

College of Psychology  
NOVA SOUTHEASTERN UNIVERSITY



## Part-time Faculty Handbook



Updated: August 2024

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## Message from the Dean

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Thank you for serving the College of Psychology students. 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, 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 supporting your commitment to excellence in teaching and student engagement.

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

## Vision, Mission and Core Values

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### **Vision 2025**

By 2025, NSU will be recognized as a preeminent, professional-dominant, doctoral-research university that provides competitive career advantages to its students and produces alumni who serve and lead with integrity.

### **Mission Statement**

The mission of NSU, a selective, doctoral-research university, is to deliver innovative academic programs in a dynamic, lifelong learning and research environment fostering integrity, academic excellence, leadership, and community service through engaged students, faculty, and staff.

### **Core Values**

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

## General Information

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Nova Southeastern University 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 College of Psychology fosters academic excellence, intellectual inquiry, leadership, research, and commitment to our community through the exploration, discovery, dissemination, and application of knowledge relevant to the psychological and behavioral sciences. Our undergraduate programs promote scientific literacy, while emphasizing critical evaluation, effective communication, and the principles and practice of scientific methods. Our graduate programs focus on specialized training in fields dedicated to the advancement of behavioral sciences and the professional practice of psychology and counseling. The synergy 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. Through these programs, students will develop knowledge in the science of psychology, counseling, or neuroscience and its application to the understanding of human activity, as they prepare for success in a variety of professional and academic pursuits.

## **College of Psychology Programs**

### Undergraduate Degrees

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

### Masters & Specialist Degrees

- Counseling (M.S.)
- General Psychology (M.S.)
- Forensic Psychology (M.S.)
- Experimental 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**

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### **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 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. 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 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.

### **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
- V. Formal course evaluations

### **Promotion**

Adjunct faculty members who have taught within the College 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 at least 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 Department Chair 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 average weekly work hours a part-time faculty member can work at NSU in any given calendar year (fall semester, winter semester, and summer term combined) is twenty-seven (27) hours. The average weekly work hours can be comprised of one or a combination of teaching, activities in a non-classroom clinical or laboratory setting, and/or supervision of graduate and doctoral students. Additional information on the policy is accessible [here](#). A worksheet to calculate weekly work hours per calendar year is available [here](#). Instructors are expected to inform the department chair or program director 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**

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### **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 matter 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 and must be posted to AppCentral, the syllabus management software.
3. Final grades must be posted within **seven calendar days** following the close of the term/semester.

4. All College of Psychology faculty are expected to evaluate students fairly based on their academic performance.
5. Encouragement of free and open discussion in the classroom is expected.
6. Consult with the appropriate program administrator on student rights and responsibilities.
7. Faculty from selected programs are expected to enter student assessment data (e.g., outcome measures, competencies) into designated databases (e.g., LiveText™), 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, 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 exercises 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 use an online platform to return the assignment.

Prior to scheduling special or off-campus activities, please contact the department and provide an 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 director.

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 the 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 Canvas, an online instructional platform. Instructors are expected to navigate smoothly through the fundamentals of the online instructional platform. Assistance with Canvas is available [here](#).

Instructors have access to the online template as soon as they are assigned as an instructor on Banner. Students typically have access to their Canvas courses 5 days prior the official start date of the course. Instructors must have their class materials (including the syllabus) finalized and posted prior to this date.

All online instructors must log into their Canvas 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 with the exception of clinical supervision, which requires synchronous instructor interaction.

Weekly interaction with students is required for all online courses. This could be in the form of discussion boards, chats, Zoom sessions, weekly assignments where instructor gives feedback, etc. Instructors are to give each student 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 their discussion for that week. Active interaction with students is extremely important in online classes as engagement with the instructor is critical to student success in the course.

### **Syllabus**

NSU utilizes [AppCentral](#), an online syllabus management platform, for syllabus development and management. This web-accessible tool allows instructors 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. This ensures data consistency for Accreditation, College, and NSU standards across all syllabi. An instructional video of AppCentral is available [here](#).

## 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, an instructor should organize the course to prevent back-weighting with all of the grades coming at the end of the course. This can be achieved with multiple strategies, 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 not engaging in the course but who are 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, including the deadline to submit.

## 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 seven calendar days following the final examination. Grades are to be submitted electronically through a [WebSTAR](#). WebSTAR is available directly [here](#) or via [Sharklink](#). WebSTAR can be used to obtain information on class schedule, class rosters, and room assignments.

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

- If a student never attended class or shows no online course activity, they should be reported in roster reconciliation (see above) as non-attending and dropped from the course at the start of the semester.
- When a grade of F is assigned, enter the date of the first class in the column labeled "Last Date of Attendance."
- 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 director.

## 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 is awarded only in unusual circumstances. An Incomplete may be given only when a student has satisfactorily completed the majority of the work in a course

(more than 50% of the final course grade) 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 will be awarded before the end of the course upon the satisfaction of the following conditions: (a) the student must initiate the request of an Incomplete and (b) the student and the instructor have signed, or agreed upon its conditions via email, the Contract for Removal of an Incomplete Grade.
- The Contract must be signed by the department chair, program director, or program coordinator. Approval must be requested and assured prior to turning in the final course grades. Grades of Incomplete should not appear on the final grade roster without approval from the program administrator.
- A student who is absent from the final examination without prior approval is typically not eligible to receive an Incomplete.
- If the student does not complete the course work within the agreed time, the Incomplete 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.

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

Because part-time instructors may not be actively 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 an Incomplete grade is assigned, it is the instructor 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 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](#) directly or via the [Sharklink](#) portal. 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 Managing 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. 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 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 egregious 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 Office of the Dean 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 of the 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 program handbook.

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.

- **Generative AI** - The [NSU Student Handbook](#) includes a policy regarding the use of AI in student assignments. Specifically, the policy states: "Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, DALL-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited."

- 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.
- **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 of the assignment and notification to the Office of the Dean.
- 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.
- **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.
- **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.
- **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. With this approach, 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.
- 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 grade reduction on the paper.
- **Paraphrased text too close to the original source with proper citation of source in text and in works cited or bibliography** – For undergraduate students, 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. The Turnitin tool is available within Canvas. Turnitin 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 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.

Turnitin also has an AI detection software. Instructors are encouraged to use caution in labeling a student's written work as academic misconduct based solely on the Turnitin AI score due to the software's high false positive rate. Ideally, instructors should obtain additional evidence before labeling students' work as academic misconduct.

The use of the website [grammarly.com](https://www.grammarly.com) (which corrects grammar and may be used to re-write sentences entirely) may lead to part of a student's paper being identified as written partially by AI. Instructors are encouraged to clarify at the start of a course (and in their syllabi) whether the use of [grammarly.com](https://www.grammarly.com) is permitted.

### **Respondus LockDown Browser and Monitor for Online Exams**

Instructors are encouraged to utilize Respondus LockDown Browser and Monitor for online classes to maintain test taking integrity. The LockDown Browser prevents students from accessing other websites or applications while taking an exam. With the LockDown Browser, students are not able to exit the test until all questions are completed and submitted. Through Respondus Monitor, students are recorded while taking the exam via a computer webcam. Respondus is available on Canvas. A [short video](#) is available to provide basic information on the LockDown Browser and webcam feature. Additional information is available [here](#).

### **Classroom Recording Policy**

NSU recognizes that recordings of live class content can be a valuable tool in enhancing the academic experience for students and in supporting the University's goals in improving the delivery of education. As such, course instructors are permitted to record their live class content (e.g. lectures, presentations, student participation) and make it available for review utilizing the tools provided by NSU and subject to the requirements of this policy. Students, faculty, staff, and visitors should not have an expectation of privacy while they are in recordable spaces at NSU, such as classroom/lecture halls (including online participants), common areas, or other spaces that are generally open to members of the NSU community. Any course where class content may be recorded should include a syllabus statement detailing the terms and conditions associated with such recordings, such as statement included in this policy detailed below.

Recordings depicting personally identifiable information of students (such as images, audio recordings, or documents) are considered education records subject to the Family Educational Records Privacy Act ("FERPA"). As such, student access to recorded class content will be limited to those students registered to participate in the live offering of the class, regardless of a student's section, discipline, or if they are participating online. ***(Some class lectures/content may be delivered to students from separate courses, colleges, or disciplines, in a single classroom setting. For purposes of this policy, all students registered to participate in the class, including those participating online, will be permitted to access and review the recorded course content.)*** Faculty members seeking to grant access to or share recordings of class content with students or third parties who were not registered to participate in the live offering of the class must obtain written approval from their college's Dean or designee before doing so. If approved, the faculty member must take the following steps before making the recording available to students or third parties who were not registered to participate in the live offering of the class:

1. Review the lecture recording for any personally identifiable student information and remove or redact any such information from the recording (e.g. blurring the student's image, altering the student's voice, removing sections of the recording featuring student information); or
2. Obtain written consent from any student whose personal identifiable information appears in the recording (including video, audio, or student documentation) using the Distribution Student Recording Classroom Consent Form. The College must provide a copy of the signed form to the NSU Registrar's Office to be maintained in accordance with the student's educational records. Faculty members cannot compel or require students to give consent to the release of their information.
3. Nothing in this policy restricts access to or disclosure of classroom recordings where in such access or disclosure is otherwise permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video or taking photographs in classrooms in all modalities (including online classes) without prior written permission from the instructor or pursuant to an approved disability accommodation. Students are further prohibited from reproducing, sharing, or disseminating class content recordings, or any portion thereof with individuals who are not registered for the class. Engaging in such activities will be considered a breach of the Student Code of Conduct and subject to disciplinary action.

Individuals seeking guidance on issues related to student consent and FERPA should contact Nova Southeastern University's Office of the University Registrar at (954) 262-7263 or [nsuregistrar@nova.edu](mailto:nsuregistrar@nova.edu).

Faculty members seeking assistance in editing recordings to remove personally identifiable student information can do so within NSU's Learning Management System (Canvas) or within NSU's Video Capturing and Streaming Platform (SharkMedia). Additional guidance on issues related to editing classroom recordings is available through the Office of Innovation and Information Technology at [mediaedits@nova.edu](mailto:mediaedits@nova.edu).

## **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 Canvas. 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 or access the [TTC website](#).

### Undergraduate student tutoring

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 statistics. Statistics tutors help students with problems and problem-solving strategies.

### Testing services

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

### **Writing**

The NSU [Writing and Communication Center](#) (WCC) is an innovative workspace where students, consultants, and faculty come together, in person and online, to talk about writing and communication. Staffed by trained professional and peer consultants, the WCC offers individualized assistance to all NSU students. Students can work with consultants on all types of academic writing and communication projects at any stage of the process.

### **Library Services**

Through the NSU [Alvin Sherman Library](#), faculty can access many useful resources including textbooks, etextbooks, journal articles, and psychology and counseling-related videos. 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. 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.

### **Technology**

For technical assistance, submit a service ticket to the NSU OIIT Service Portal at <https://nsu.service-now.com/sp/>. Additionally, the Computing Help Desk provides telephone and email support to NSU students, faculty, and staff. The Computing Help Desk can be accessed by email at [help@nova.edu](mailto:help@nova.edu) or by telephone at 954-262-4357 or 800-541-6682 X4357. Faculty technology support is also available by calling 954-262-0070.

### **Americans with Disabilities Act**

Student seeking accommodations under the Americans with Disabilities Act should contact the Office of Student Disability Services (SDS) prior to the commencement of classes to discuss

their needs. When students are provided accommodations, instructors receive notice directly from SDS and should work with the student to incorporate the accommodations for their course. To obtain more information from the Office of Student Disability Services, please call (954) 262-7185, email [disabilityservices@nova.edu](mailto:disabilityservices@nova.edu), or visit their website at <http://nova.edu/disabilityservices>.

### **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.

### **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 director. Information regarding formal documentation of student difficulties will be provided and may include the use of a Professional Behavior 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 link to course evaluation in their NSU email toward the end of the semester/term. Faculty will not have access to the course evaluation data until after all grades have been submitted. The evaluation results are available to faculty approximately one week following the end of the semester at [www.nova.edu/online\\_evaluations](http://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. That said, 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.

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## **Administrative Procedures**

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### **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 on campus, go to [NSU's Parking Portal](#) and use your NSU Login to register your vehicle. Adjunct Faculty are required to obtain a virtual permit in the NSU Parking Portal every year though they are exempt from paying for this virtual permit.

### **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 <https://www.nova.edu/title-ix/policy.html>, 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 they have 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](#). 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](mailto:laura.bennett@nova.edu)  
Phone: (954) 262-7858

\*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, they are required to report incidents the student shares with them as a faculty member. If you are not sure whether you have an obligation to report something, you should contact the Title IX Coordinator.

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## Contracts and Compensations

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### **Contracts**

NSU utilizes online faculty contracts via the FLAC system. 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 there are questions regarding payments, please contact the department chair or program director.

### **Part-time Faculty Compensation**

Payment dates vary by course and program. 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 [here](#).

## Undergraduate Programs

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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 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 8th week reserved for the final exam administered in a two-hour block. 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.

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). For live courses, make-up exams may be taken at the [Tutoring and Testing Center](#).

### 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. The photocopier is not designed for large projects. For large copying projects, instructors should utilize [NSU's Copy Center](#). Please provide sufficient time for the completion of large copying projects.

### **Textbooks**

Faculty members are expected to utilize the textbooks designated by the Department. If part-time faculty members have any textbook suggestions for courses, they should consult with the program office. In courses where a textbook is required, the instructor MUST utilize the textbook. It is NOT acceptable to tell students not to purchase 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 support staff, who will facilitate the procurement of the textbook.

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## **Master of Science Counseling Programs**

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### **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, Substance Abuse Counseling and Education, and Applied Behavioral Analysis. The counseling program is offered in a variety of formats.

The master's degree in **Counseling, Clinical Mental Health Counseling Specialization** (60 credit hours) is CACREP-accredited and 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 the Miami, Orlando, or Tampa Bay NSU Regional Campuses in a weekend intensive/hybrid format; or in an online format with Residential Institutes. The weekend hybrid format courses meet for two full weekends (Friday evening through Sunday evening) over the course of approximately two months, with the online courses spanning the full semester. Both before and in between the weekend meetings, students are expected to do class assignments and readings which are tied to the Canvas course module.

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 an online format with Residential Institutes. The School Counseling program curriculum is approved by the Florida Department of Education (DOE), accredited by CAEP, and nationally recognized by ASCA. Upon degree conferral, School Counseling graduates are eligible for Florida Certification in School Counseling (Pre-K-12).

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. These two concentrations are no longer accepting new students as of the Fall 2024 semester.

The master's degree in **Counseling, Board Certified Behavior Analyst; BCBA Specialization** (54 credit hours) also offers individuals the opportunity to earn an ABA degree fully online. The Applied Behavior Analysis concentration is designed for those students interested in becoming credentialed as a Board Certified Behavior Analyst (BCBA) through the Behavior Analyst Certification Board (BACB). The Applied Behavior Analysis concentration is a BACB verified course sequence that meets the academic and experience requirements for certification.

### **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). ABA students are encouraged to affiliate with the BACB. 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), 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>). ABA students should review the BACB (Behavioral Analyst Certification Board) *Professional and Ethical Compliance Code for Behavior Analysts* (<https://www.bacb.com/ethics/ethics-code/>),

Substance Abuse Counseling students should review the NAADAC (National Association for Addictions Professionals) *Code of Ethics* (<https://www.naadac.org/code-of-ethics>). 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 Canvas to share course materials. Materials posted on Canvas must adhere to the NSU copyright policy as indicated above. Documents can be uploaded into the class module within Canvas 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. Faculty must also deliver the course in its intended format. 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 into the current online database system. 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 Canvas 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 they do 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 called Key Performance Indicators or KPI’s. These assignments cannot be modified or deleted from the course. Rubrics must be used in their entirety and completed for each student and must be entered into the online database called “LiveText™”. Instructions for entering this data will be sent to faculty each semester on a memo that accompanies the course syllabus. Additional course requirements (e.g., Signature Assignments, Required New Student Orientation) will be included in syllabus templates and Canvas courses, as indicated.

Students who do not pass all sections of the KPI on the first attempt must develop an Individual Remediation Plan with the instructor, noting the recommended remediation and due date. Students are limited to three total attempts to pass the KPI (one initial submission, and 2 remediated attempts). The student’s first submission score (not any applicable remediated scores) will be used as the numerical grade for the assignment to be used in calculating final course grades. In other words, students do not get three attempts to improve their grade on a KPI assignment; however, they do have a maximum of three attempts to demonstrate the competency that is required by the KPI. All attempts must be recorded in LiveText™, where instructors use the “Request Revision” button for any student who does not pass all sections of the KPI.

In addition to the College of Psychology Core Performance Standards, throughout the educational experience at Nova Southeastern University, applicants and students in the Clinical Mental Health Counseling concentration should develop and embody key professional dispositions. NSU counseling student dispositions are comprised of four categories, including professional behavior; positive attitude and self-awareness; communication, and ethical behavior. Faculty will monitor these dispositions at multiple points in time using the Assessment of Student Dispositions across the Clinical Mental Health Counseling curriculum, including PYCL 0502, PYCL 0635, and PYCL 0680. Faculty may identify problems in students’ functioning, provide constructive feedback to them, and require a remediation plan to address those difficulties. Detailed assessment information is located in the designated course syllabi, and links to the online tracking database (LiveText™) will be included in each Canvas course.

### **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” or when the Assessment of Student Dispositions identifies problems in student dispositions, 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 Program Coordinators/Academic Advisors. 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 they do 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” (ASLOs) and Key Performance Indicators (KPIs). An ASLO or KPI will not be required in every course; however, there are several ASLOs and KPIs spread throughout each counseling program. Each ASLO and KPI 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 a specified database system, and for the Clinical Mental Health Counseling program, the ASLO and KPI 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 and KPI data directly into the online system.

### **Canvas Requirements**

All faculty are required to use Canvas for Department of Counseling courses. Faculty teaching in the regular semester format (i.e., classes that meet Monday-Thursday) must use Canvas 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 Canvas to post their syllabus, post class materials, collect assignments, and post grades. Weekend format faculty must utilize Canvas both before the first class weekend meeting and between class weekends to interact with students and post class assignments. Instructors are required to conduct and record a synchronous course orientation videoconference within the first week of the course, and to make the recording available to any non-attending students, with subsequent completion verification activity (e.g., email an endorsement). 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 Canvas course module.

Faculty teaching in the online format must use Canvas to post their syllabus, post class materials, collect assignments, and post grades. In addition, online faculty must use Canvas on an advanced level to engage and instruct students. Faculty will be expected to use Canvas tools such as Kaltura (e.g., recorded lectures), discussion boards, chat rooms, Zoom™ (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); or Substance Abuse Counseling Specialization (SA 770, 780, 790), 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 may be 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 and at other points as needed. 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.

### **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://aip.bncollege.com/app/courselist/>. 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.

## **Master of Science in Experimental Psychology**

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### **Class Format**

The Master’s Program in Experimental Psychology is a 33-credit research-intensive program designed to prepare students to develop foundational knowledge in experimental psychological theory and research. The program is offered entirely in a ground-based format. A student must complete all course work required for the degree with a minimum grade point average of a 3.0 (B) and successfully complete a research thesis and the comprehensive examination. The Master of Science program requires a minimum of 33 semester hours of graduate credit. The student will have 5 years to complete the program.

The Master of Science in Experimental Psychology degree program provides students with a strong academic foundation in the theories and concepts of experimental psychology. Through focused coursework and the experience of mentored independent research, students are equipped with comprehensive skills in scientific inquiry and research methodology. These skills may prepare students for admission into a doctoral program in psychology or for career opportunities that include

teaching and research in industrial, government, private consulting, health care, and community settings.

### **Canvas Requirements**

All part time faculty are required to use the Canvas platform for teaching material distribution courses in the program. The Canvas teaching platform can be used to post syllabi and class materials, post and grade course assignments, quizzes, exams and final grades.

### **Textbooks**

Faculty members are expected to utilize the textbook(s) for the course as described in the syllabus. If you need a copy of the required textbook for your course, please contact the department's support staff to request your desk copy. In addition, you must submit your textbook information to the NSU bookstore. You can submit this information online at <https://aip.bncollege.com/app/courselist/>. You will need to create an account on this site, then select "Adopt" to choose the text for your course.

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## **Master of Science in Forensic Psychology**

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### **Class Format**

The Master of Science in Forensic Psychology degree program requires a total of 36 semester hours of graduate course work. The program consists of a core of 24 credits and students are required to complete one of two possible 9-credit specialization tracks, and a 3-credit capstone course. Students can choose to complete either a thesis or a field experience for their capstone's content. The program is offered entirely in an online format. A student must complete all course work required for the degree with a minimum grade point average of a 3.0 (B) The student will have a maximum of 5 years to complete the program.

Local, national, and international students may select this M.S. degree as an opportunity to pursue or enhance career opportunities in the legal, judicial or criminal justice fields – today's first line of defense in mental health crises across many states. This program can also prepare students for careers in law firms, at national security and law enforcement agencies, in social services and child welfare agencies, prisons and treatment facilities.

The NSU Forensic Psychology program is designed specifically for busy working adults. The result is an online format/non-clinical curriculum designed to help students continue graduate studies, while balancing job responsibilities, especially those who work non-traditional shifts or live far from a physical campus.

### **Canvas Requirements**

All faculty are required to use the Canvas platform for teaching courses in the program. The Canvas teaching platform can be used to post syllabi and class materials, post and grade course assignments, quizzes, exams and final grades. Additionally, the platform can be used creatively to engage and teach students thorough various online tools available such as discussion boards, group rooms, synchronous class meetings on Zoom and pre-recorded lectures, etc.

## **Textbooks**

Faculty members are expected to utilize the textbook(s) for the course as described in the syllabus. If you need a copy of the required textbook for your course, please contact the department's support staff to request your desk copy. In addition, you must submit your textbook information to the NSU bookstore. You can submit this information online at <https://aip.bncollege.com/app/courselist/>. You will need to create an account on this site, then select "Adopt" to choose the text for your course.

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## **Master of Science in General Psychology**

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### **Class Format**

The Master's Program in General Psychology is a 30-credits online program designed to prepare students to develop foundational knowledge in psychological theory and research. The program is offered entirely in an online format. A student must complete all course work required for the degree with a minimum grade point average of a 3.0 (B) and successfully complete a thesis (if required) and the comprehensive examination. The Master of Science program requires a minimum of 30 semester hours of graduate credit. The student will have 5 years to complete the program.

Local, national, and international students may select this M.S. degree as an opportunity to obtain prerequisite courses to meet eligibility requirements for application to other psychology programs, including advanced doctoral studies. Through its specialty tracks, the program will also allow a variety of professionals within the fields of education, human services, and allied health to access coursework both as degree-seeking and non-degree seeking students in order to advance their psychological knowledge and use of psychological applications in their respective fields. In addition to the direct benefit of obtaining foundational knowledge in psychology, the curriculum is designed to facilitate the development of basic interpersonal skills, cultural sensitivity, and additional knowledge and skills that enhance the preparation of students for professional work in increasingly diverse social agencies, school and community settings, in business and industry environments, and in hospitals.

### **Canvas Requirements**

All faculty are required to use the Canvas platform for teaching courses in the program. The Canvas teaching platform can be used to post syllabi and class materials, post and grade course assignments, quizzes, exams and final grades. Additionally, the platform can be used creatively to engage and teach students thorough various online tools available such as discussion boards, group rooms, synchronous class meetings on Zoom and pre-recorded lectures, etc.

## **Textbooks**

Faculty members are expected to utilize the textbook(s) for the course as described in the syllabus. If you need a copy of the required textbook for your course, please contact the department's support staff to request your desk copy. In addition, you must submit your textbook information to the NSU bookstore. You can submit this information online at <https://aip.bncollege.com/app/courselist/>. You will need to create an account on this site, then select "Adopt" to choose the text for your course.

## Clinical and School Psychology

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The aim of the Ph.D. Clinical Psychology program is to prepare students to demonstrate understanding of the breadth of scientific psychology and produce clinically relevant scientific research and scholarship while training them to enter careers as health service psychologists who can work effectively in scientist-practitioner professional roles. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association through the lens of the scientist-practitioner training model. The Ph.D. program offers academic, research, practicum, and internship experiences directly relevant to both science and practice. 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. Clinical Psychology program's aim is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner informed by science training model. The Psy.D. program 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. To that end, the Psy.D. program prepares students to be lifelong consumers of research. 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 to be eligible for the degree.

### **School Psychology**

Part-time faculty are required to submit their syllabi two weeks in advance to [AppCentral](#). The syllabus will become “live” for the students on the Friday prior to the first Monday of the course. Syllabi for courses taught for the first time should be submitted to the program director for review.

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 (FLDOE), 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 FLDOE, 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.

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 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. All faculty members are 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://aip.bncollege.com/app/>. 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 textbook 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

### Office of the Dean

Position	Name	Phone	Email
Dean	Karen Grosby, Ed.D.	954-262-5885	grosby@nova.edu
Associate Dean	Mindy Ma, Ph.D.	954-262-7934	mmindy@nova.edu
Director of Student Services	Kirk Berner	954-262-5727	kirk@nova.edu
Administrative Manager	Yvette Coello	954-262-5712	ycoellp@nova.edu

### Department of Psychology and Neuroscience

Position	Name	Phone	Email
Chair	Jaime Tartar, Ph.D.	954-262-8192	tartar@nova.edu
Program Director (B.S. in Neuroscience)	James Munoz, Ph.D.	954-262-8070	jm2701@nova.edu
Program Director (B.S. in Psychology)	Matt Collins, Ph.D.	954-262-8101	wc292@nova.edu
Program Director (M.S. in Experimental Psychology)	Jonathan Banks, Ph.D.	954-262-7965	jonathan.banks@nova.edu
Program Director (M.S. in General Psychology)	Alex Cuc, Ph.D.	954-262-5889	calex@nova.edu
Program Director (M.S. in Forensic Psychology)	Donna Hillier, Psy.D.	954-262- 7264	donna.hillier@nova.edu
Program Coordinator	Regina Schenck	954-262-5757	rschenck@nova.edu
Program Coordinator	Jeanne Ruggiero	954-262-8063	jruggier@nova.edu

### Department of Counseling

Position	Name	Phone	Email
Chair	Melanie Iarussi, Ph.D.	954-262-5734	miarussi@nova.edu
Program Coordinator (Online, Miami)	Brenda Levine, M.S.	954-262-5799	brenda.levine@nova.edu
Program Coordinator (Main Campus, Orlando, Tampa, School Counseling)	Diana Castro	954-262-5891	daiana@nova.edu
Academic Coordinator	Pat Zawoyski	954-262-5720	zawoyski@nova.edu
Academic Coordinator	Safiye Gonzalez	954-262-5709	Sgonzalez1@nova.edu
Administrative Assistant II	Nancy Quesada	954-262-5740	qnancy@nova.edu

## Department of Clinical and School Psychology

Position	Name	Phone	Email
Chair	Sarah Valley-Gray, Psy.D.	954-262-5783	valleygr@nova.edu
Director of Academic Affairs, Clinical Psychology (Ph.D. and Psy.D.)	Tom Kennedy, Ph.D.	954-262-5807	ktom@nova.edu
Director of Clinical Training, Clinical Psychology (Ph.D. and Psy.D.)	Maria Fimiani, Psy.D.	954-262-5689	mf245@nova.edu
Director of Training, Doctoral Program in School Psychology	Ralph Cash, Ph.D.	954-262-5703	cralph@nova.edu
Director, Specialist Program in School Psychology	Iryna Kasi, Ph.D.	954-262-5716	ikasi@nova.edu
Academic Program Coordinator, Clinical Psychology	Wendy Burrion	954-262-5726	wburrion@nova.edu
Administrative Coordinator II Clinical Training Office Clinical Psychology	Cavell Vassell	954-262-5749	zarchin@nova.edu
Program Manager, School Psychology	Suzanne O'Sullivan	954-262-5826	osulliva@nova.edu

### Other NSU Contacts

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

Career Development: (954) 262-7201 or [nova.edu/career/index.html](http://nova.edu/career/index.html)

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

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

Learning and Education Center: (954) 262-4920 or [nova.edu/lec/digital-media/index.html](http://nova.edu/lec/digital-media/index.html)

Student Affairs: (954) 262-8386 or  
[nova.edu/studentaffairs/index.html?\\_gl=1\\*y0d99v\\*\\_gcl\\_au\\*MTk5NTQyNzZxOC4xNzE2MzEyODQ5](http://nova.edu/studentaffairs/index.html?_gl=1*y0d99v*_gcl_au*MTk5NTQyNzZxOC4xNzE2MzEyODQ5)

Public Safety: (954) 262-8999 or [nova.edu/publicsafety/](http://nova.edu/publicsafety/)

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

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

## Important Websites

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<b>Information on</b>	<b>Website</b>
Academic Calendar	<a href="http://psychology.nova.edu/students/current-students.html">psychology.nova.edu/students/current-students.html</a>
AppCentral	<a href="http://appcentral.nova.edu">appcentral.nova.edu</a>
Canvas	<a href="http://nsu.instructure.com">nsu.instructure.com</a>
College of Psychology	<a href="http://psychology.nova.edu">psychology.nova.edu</a>
Class List and Grades	<a href="http://webstar.nova.edu">webstar.nova.edu</a>
Course Evaluations	<a href="http://nova.edu/online_evaluations">nova.edu/online_evaluations</a>
Office of Innovation & Information Technology	<a href="http://nova.edu/oiit/index.html">nova.edu/oiit/index.html</a>
Student Handbook - NSU	<a href="http://nova.edu/student-handbook">nova.edu/student-handbook</a>
Universal Travel Inc.	<a href="http://nova.edu/travel/">nova.edu/travel/</a>
NSU Bookstore	<a href="http://nsubooks.bncollege.com">nsubooks.bncollege.com</a>
Sharklink	<a href="http://sharklink.nova.edu">sharklink.nova.edu</a>