos. The library staff has created helpful library guides specific to the psychology and counseling professions. These include:

- Counseling: <http://nova.campusguides.com/counseling>
- Psychology: <http://nova.campusguides.com/psychology>

- Psychopharmacology: <http://nova.campusguides.com/psychopharmacology>

Faculty can work with library professionals to develop a course-specific library guide. For example, PYCL 507 (Research and Evaluation for Counselors) has its own library guide:

<http://nova.campusguides.com/pycl0507>

Another useful library guide is on APA Style: <http://sherman.library.nova.edu/sites/apa/>. This guide includes quick links to help students properly cite different types of sources. It also includes a YouTube video demonstrating how students can properly format their papers using MSWord tools.

APA and MLA workshops are offered on a regular basis at the Alvin Sherman Library on the Ft. Lauderdale campus. Students can also request for individual sessions with a librarian. These sessions can be conducted in person, by phone, or online. In addition, librarians also offer custom-designed workshops at the request of instructors and delivered within individual classrooms on campus and at the regional campuses. For more information on individual sessions and training, call (954) 262-4600.

Americans with Disabilities Act

Students with disabilities who request reasonable accommodations and provide acceptable documentation to the Student Disability Services Office will be provided appropriate accommodations. Instructors will be informed if such a student requires accommodations. If you are approached by any students requiring accommodations, please have them contact the Student Disability Services Office for assistance (<http://www.nova.edu/disabilityservices/index.html>).

Retaining Records

Exams and papers not returned to students should be held for at least one semester following completion of the course to be available for students to review. In the event of an appeal, records should be retained until its conclusion, and then destroyed.

Student Confidentiality

NSU ensures the confidentiality of student records in accordance with the Family Education Rights and Privacy Act (FERPA). Student progress and grades are only to be communicated with the student. In order to release information to other individuals, such as spouse, parent or significant other, the student must provide written consent. The student may complete the [Authorization for Release of Information](#) form and submit it to the University Registrar's Office. Breaking student confidentiality will most likely result in termination of the part-time faculty appointment.

Student Professional Behavior

Issues and concerns about student professional behavior should be conveyed to the appropriate program directors or coordinators. Information regarding formal documentation of student difficulties will be provided, and may include the use of the Professional Behaviors Checklist to document student concerns that do not warrant a Professional Standings Committee referral (e.g., responsible behavior, interpersonal behavior, etc.).

Religious Holidays

It is the policy of the University to excuse, without penalty, absences due to religious observances and to allow the make-up of work missed. Special required out-of-class activities ordinarily are not scheduled on days of religious observances.

Faculty Evaluations

Student course evaluation is conducted on a platform managed by IDEA, an external independent nonprofit organization dedicated to improving learning in higher education. The focus of the evaluation is on student learning and outcomes, not student opinions. While students are not qualified to evaluate faculty, if asked the right questions, they can provide important data for faculty to enhance their teaching. Students receive the course evaluation form in their NSU email toward the end of the semester/term. Faculty will also be notified when course evaluations “go live”. Faculty will not have access to the course evaluation data until after all grades have been submitted. The evaluation results are available to faculty at www.nova.edu/online_evaluations.

Statistical summaries of objective questions are provided along with the subjective comments. Course evaluations are one of the many criteria utilized to evaluate faculty. Faculty will be consulted regarding any performance concerns. Additionally, classroom visitations may be conducted periodically to observe instructors as they teach. You may or may not be notified prior to a classroom visitation. Observation of online courses will be conducted on a regular basis. The results of the formal observation will be shared with you. You also may be asked to conduct a self-assessment of your instruction and credentials.

Faculty Meetings

Each department holds regularly scheduled faculty meetings. Part-time faculty may be invited to these meetings, but attendance is not mandatory. However, part-time faculty members are integral to the functioning of the College and the education of our students. Your suggestions, observations, and comments should be forwarded to the department chair. The meeting dates and times of faculty meetings will be announced via NSU email.

Administrative Procedures

NSU Email Accounts

All faculty members are provided with an NSU email account. All communication from NSU to you will be via your NSU email account. All email correspondence between you and NSU students, faculty, and staff must also be both from and to an NSU email address. Please be sure to check this email account regularly.

Parking

To park in the staff parking garage and in many lots on the Davie and regional campuses, you will need an NSU identification card (SharkCard) and a parking decal. You can obtain your SharkCard at the Campus Card Services (One-Stop-Shop) in the Horvitz Administrative Building. This card also enables you to check out materials from the Alvin Sherman Library, Research, and Information Technology Center.

A parking decal application can be obtained in the Horvitz Administration Building. Once the application is completed, you should submit it to the One-Stop Shop in the Horvitz Administration Building, and your decal will be issued to you. Your SharkCard should be carried with you at all times when you are on campus, and your parking decal must be prominently displayed either in the rear window or on the back bumper of your car.

Title IX: Sexual Misconduct

Overview

Title IX is a federal civil rights law that prohibits discrimination against students and program enrollees on the basis of sex in education programs and activities. Under Title IX, NSU has obligations to prevent and address sexual misconduct, which includes crimes such as sexual assault, stalking, and intimate partner violence, as well as other behaviors, including sexual harassment and sexual exploitation. The current NSU Sexual Misconduct Policy can be found at <http://www.nova.edu/title-ix>, and applies to faculty, students, employees, vendors, visitors, and any other member of the NSU community, including individuals of all genders, gender identities, and sexual orientations. It applies to behaviors that occur on campus, activities that occur off-campus in connection with any university-recognized activity, and other activities that occur on or off-campus that may have the effect of creating a hostile environment on campus.

Faculty and Staff Responsibility in Reporting Alleged Title IX Violations

If a student or program enrollee begins to share details about sexual misconduct or sexual harassment that he/she has experienced or is currently experiencing, you should let the individual know that you are not able to keep such information confidential, but that you can offer them information about confidential resources, such as Henderson Counseling Center (954) 424-6911 or any other confidential resource listed on the Title IX website: <http://www.nova.edu/title-ix>. All faculty members* are considered to be “responsible employees”. Under University policy, responsible employees have an obligation to share any reports of sexual misconduct (including crimes such as sexual assault or stalking as well as sexual harassment such as creating a hostile environment) with the University. Once you hear of or become aware of an incident of sexual misconduct, you are required to report the information to the University’s Title IX Coordinator

as soon as reasonably possible for NSU to ensure that adequate support and reporting options are provided, and procedures that respect the rights of all parties are followed. The Title IX Coordinator can be reached at:

Laura Bennett

Email: laura.bennett@nova.edu

Phone: (954) 262-7858

Website: <http://www.nova.edu/title-ix>

*One exception to responsible employees are those NSU faculty members who learn of sexual misconduct at the time of serving the student in an official capacity as a licensed mental health care provider, licensed medical care provider, or clergy are considered confidential resources and are exempt from the University's reporting requirement. If the faculty member is **not** serving the student in their official capacity as a licensed mental health care provider, licensed medical care provider, or clergy, he/she is required to report incidents that their students share with them as faculty members. If you are not sure whether you have an obligation to report something, you should contact the Title IX Coordinator.

Technology

The Online Computing Help Desk provides telephone and email support to NSU's students, faculty and staff. The Online Computing Help Desk can be accessed by email at help@nova.edu or by telephone at 954-262-4357 or 800-541-6682 X4357.

The NSU Office of Innovation and Information Technology (OIIT) provides technology resources for online course development and activities that complement teaching and learning. Faculty can make use of the Innovation Zone (IZone) services to assist with online course development, creating instructional CD's, and presentational software applications (<https://www.nova.edu/portal/oiit/support/izone/index.html>).

NSU utilizes the Blackboard platform for online and face-to-face instruction. All faculty members are required to complete an Online Faculty Certification Course within the first 90 days of employment or the start of term. The course is self-paced and explores effective teaching strategies using Blackboard. Contact your department for assistance in getting access to the training.

Contracts and Compensations

Contracts

NSU utilizes online faculty contracts via the Paytrax system. Contracts are sent via NSU email which must be accepted by typing in your name and submitting the contract electronically. If you choose not to teach a specific course or accept the contract, please inform the appropriate program director or chair of your decision. If you do not submit the contract but do teach the course, you will not be compensated until the contract is signed. All contracts should be signed before the start of the semester in which that course is to be taught. If there are questions regarding payments, please contact the department chair or coordinator.

Part-time Faculty Compensation

Payment dates vary by course and program. The date of payment will be included on your signed contract for the course. If your employment file is incomplete, official transcripts have not been received, and/or grades have not been submitted in a timely fashion, paychecks will be withheld. To utilize NSU's automatic deposit option, please contact the department's administrative assistant to obtain the appropriate forms.

Travel Reimbursement

The University reimburses employees for the ordinary and necessary expenses incurred while traveling on official University business. The NSU travel policy is available at the following link: <https://www.nova.edu/portal/hr/policies/travel.html>.

Universal Travel/American Express is the official travel agency of Nova Southeastern University (<http://www.nova.edu/travel/>). All airline tickets must be purchased through Universal Travel Inc. The travel agency can also assist with hotel and car rental reservations.

The University uses the Ariba System to reimburse for travel expenses. A link is provided below for the Access Request Form. Please complete the top portion with only your personal information, sign, and forward it to the department's administrative assistant for processing.

http://www.nova.edu/cwis/fop/acntpay/forms/ariba_access.pdf

Once you receive an email that you are granted access to the System, you can use your username and password and submit your request for reimbursement. Follow the steps below and contact your department for assistance if you have questions.

1. An expense reimbursement must be completed in Ariba for each travel reimbursement request.
2. Each expense must be entered separately. When paying in cash, you must obtain receipts, especially for parking, tolls, taxis, and postage. **In the case of meal expenses, the receipt must be itemized and there will be no reimbursement for alcoholic beverages.** Although airline tickets, rental cars, and most hotel rooms are billed directly to the university, receipts must be submitted in order for Accounts Payable to process your reimbursement. Also, these expenses must be identified as paid by NSU when

entered in the Ariba System. Please scan and attach in one file all the invoices, receipts, car rental receipts and the passenger receipt portion of your airline tickets for each expense items listed and you are claiming for reimbursement to your travel reimbursement request.

3. No credit card receipts will be accepted unless an itemized receipt accompanies them.
4. The system will total all your requests.
5. **You must submit your reimbursement request in Ariba within 30 days of completing travel in order to be eligible for reimbursement.** Please submit your requests ASAP to avoid any delays in reimbursement.
6. NSU's fiscal year ends on June 30. All expenses incurred within a fiscal year must be submitted by June 30th of that fiscal year.

Incomplete requests will be denied and directed back to you for resubmission.

Undergraduate Programs

The College of Psychology offers bachelor's degree programs in psychology and neuroscience that develop students' critical thinking, research, and communication skills and foster their commitment to community engagement and lifelong learning.

The psychology major prepares students for both entry-level jobs in the workforce and advanced professional education in psychology. The psychology major exposes students to each of the major domains of psychology and provides students with a solid base of knowledge in each of these domains. It encourages students to integrate and apply knowledge, and allows flexibility in course selection to help students meet their career goals. The major emphasizes scientific research and application to significant areas of human activities.

The behavioral neuroscience major focuses on the biological basis of behavior by exploring the role of the nervous system in normal and abnormal behavior, thought, and emotion. It uses a multidisciplinary approach to study the organization and function of the nervous system, from the molecular to the behavioral level, in such areas as development, sensation and perception, cognition, learning and memory, movement, sleep, stress, aging, and neurological and psychological disorders. The major provides students with a program of study that prepares them to pursue entry-level positions in areas such as biomedical research and the pharmaceutical industry or graduate education in such disciplines as neuroscience, psychology, pharmacology, medicine, and neurobiology.

Class Formats

NSU's College of Undergraduate Studies utilizes 8- and 16-week classes. For 8-week classes, classes will meet for seven weeks, with the eighth week for exams. A two-hour final exam block has been arranged for 8-week courses. For 16-week classes, classes will meet for seven weeks, followed by a midterm (exam block/schedule), and continue for another seven weeks, with the 16th week for a two-hour final-exam block.

Please consult the calendar for exam schedules: <http://www.nova.edu/registrar/academic-calendars/index.html>. The exact time and date of exam(s) are noted on your syllabus. For online courses, please specify the day/time range that the final exam will be open (which will occur during exam week).

Make-up exams may be taken at the Tutoring and Testing Center. Refer to the testing center website for more information (<http://www.nova.edu/tutoring-testing/index.html>).

Course Enrollment Limits

Every course has been assigned an enrollment limit or "cap." These are designed to provide for the maximum learning and instructional benefit for student and instructor. When student numbers exceed these caps, the effectiveness of the instruction may be strained. Only the department chair can approve a closed-course request. For students requesting an override, please direct them to their academic advisor. The academic advisor will make the request for the override.

Academic Services

Nova Southeastern University uses the GradesFirst software as a referral tool to connect students with the many resources NSU offers. GradesFirst is a retention tool designed for faculty to identify undergraduate students who are experiencing difficulties that may negatively impact their academic performance. At specific points during each semester, faculty who teach courses will receive an email request to complete a student progress report for each course. Identified students will receive outreach from one or more of the offices listed below:

- Office of Undergraduate Student Success
- Tutoring and Testing Center
- Undergraduate Academic Advising Center
- Residential Life and Housing

Photocopying Procedures

All faculty members are expected to do their own photocopying. Copy machines are available for instructional materials, such as handouts and exams. All faculty members are also expected to do their own typing, collating, etc. The photocopier is not designed for large projects. For large copying projects, instructors should utilize NSU's Copy Center (<http://www.nova.edu/copy/index.html>). Please provide sufficient time for the completion of large copying projects.

Textbooks

Faculty members are expected to utilize the textbooks, as suggested in the template syllabus for each course. If part-time faculty members have any textbook suggestions for courses, they should consult with the program office. The department chair will determine whether a change of textbook is feasible. In courses where a textbook is required, the instructor **MUST** utilize the textbook. It is **NOT** acceptable to tell students not to purchasing the text, nor is it acceptable for students to purchase a text only to find that it is not utilized by the instructor in the course. If you need a copy of the required textbook for your course, please contact the department's administrative assistant, who will facilitate the procurement of the textbook.

Master of Science Counseling Programs

Class Formats: Master of Science Counseling Programs

NSU offers a master's degree program in Counseling, with specializations in Clinical Mental Health Counseling, School Counseling, Substance Abuse Counseling, and Applied Behavioral Analysis. The counseling program is offered in a variety of formats to accommodate the working professional.

The master's degree in **Counseling, Clinical Mental Health Counseling Specialization** (60 credit hours) provides education and training for those who will seek employment in such diverse settings as social service agencies, mental health clinics, and hospitals. Many graduates go on to seek licensure in Florida as mental health counselors. This program is offered in one of three formats: On the Ft. Lauderdale campus in a traditional semester format (evening courses offered M-Th); at one of the statewide NSU Campuses in a weekend format; or fully online. The weekend format courses meet for two full weekends (Friday evening through Sunday evening) over the course of approximately two months. Both before and in between the weekend meetings, students are expected to do class assignments and readings which are tied to the Blackboard course module. Currently, there are field-based programs offered in Florida at NSU's Jacksonville, Miami, Orlando, Palm Beach, and Tampa campuses. Many of the MHC concentration graduates go on to seek licensure as mental health counselors.

The master's degree in **Counseling, School Counseling Specialization** (48 credit hours) provides training to individuals seeking positions as school counselors in Pre-K to 12 grade school systems. The program is offered in a weekend format only on the main Ft. Lauderdale campus and in Jacksonville, Miami, Orlando, Palm Beach, and Tampa regional campuses. Classes will meet for two weekends over the course of approximately two months. Class times will begin Friday evening and finish on Sunday evening. Both before and in between the weekend meetings, students are expected to do class assignments and readings which are tied to the Blackboard course module. The School Counseling program curriculum is approved by the Florida Department of Education (DOE) and by CAEP. Upon degree conferral, School Counseling graduates qualify for Florida certification in Guidance and Counseling.

The master's degree in **Counseling, Substance Abuse Counseling Specialization** (48 credit hours) or **Substance Abuse Counseling and Education Specialization** (60 credit hours) offers individuals the opportunity to earn a counseling degree fully online. The Counseling program will develop the skills and leadership abilities of providers who have a desire to deliver, create, and maintain high quality services.

The master's degree in **Counseling, Board Certified Assistant Behavior Analyst (BCaBA) Specialization** (45 credit hours) or **Board Certified Behavior Analyst; BCBA Specialization** (51 credit hours) also offers individuals the opportunity to earn an ABA degree fully online.

Professional Associations & Ethical Guidelines

The professional associations that align with the Department of Counseling programs include the American Counseling Association (ACA), American Mental Health Counseling Association

(AMHCA), and the American School Counselor Association (ASCA). Each of these organizations also have state-level organizations (e.g., Florida Counseling Association, Florida School Counselor Association). Faculty should encourage students to join and actively participate in these associations.

While some part-time faculty may align with another field (e.g., marriage and family therapy, clinical psychology, school psychology, etc.), they should be cognizant that students within the Department of Counseling programs are within a different, albeit related, profession. Counseling students are being trained as professional counselors, and therefore should align themselves with their proper professional associations (e.g., ACA, AMHCA, ASCA). More information about Best Practices in Counselor Education can be found at <http://www.acesonline.net>.

All Department of Counseling students and faculty are expected to be knowledgeable about and abide by the ethical codes put forth by the profession as delineated in the American Counseling Association Publication, *2014 ACA Code of Ethics*: (<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf>) and/or the *Ethical Standards for School Counselors* from ASCA: (<https://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>). All Department of Counseling students must also abide by university requirements as outlined in their student handbook and in other published university and center documents. From time to time these Codes of Ethics are amended. Faculty are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

Course Enrollment Limits

Every course has been assigned an enrollment limit or “cap.” These are designed to provide for the maximum learning and instructional benefit for student and instructor. When student numbers exceed these caps, the effectiveness of the instruction may be strained. Only the department chair can approve a closed-course request. For students requesting an override, please direct them to the Program Manager. The Program Manager will make the request for the override.

Photocopying Procedures

All counseling faculty members should utilize Blackboard to share course materials. Materials posted on Blackboard must adhere to the NSU copyright policy as indicated above. Documents can be uploaded into the class module within Blackboard to limit paper usage. In the case where documents cannot be uploaded (e.g., examinations), faculty are expected to do their own photocopying. Copy machines are available on campus for instructional materials, such as handouts and exams. All faculty members are also expected to do their own typing, collating, etc. The photocopier is not designed for large projects. For large copying projects, instructors should utilize NSU’s Copy Center (<http://www.nova.edu/copy/index.html>). For large copying projects, please contact the appropriate program manager. Large copying projects must be approved by the department chair. Please provide sufficient time for the completion of large copying projects.

Syllabi Templates & Course Policies

Counseling program faculty will be provided with a syllabus template for each course they teach. Faculty must abide by these syllabi and follow the course descriptions and course objectives. Each syllabus template will also include course policies that relate to topics such as attendance, academic honesty, paper submission, and classroom conduct. Faculty must abide by these class policies, and must hold students accountable to these policies as well.

For faculty teaching in the **School Counseling** program, the syllabus will include required textbook(s) for the course. These texts were chosen to meet the course objectives as well as the Florida DOE competencies covered in the Florida Teacher Certification Exam (FTCE). School counseling faculty must utilize the required textbooks. In addition, the school counseling syllabi include Florida DOE and CAEP required assignments and corresponding rubrics. These assignments cannot be modified or deleted from the course. Rubrics must be used in their entirety and completed for each student. In addition, some of these rubrics must be entered online in a system called "ASSESS". Instructions for entering this data will be sent to faculty each semester on a Memo that accompanies the course syllabus.

Counseling faculty are required to complete and endorse their syllabi no later than two weeks in advance of term start. Completed syllabi will be reviewed and endorsed by the program office. Upon the approval of the program office, the syllabi will be linked to Course Wizard and Blackboard for student access.

School Counseling Florida DOE Remediation Plans

For the FL DOE required assessments in school counseling courses, if 30% or more of the rubric elements are "Not Met", faculty must develop a remediation plan with the student. When this occurs, the program office will provide faculty with the Individual Remediation Plan (IRP) form as well as the IRP Completion form. When faculty complete these forms, they must be sent via email to the Department Chair. Faculty are required to follow up with the student to make sure that the failed marker task remediation plan is accomplished successfully. A student cannot receive a grade for the course until all DOE assignments have been successfully met. The student cannot graduate from the program if he/she does not "Meet" or "Exceed" all required FDOE Assessments.

For faculty teaching in the **Counseling, Clinical Mental Health Counseling Specialization program**, the syllabus will include the course descriptions and objectives for the course. A list of approved textbooks will be provided to each faculty member. Faculty must choose their textbook(s) from this list of approved options. If faculty want to request to use a text not on the approved list, advance approval must be given by the department chair. Faculty must follow the structure of the syllabus template when inserting their own assignments and agenda/calendar. In addition, the clinical mental health counseling syllabi include required assignments and corresponding rubrics. These assignments cannot be modified or deleted from the course. Rubrics must be used in their entirety and completed for each student. In addition, some of these rubrics must be entered online in a system called "LiveText". Instructions for entering this data will be sent to faculty each semester on a memo that accompanies the course syllabus.

Clinical Mental Health Counseling Remediation Plans

For the required competency-based assessments in clinical mental health counseling courses, if 30% or more of the rubric elements are “Not Met”, faculty must develop a remediation plan with the student. When this occurs, the program office will provide faculty with the Individual Remediation Plan (IRP) form as well as the IRP Completion form. When faculty complete these forms, they must be sent via email to the Department Chair. Faculty are required to follow up with the student to make sure that the failed competency remediation plan is accomplished successfully. A student cannot receive a grade for the course until all competencies have been successfully met. The student cannot graduate from the program if he/she does not “Meet” or “Exceed” all required competencies.

Assessment of Student Learning Outcomes

All programs at NSU are required to report data on student outcomes. These are called “Assessments of Student Learning Outcomes” or ASLOs. An ASLO will not be required in every course; however, there are several ASLOs spread throughout each counseling program. Each ASLO requires faculty to report student learning and these reports are typically in the form of rubrics. For the School Counseling program, the ASLO data are collected through the ASSESS database system, and for the Clinical Mental Health Counseling program, the ASLO data are collected through the LiveText database system (see above under Syllabi Templates section). Faculty will use their NSU email login to access the database and will enter the ASLO data directly into the online system.

Blackboard Requirements

All faculty are required to use Blackboard for Department of Counseling courses. To ensure faculty are competent in utilizing Blackboard, all adjunct faculty are required to complete a faculty certification course. Please see information in the general College of Psychology Part-time Faculty handbook information about obtaining this training.

Faculty teaching in the regular semester format (i.e., classes that meet Monday-Thursday) must use Blackboard to post their syllabus, post class materials, collect assignments, and post grades.

Faculty teaching in the weekend format (i.e., classes that meet for two weekends over the course of two months) must use Blackboard to post their syllabus, post class materials, collect assignments, and post grades. Weekend format faculty must utilize Blackboard both before the first class weekend meeting and between class weekends to interact with students and post class assignments. These interactions and class assignments should utilize tools such as discussion boards, website exploration assignments, videos, recorded lectures, etc. In between the weekend meetings, students are expected to do class assignments and readings which are tied to the Blackboard course module.

Faculty teaching in the online format must use Blackboard to post their syllabus, post class materials, collect assignments, and post grades. In addition, online faculty must use Blackboard on an advanced level to engage and instruct students. Faculty will be expected to use Blackboard tools such as Kaltura (e.g., recorded lectures), discussion boards, chat rooms, GoToTraining (e.g., synchronous class meetings), blogs, etc.

Practicum & Internship Supervision Requirements

For faculty who supervise practicum or internship for the M.S. in Counseling, School Counseling Specialization (PYCL 685, 688 689); Clinical Mental Health Counseling Specialization (PYCL 680, 681, 682); Substance Abuse Counseling Specialization (SA 770, 780, 790); or ABA Specialization (ABA 760, 770, 780), there are specific supervision expectations outlined in the Practicum & Internship Handbooks for each respective program. Faculty are expected to thoroughly review the supervisory expectations prior to the first group supervision class of the semester. Faculty must abide by the supervisory expectations, and must ensure that both the students and the site supervisors are abiding by the appropriate expectations as well.

Faculty teaching these supervisory courses are required to conduct site visits. For the school counseling internship, these site visits will occur during PYCL 689 and should include a classroom observation. For the mental health counseling internship, the site visits will occur during PYCL 681. Site visit forms can be found in the Practicum & Internship Handbooks. The site visit forms must be turned in at the end of the semester with all other required forms including student contact logs, site contact information, student evaluations, site evaluations, and summary tracking log of all students. It is imperative that these forms be returned to the program office in a timely manner for licensure/certification purposes. Faculty supervising students in ABA or Substance Abuse practica will be notified of their requirement to conduct site visits.

Textbook Ordering

You will receive a syllabus template for your course (see section on Syllabi Templates and Course Policies). Note that you must utilize the required text(s) for your course. To order a personal copy of the required textbook, you must contact the publisher directly to order a desk copy.

In addition to ordering desk copies of textbooks for your own use, you must submit your textbook information to the NSU bookstore. You can submit textbook information online at <https://www.facultyenlight.com/>. You will need to create an account on this site, then select “Adopt” to choose a text for your course.

- The program office will email reminders about submitting textbook information. Please submit textbooks information online by the deadline so students can have access to the most up-to-date texts for your course. It is also important to make sure that you are using the most recent edition of the textbook. Using old editions causes issues as these books contain outdated information and the old editions are eventually discontinued.

Clinical and School Psychology

The Ph.D. program in Clinical Psychology is based on a scientist-practitioner training model. Accordingly, its goals are to train future psychologists to (1) understand the core science areas of the discipline, (2) contribute to the knowledge base through active scholarship and research that focuses on evaluating, developing, and scientifically examining theories and methods of assessment, intervention, and other applied aspects of professional practice, (3) understand foundations for the practice of clinical psychology, and (4) employ skills in evidence based assessment and intervention techniques for effective and meaningful service to diverse individuals, groups, and communities. Inherent in these goals is our educational philosophy that psychology is a scientific discipline rooted in empirical investigation, and that professional practice includes both advancing such inquiry and applying its results. Students in the Ph.D. program must complete 118 credits, successfully pass the Clinical Competency Examination, successfully complete a dissertation and complete a one-year internship to be eligible for the degree.

The Psy.D. program in Clinical Psychology offers academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. Therefore, its goals are to train future psychologists to (1) understand the breadth of scientific psychology, (2) understand the foundations of practice in clinical psychology, (3) demonstrate entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, (4) apply research methods and statistics to inform professional practice. Students in the Psy.D. program must complete a minimum of 119 credits, successfully pass the Clinical Competency Examination, and complete a one-year internship to be eligible for the degree.

The Psy.D. program in School Psychology prepares graduates to serve the educational, behavioral, social, and emotional needs of the individuals, families, and educational personnel they serve. Accordingly, the four primary goals of the program are for candidates to demonstrate competency in *(1) assessment, consultation, and intervention utilizing evidence-based and innovative techniques matched with diverse populations; (2) the ability to evaluate and to utilize relevant scientific findings to inform professional practice; (3) developing a professional identity as a school psychologist through leadership, advocacy, ethical practice, and service in meeting the needs of diverse populations; and (4) the knowledge, understanding, and competency regarding the behavioral science foundations of the discipline of psychology and the specialty area of school psychology.* Students in the PsyD program in school psychology must complete a minimum of 118 credits, pass the comprehensive examination requirement, complete a capstone research project (the Directed Study), and complete a one-year internship to be eligible for the degree.

The **Specialist Degree Program in School Psychology (Psy.S.)** was developed in response to the national and state critical shortage of school psychologists and the increased public attention being paid to the important role that school psychologists play in addressing daunting challenges such as school violence, youth suicide, trauma response, etc. The school psychologist is a professional practitioner whose general purpose is to provide psychological services for students and to bring a psychological perspective to bear on the problems of educators and the children, youth and families whom educators serve. The education and training of candidates prepares

them to provide a range of psychological assessment, intervention, prevention and health promotion, as well as, program design, implementation and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems. Students in the PsyS program must complete a minimum of 79 credits, pass the comprehensive examination requirement, and complete a one-year internship in the schools in order to be eligible for the degree.

School Psychology

Part-time faculty are required to submit their syllabi two weeks in advance to the program office. If the course is hybrid in nature, the syllabus must be posted on the Blackboard platform. Syllabi for courses taught for the first time should be submitted to the program director for review.

For faculty teaching in the **School Psychology** program, the syllabus may include a required textbook(s) and/or required readings for the course, as well as required key assessments with corresponding rubrics. These materials were chosen by the curriculum committee and key assessments are aligned with the competencies fundamental to the professional practice of school psychology as defined by the Florida Department of Education (DOE), the National Association of School Psychologists (NASP) and/or the American Psychological Association (APA). School psychology faculty must utilize the required textbooks and readings as noted. In addition, the school psychology syllabi may include required Florida DOE, NASP, and/or APA required key assessments and corresponding rubrics. These assignments cannot be modified or deleted from the course. Rubrics must be used in their entirety and completed for each student with an overall computed percentage for each required assignment, and submitted to the program office with student grades. In addition, some of these rubrics must be entered online in a system called "ASSESS". Instructions for entering this data will be sent to faculty each semester in a memo that accompanies the course syllabus.

For courses in which designated program key assessments, rubrics, and final percentages are required, students must obtain a grade of 80% or higher on both the final course grade and the key assessment task in order to demonstrate mastery of designated competencies. In the event that this is not achieved, faculty must develop a remediation plan with the student and respective program director. When this occurs, the program office will provide faculty with the Individual Remediation Plan (IRP) form as well as the IRP Completion form. When faculty complete these forms, they must be sent via email to the program office. Faculty are required to follow up with the student to make sure that the failed marker task remediation plan is accomplished successfully.

Photocopying

Part-time faculty can make copies for instructional materials, such as handouts and exams at the College of Psychology by obtaining a copy card from the Office of Academic Affairs. All faculty members are also expected to do their own typing, collating, etc. The photocopiers at the College are not designed for large copying projects. In such instances, instructors should utilize NSU's Copy Center (<http://www.nova.edu/copy/index.html>). For large copying projects, please contact the Office of Academic Affairs. Large copying projects must be approved by the department chair. Please provide sufficient time for the completion of large copying projects.

Practicum & Internship Supervision Requirements

For faculty who serve as intensive supervisors and practicum course instructors, there are specific supervision expectations outlined in the Practicum & Internship Handbooks for each respective program. Faculty are expected to thoroughly review the supervisory expectations. Faculty must abide by the supervisory expectations, and must ensure that both the students and the site supervisors are abiding by the appropriate expectations as well.

Textbook Ordering

To order a personal copy of the required textbook, you must contact the publisher directly to order a desk copy. In addition to ordering desk copies of textbooks for your own use, you must submit your textbook information to the NSU bookstore. You can submit textbook information online at: <https://www.facultyenlight.com/>. You will need to create an account on this site, then select “Adopt” to choose a text for your course.

The program office will email reminders about submitting textbook information. Please submit textbooks information online by the deadline so students can have access to the most up-to-date texts for your course. It is also important to make sure that you are using the most recent edition of the textbook. Using old editions causes issues as these books contain outdated information and the old editions are eventually discontinued.

Questions or Concerns?

If you have questions or concerns related to working as a part-time faculty member for the Department of Clinical and School Psychology, contact the program office and they will assist you.

- Psy.S. and Psy.D in School Psychology programs: (954) 262-5826
- Ph.D. and Psy.D. in Clinical Psychology programs: (954) 262-5726

College Contact Information

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Associate Dean	Mindy Ma, Ph.D.	954-262-7934	mmindy@nova.edu
Administrative Assistant II	Yvette Coello	954-262-5712	ycoellp@nova.edu

Department of Psychology and Neuroscience

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Department of Counseling

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Program Manager (Mental Health & School Counseling)	Connie Sokolowski	954-262-5709	connie.sokolowski@nova.edu
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Administrative Assistant I (Online Counseling)	Junine Pompilus	954-262-5704	jp1443@nova.edu

Department of Clinical and School Psychology

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Program Manager, School Psychology	Suzanne O'Sullivan	954-262-5826	osulliva@nova.edu

Other NSU Contacts

Alvin Sherman Library: (954) 262-4600 or www.nova.edu/library/main/

Career Development: (954) 262-7201 or <http://www.nova.edu/career/index.html>

Computing Help Desk: (954) 262-4357 or www.nova.edu/help/index.html

Copy Services: (954) 262-8860 or www.nova.edu/copy/index.html

Media Services: (954) 262-4920 or www.nova.edu/oiit/digital-media/index.html

Office of Undergraduate Student Success: (954) 262-8386 or www.nova.edu/yoursuccess/index.html

Public Safety: (954) 262-8999 or www.nova.edu/publicsafety/

Tutoring and Testing Center: (954) 262-8350 or www.nova.edu/tutoring-testing/index.html

Undergraduate Academic Advising: (954) 262-7990 or www.nova.edu/ugadvising/index.html

Important Websites

Information on	Website
Academic Calendar	
Graduate	psychology.nova.edu/students/current-students.html
Undregraduate	www.nova.edu/registrar/academic-calendars/index.html
Ariba	ariba.nova.edu
Blackboard	sharklearn.nova.edu
College of Psychology	http://psychology.nova.edu/
Class List and Grades	www.webstar.nova.edu
Course Evaluations	www.nova.edu/online_evaluations
Office of Innovation and Information Technology	www.nova.edu/oiiit/index.html
Roster Reconciliation	www.ess.nova.edu/admin/roster_recon/login.cfm
Student Handbook	www.nova.edu/studentaffairs/forms/studenthb_2016-17.pdf
Universal Travel Inc.	www.nova.edu/travel/
NSU Bookstore	nsubooks.bncollege.com
NSU Email	sharklink.nova.edu
Sharklink	sharklink.nova.edu