



## 2024-2025 Graduate Student Catalog



# College of Psychology

The Nova Southeastern University College of Psychology Graduate Student Catalog serves as the official source for information about academic programs and curriculum requirements, policies, courses, and other information specifically relevant to a graduate career in the College of Psychology.

The College of Psychology Student Catalog is published annually. Students are bound by the curricula published in the catalog in effect the semester they enter the university. Students are bound by the policies in the most recently published version of the catalog. If there is an interruption in studies of more than one calendar year from the end of the last semester enrolled, the student must abide by the NSU College of Psychology Student Catalog in effect upon return, or to requirements approved by the student's department chair.

This catalog is for information purposes only and does not represent a contract. Information contained herein is subject to change at any time by administrative decision or the direction of the NSU Board of Trustees. Reasonable notice may be furnished to the College community of any substantive changes but is not required. The failure to read this catalog does not excuse students from the rules, policies, and procedures contained in it. The rights and responsibilities that follow take effect immediately upon publication of this document.

In addition to this Catalog, students are expected to consult the [Nova Southeastern University Student Handbook](#) for statements on student rights and responsibilities, academic and conduct standards, grievance procedures, policies related to use of computer and telecommunications technology, and other guidelines relevant to their membership in the NSU community. Students are also expected to consult the graduate program handbook on program specific policies.

For questions and comments about the catalog, please contact:

College of Psychology  
3300 S. University Dr.  
Fort Lauderdale, FL 33328-2004  
Phone: 954-262-5727  
Email: [Kirk@nova.edu](mailto:Kirk@nova.edu)

## NSU Nondiscrimination Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances, it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals and to comply with all federal and state laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This policy applies to all activities and programs. Inquiries about perceived discrimination, related policies, and Title IX may be referred to NSU's Title IX coordinator, the U.S. Department of Education's Office for Civil Rights, or both. NSU's Title IX coordinator is Laura Bennett.

Laura Bennett  
Title IX Coordinator/Managing Director of Title IX Compliance  
(954) 262-7858 • [laura.bennett@nova.edu](mailto:laura.bennett@nova.edu)  
[nova.edu/title-ix](http://nova.edu/title-ix)

Mailing Address  
Office of Human Resources  
3300 S. University Drive  
Fort Lauderdale, FL 33328-2004

The office of the Title IX coordinator is remote/virtual with team offices in the Campus Support Building (170B, 171, 174). Please visit [nova.edu/title-ix](http://nova.edu/title-ix) to review NSU's Title IX nondiscrimination policy and grievance procedures, to report information about conduct that may constitute sex discrimination, or to make a complaint of sex discrimination under Title IX. All other inquiries or complaints regarding perceived discrimination should be directed to

Benjamin Johnson, Ed.D.  
Dean of Students  
(954) 262-7281 • [bj379@nova.edu](mailto:bj379@nova.edu)

## NSU Accreditation Statement

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's, baccalaureate, master's, educational specialist, doctoral, and professional degrees. Nova Southeastern University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Nova Southeastern University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The Ph.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program is accredited by the Commission on Accreditation of the American Psychological Association. The South Florida Consortium Internship Program is accredited by the Commission on Accreditation of the American Psychological Association.

Additionally, the College of Psychology sponsors the Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The center's master's degree program in school counseling and specialist degree program in school psychology are approved by the Florida Department of Education. The college is approved by the state of Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling to offer continuing education to clinical social workers, mental health counselors, and marriage and family therapists. The college is approved by the state of Florida's Board of Medical Therapies/Psychology, Office of School Psychology to offer continuing education.

Questions related to the accredited status of these programs should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: 202-336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.accreditation.apa.org](http://www.accreditation.apa.org)

The doctoral program in school psychology holds the designation of full accreditation status by the National Association of School Psychologists (NASP). The doctoral curriculum is designed to be consistent with the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, Florida Statutes.

The specialist program in school psychology hold the designation of National Recognition by the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814; Telephone: (301) 657-0270.

The NSU College of Psychology (COP) internship programs (i.e., the NSU/South Florida Consortium Internship Program and the NSU Psychology Services Center/College of Psychology) are independently accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the accredited status of either of these internship programs should be directed to the Commission on Accreditation.

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979 / Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: <https://www.apa.org/ed/accreditation>

The Psy.S. program and M.S. in Counseling, School Counseling concentration are approved by the Florida Department of Education and are part of the accreditation by the Council for the Accreditation of Educator Preparation (CAEP) as follows: The Abraham S. Fischler College of Education and School of Criminal Justice (FCE & SCJ) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This accreditation covers the following initial teacher preparation programs: Bachelor of Science in Elementary Education - ESOL/Reading Endorsements and Bachelor of Science in Exceptional Student Education - ESOL Endorsement, and the following advanced-level programs: M.S. in Reading Education, M.S. in Educational Leadership, Ed.S. in Educational Leadership, M.S. in School Counseling, and Psy.S. in School Psychology.

For accreditation information, please contact or visit:

Council for the Accreditation of Educator Preparation (CAEP)  
1140 19th St NW  
Suite 400  
Washington, DC 20036  
202-223-0077

The M.S. in Counseling, School Counseling concentration is nationally recognized by the American School Counselor Association (ASCA), the Specialized Professional Association (SPA) under the Council for the Accreditation of Educator Preparation (CAEP).

For accreditation information, please contact or visit:

American School Counselor Association  
277 S Washington Street  
Suite 390  
Alexandria, VA 22314  
Phone: 703-683-ASCA  
Web: <https://www.schoolcounselor.org/Recognition/ASCA-Recognized-School-Counselor-Preparation-Progr>

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted 8-year accreditation to the M.S. in Counseling, Clinical Mental Health Counseling (CMHC) concentration at Nova Southeastern University.

**Flexibilities in Policy Statement**

University policies are intended to describe some of the expectations of members of the University community, as well as outline the University's community policies and programs. It is intended to be used as a guideline and does not create an express or implied contract which cannot be changed or modified. Circumstances not specifically addressed in university policies will be handled on a case-by-case basis by the appropriate official selected by the University. As the need may arise, the University reserves the right to, in its sole discretion, modify, revise, supplement, rescind, suspend, terminate, or change its policies, procedures, programs, activities and services, in whole or in part, to the fullest extent permitted by law.

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## Dean's Message

On behalf of our faculty, staff, and alumni, I am honored to extend a warm welcome to you from Nova Southeastern University and the College of Psychology. We look forward to guiding you through a rich and transformative journey where you will grow personally, academically, and socially on the road to becoming major contributors to our society. We strive to provide students with the support and opportunities necessary to develop skills needed to impact the quality of life for individuals, families, communities, and institutions.

Our College offers a wide range of degree programs from bachelor's programs in psychology and neuroscience to graduate programs in counseling, clinical psychology, school psychology and experimental, forensic, and general psychology. In addition, the College has doctoral internship and postdoctoral residency programs, and offers continuing education to professionals. Our Psychology Services Center offers an array of therapy and assessment services to the community, while providing supervised training for future practitioners. Students in every program, from first year undergraduates to doctoral and postdoctoral candidates, benefit from the instruction and mentorship of experienced faculty who reach beyond the classroom to model professional success in the lab, clinic, and community.

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. The areas of expertise our faculty collectively possess are similarly varied. Regardless of the specific field or subfield of study, however, our students benefit from the greater involvement that small classes provide and from the related opportunities for research collaborations and experiential placements in community settings.

While the lasting memories of one's years at a university include many events beyond the confines of the classroom, one's day-to-day enjoyment while enrolled as a university student depends largely on his or her chosen field of study and engagement with its particular subject matter. The College of Psychology is proud to house engaging undergraduate majors, an array of highly regarded graduate programs and related training opportunities, and a clinic that serves our community. We hope that these opportunities will figure positively in the memories our students have of their university experience.

On behalf of all of us at NSU and in the College of Psychology, I encourage you to explore everything the university and college has to offer. We look forward to working with you as you grow, learn, and serve.

Sincerely,



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

# NOVA SOUTHEASTERN UNIVERSITY

At Nova Southeastern University, our approach to learning has always been innovative and unique. We're not like every other university because you're not like any other student.

Established in Fort Lauderdale, Florida, in 1964 as a small college with some revolutionary ideas, today we're a university dedicated to making our world a healthier and better place to live. Classified as a research university with "high research activity" by the Carnegie Foundation for the Advancement of Teaching, NSU is 1 of only 50 universities nationwide to also be awarded Carnegie's Community Engagement Classification.

From our beautiful, 314-acre main campus in Fort Lauderdale to our nine campus locations in the U.S., and around the world, more than 280 undergraduate, graduate, and professional degree programs give students the edge they need to become confident, capable, and caring professionals who can outsmart, outperform, and outlast their competition.

[About NSU | Nova Southeastern University](#)

## **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**

Integrity  
Academic Excellence  
Community  
Diversity  
Innovation  
Opportunity  
Scholarship/Research  
Student Centered

The Vision 2025 Statement, Mission Statement, and Core Values were adopted by the NSU Board of Trustees on March 29, 2021.

[NSU Vision 2025, Mission, and Core Values | Nova Southeastern University](#)

## **Campus Facilities**

Nova Southeastern University operates four campuses in the Miami to Fort Lauderdale area—the

Fort Lauderdale/Davie campus, the East Campus in Fort Lauderdale, the North Miami Beach Campus, and the Oceanographic Campus in Dania Beach. The university also has campuses in the Florida cities of Miami (Kendall), Jacksonville, Orlando, Tampa Bay, Fort Myers, Miramar, and Palm Beach, and in San Juan, Puerto Rico. In August 2019, NSU will open the new Tampa Bay Regional Campus in Clearwater, featuring a 325,000 square-foot, state-of-the-art facility. The campus also includes a new branch site for NSU's Dr. Kiran C. Patel College of Osteopathic Medicine. All existing programs and services in Tampa will move to the new location before the Fall 2019 semester.

The campus in Fort Lauderdale/Davie is located on a 314- acre site 10 miles inland from the Atlantic Ocean and readily accessible via several highways and Florida's Turnpike. The campus is the central location for most of NSU's colleges, with state-of-the-art classrooms, laboratories, patient simulation facilities, auditoriums, and computer centers.

NSU's campus expansion added, new educational facilities, athletic venues, residence halls, and performing arts theatres. In 2003, the university dedicated the 110,000-square-foot Jim & Jan Moran Family Center Village, a model for early education programs across the country. It also dedicated the Carl DeSantis Building, the 261,000-square-foot home of the H. Wayne Huizenga College of Business and Entrepreneurship, and the College of Computing and Engineering. NSU's Guy Harvey Oceanographic Center opened in 2012 as, one of the largest facilities in the U.S. dedicated to research and the conservation of marine life. Westside Regional Medical Center emergency center opened on NSU's Fort Lauderdale/Davie campus in summer 2015. The NSU Art Museum Fort Lauderdale boasts a permanent collection of more than 6,000 works, visual arts exhibits, arts curriculum, and educational programs in South Florida.

NSU's Fort Lauderdale/Davie campus is home to the Rose and Alfred Miniaci Performing Arts Center, and the Alvin Sherman Library Research and information Technology Center, which serves the university and the residents of Broward County in a unique private-public partnership. NSU's library system, composed of the Alvin Sherman library, Martin and Gail Press Health Professions Division Library, Panza Maurer Law Library, the William S. Richardson Ocean Sciences Library, and four junior K- 12 school libraries contribute to NSU's strong academic research environment.

In 2006, the university opened the Don Taft University Center, a 366,000-square-foot recreation, athletic, and arts complex at the Fort Lauderdale/Davie Campus. The center is home to a multipurpose 4,500-seat arena and, studios, the Flight Deck Pub, a state-of-the-art gym, food court, and a performing and visual arts wing. The wing houses the Department of Communication, Media, and the Arts at the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center. It includes the intimate Black Box Theatre, art gallery, performance theatre, and additional rooms supporting theatre, music, art, dance, and other creative activities.

Eight residence halls at the Fort Lauderdale/Dave Campus serve undergraduate students, including Mako Hall, a modern newly constructed 608-bed residence hall.

Opened in September 2016, NSU's Center for Collaborative Research (CCR) is one of the largest

and most advanced research facilities in Florida. The CCR provides wet and dry labs for NSU's innovative researchers, a General Clinical Research Center, an outpatient facility, a technology incubator offering partnerships with innovative companies, and the NSU Cell Therapy Institute. The CCR also houses NSU's Institute for Neuro-Immune Medicine; NSU's Rumbaugh-Goodwin Institute for Cancer Research; the Emil Buehler Research Center for Engineering, Science and Mathematics; the U.S. Geological Survey (USGS), which partners with NSU on collaborative research. The Noel P. Brown Sports Center has a state-of-the-art fitness center, two full-sized basketball courts, a volleyball court, and areas for physical fitness activities and programming. For a full overview of NSU's campuses and facilities, refer to the Fact Book at [2024 NSU Fact Book \(nova.edu\)](https://nova.edu/factbook)

# 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.

## Academic Calendar

The academic calendar is published annually and can be found on the College's website: [Academic calendar and general student resources](#).

## Academic Programs

### Master of Science Programs

#### Counseling

The master's degree in Counseling offers individuals the opportunity to earn a degree with concentrations available in Clinical Mental Health Counseling, School Counseling, and Applied Behavior Analysis. The Clinical Mental Health Counseling concentration is offered on-campus, at several regional campuses, and online with required field experiences and a required residential institute. The School Counseling concentration is offered online with two required residential institutes and required field experiences. Applied Behavior Analysis concentration is offered online.

#### Experimental Psychology

The master's degree in Experimental Psychology is an on-campus program that 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 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.

### **General Psychology**

The master's degree in General Psychology is an online program that prepares students to develop foundational knowledge in psychological theory and research as an opportunity to obtain prerequisite courses to meet eligibility requirements for application to other psychology programs, including advanced doctoral studies.

### **Forensic Psychology**

The master's degree program in Forensic Psychology is an online program that presents information at the intersection of legal issues and psychology.

Students will gain an understanding of how forensic psychology is used and learn how to apply this training in a variety of professional contexts.

This degree program will provide students with the professional training necessary to function at an optimal level in a variety of forensic settings where psychology is used, including court cases, law enforcement, criminal justice, national security offices, prisons, social services agencies, child welfare agencies, and treatment facilities.

## **Specialist Degree Program**

### **School Psychology**

The specialist in school psychology (Psy.S.) program prepares graduate students to work as professional practitioners to help children and youth succeed academically, socially and behaviorally. The program was developed in response to the state and national critical shortage of school psychologist and the increased public attention being paid to the important role that school psychologist play in addressing daunting challenges such as school violence, increased mental health challenges in youth, poor academic achievement, etc. The program is offered at the Fort Lauderdale campus and online.

## **Doctoral Programs**

### **Clinical Psychology**

The college offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association (APA). Each program prepares students for the practice of clinical psychology. The doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs typically require a minimum of four years of on-campus post baccalaureate study, including course work, clinical practica, the clinical competency exam, and a Dissertation (Ph.D.) or Directed Study Research (Psy.D.). In addition, both programs require a 2,000-hour doctoral clinical internship at an APA-approved or APPIC-approved site anywhere in the country.

### **School Psychology**

The doctor of psychology program (Psy.D.) in school psychology builds upon the College's specialist program and is a full-time, on campus program with a three-year residency requirement. The program typically requires a minimum of three years of on-campus post baccalaureate study, including course work, practica, and the completion of a capstone research project, the Directed Study. In addition, the program requires a minimum of a 2000-hour doctoral internship (600 hours of which must be in a PK-12 setting) at an approved site anywhere in the country.

## **Graduate Training Programs**

### **Institute of Trauma and Victimization**

The Institute of Trauma and Victimization (ITV) was founded to create a focus of interest in the area of trauma and victimization and to form a network for collaboration between students and colleagues from both within and outside of the College of Psychology. The mission of the institute is to stimulate research and sponsor training and service delivery in the field of trauma and victimization, to develop and evaluate innovative interventions for those exposed to trauma, and establish links with relevant groups, organizations and colleagues in the local, national, and international community, and involving students in existing College of Psychology trauma-related programs that share a three-fold mission:

1. Provision of specialized psychological services to a particular population of clients exposed to trauma.
2. Doctoral level clinical training in the provision of psychological services to the population of traumatized clientele.
3. Execution of an ongoing program of research on that population of traumatized clientele.

### **Institute for Cross-Cultural Counseling and Psychotherapy**

The Institute for Cross-Cultural Counseling and Psychotherapy is committed to fostering cultural connection initiatives at the College of Psychology. It strives to promote a welcoming climate for all students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for groups are introduced.

The institute seeks to promote cross-cultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with different populations.

### **Doctoral Internship Programs**

The College of Psychology Doctoral Program in School Psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1<sup>st</sup> Street, NE, Washington, DC 20002  
Phone: (202) 336-5979 / Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: <https://www.apa.org/ed/accreditation>

## **Continuing Education Series**

The College of Psychology offers the professional community a series of continuing education programs each year, featuring nationally recognized speakers. Constantly seeking the expert knowledge of the college's faculty and other leading professionals within the field, these courses offer the latest information in psychology and mental health in both a practical lecture and hands-on format. Workshops are specifically designed to meet the needs of postgraduate professionals in the field.

### **Psychologists**

Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's College of Psychology maintains responsibility for this program and its content.

### **Clinical social workers, mental health counselors, and marriage and family therapists**

Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2025. NSU is also approved by the National Board for Certified Counselors.

### **School psychologists**

Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2025.

Nova Southeastern University's College of Psychology is approved by the National Association of School Psychologists to provide continuing education for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider number 1024.

Nova Southeastern University's College of Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.4548. Programs that do not qualify for NBCC credit are clearly identified. Nova Southeastern University's College of Psychology is solely responsible for all aspects of the programs.

## Research

In addition to training individuals in the core foundational domains of psychology and to provide care and treatment for those with psychological problems, the college is equally committed to encouraging innovative basic and applied research. The college is distinguished by its special commitment to research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, undergraduate and master's students may and every doctoral student must engage in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Below are examples of active research within the College of Psychology.

Acculturation and youth development	Mindfulness meditation
Alzheimer's disease and dementias	Motivational interviewing
Alternative medicine interventions	Neuro-inflammation in complex chronic illness
At-risk children and adolescents	Neurophysiological changes post psychotherapy
Behavioral markers for chronic illnesses	Neuropsychological and personality assessment
Biofeedback	Neuropsychology in childhood
Cardiovascular risks in PTSD	Prejudice, stereotyping, discrimination, and stigma
Child abuse and neglect	PTSD in children and adolescents
Crisis negotiation	PTSD, dissociation, and complex trauma in adults
Deception detection	Psychosocial development in childhood
Domestic violence	Psychosocial issues and aging
Gratitude and wellbeing	Racial/ethnic pediatric health disparities
Health outcomes of youth in heightened-need areas	Second language proficiency and neural inhibition
Infidelity and intimate partner violence	Sleep and chronic illness
Intimate relationships and sexual conflict	Sleep, emotion processing, and physiological functioning
Issues in clinical supervision	Socioemotional development in infancy and childhood
Lifespan psychosis	Stress, cognitive function, and health
Mechanisms and consequences of stress	Substance use disorders and recovery
Memory and cognition	Treatment of anxiety disorders
Mind wandering	Weight bias on health and well-being

### Protection of Human Subjects

The college adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. Any funded or unfunded research that involves human subjects conducted by NSU faculty members, staff, or students must receive approval from the Institutional Review Board (IRB). All faculty members, staff, and students involved in research studies must complete an on-line course on the protection of human subjects (CITI course). All IRB policies and procedures can be accessed at the IRB website: [IRB Process | Institutional Review Board \(nova.edu\)](#)

## Clinical Services

The Nova Southeastern University Psychology Services Center, housed within the College of Psychology, provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, non-disqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Psychology Services Center's clinical staff consists of professionals in psychology. More than 100 College of Psychology masters, specialist, and doctoral students receive practicum training within the Psychology Services Center. Services offered by the Psychology Services Center include the following:

- Smoking, gambling, and over-eating issues
- Behavioral modification
- Biofeedback
- Counseling for older adults
- Family and multifamily therapy
- Neuropsychological assessment and evaluation
- Psychodynamic psychotherapy
- Psychoeducational evaluations for gifted and school related issues
- Psychological testing
- Stress management
- Testing and treatment for ADHD
- Treatment for adolescent drug abuse and prevention
- Treatment for trauma related issues
- Treatment for children and adolescents experiencing behavioral and emotional issues
- Treatment for depression, anxiety, and emotional disturbances
- Treatment for serious emotional disturbance
- Treatment for victims, perpetrators, or children affected by domestic violence

### Adult Services Program

Adult Services Program treatment providers are committed to working with individuals motivated to improve their level of functioning and mental health wellbeing. Services available include individual and group psychotherapy as well as psychological assessments as it relates to treatment recommendations. A comprehensive biopsychosocial diagnostic and treatment approach is used to help adults 18 and older with a wide variety of psychological problems/difficulties including:

- anxiety
- depression
- severe and persistent mental illness
- social skills problems
- stress
- other mental health issues

### Child, Adolescent and Family Services

Child, Adolescent, and Family Services Program treatment providers are committed to working together with children, adolescents, and their families toward the goal of improving their quality of life. Services include individual, group, play therapy, and psychological assessment, as well as parenting skills training.

A comprehensive diagnostic and treatment approach is used to assist families with children ages 4 through 17 with varying emotional, cognitive, and/or behavioral difficulties such as.

- attention deficit/hyperactivity disorder
- school and behavioral problems
- childhood bedwetting and incontinence
- other mental health issues facing children and adolescents

## **Faculty Specialty Clinical Training Programs**

**Adolescent Drug Abuse Prevention and Treatment Program.** This program provides comprehensive assessment and treatment to adolescents who have been arrested for minor offenses, have substance abuse problems, or are at risk for developing such problems. Services include individual, group, and family therapy. Treatment components include social skills training, parent-child relationship enhancement, anger management, communication skills training, and behavioral contracting.

**ADHD Assessment Consultation & Treatment Program.** This program serves children, adolescents and their families that demonstrate behavioral problems consistent with a diagnosis of ADHD. Empirically supported assessment and treatment is emphasized.

**Anxiety Treatment Center.** This program specializes in the treatment of anxiety and obsessive-compulsive disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting-edge research. Domains of treatment include phobias, generalized anxiety, social anxiety, and panic disorders. In addition, a specialized track within the program offers treatment for obsessive-compulsive disorder, body dysmorphic disorder, hoarding, hair pulling and skin picking, and tic disorders.

**Biofeedback and Health Psychology Center.** This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health-related concern, as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health-compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated, and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be incorporated.

**Child and Adolescent Traumatic Stress Program.** The NSU Child and Adolescent Traumatic Stress Program (CATSP) specializes in providing psychological services to children and adolescents (from age 3 to 18 years) who have experienced trauma, bereavement, or family discord, and are experiencing significant distress reactions and adjustment-related difficulties. These distress reactions can include posttraumatic stress symptoms, intense or unhelpful grief reactions, depression, and anxiety.

Our Team works with these youth and their families with the aim of reducing distress reactions and to help them adjust and heal. We adopt a strong developmental and strength-based approach that emphasizes:

- Reducing distress (posttraumatic stress symptoms, intense or unhelpful grief reactions, depression, anxiety)

- Improving youth and family functioning
- Reducing risky behavior (maladaptive coping)
- Promoting adaptive developmental progression

### **Whom Do We Help?**

- Children and adolescents experiencing psychological problems, physical complaints, and impaired functioning due to trauma exposure. Examples include abuse, abandonment, witnessing violence, automobile accidents, natural disasters, homelessness, accidental injury, witnessing harm or death befall a primary caregiver, hostage situations, kidnapping, and urban or school violence. Types of distress reactions include posttraumatic stress reactions, anxiety, elimination disorders (wetting and soiling), nightmares, regressive behavior, fear and avoidance, and other problems associated with post-traumatic stress disorder.
- Children and adolescents bereaved by the death of a loved one, such as a parent, sibling, grandparent, or close friend, whether the death occurred under peaceful, traumatic, or unknown circumstances.
- Children and adolescents with acute, chronic, and/or genetic medical disorders who are exhibiting a traumatic stress reaction related to the medical problem (medical trauma), as well as their families.

### **Psychological Services**

- Clinical Services—psychological risk screening, in-depth clinical assessment and diagnosis, evaluation, as well as individual and family therapy for children and their families.
- Research-Based Treatment—development of more effective regimens conducted under the direction of a licensed psychologist and clinical supervisor.
- Consultations—liaison support for medical personnel, court personnel/programs, professional agencies, educators, and school personnel.
- Training—specialized instruction for mental health professionals, students, school counselors and regional agencies. We use a broad range of training tools in this work. These include the Core Curriculum on Childhood Trauma—a major training initiative undertaken by the National Child Traumatic Stress Network (NCTSN.org) to raise the national standard of care for trauma-exposed youth and their families.

**Family Violence Program.** The Family Violence Program provides psychological services to children, adolescents, and adults in: 1) offering assistance in identifying and overcoming effects of abuse, while also helping perpetrators learn nonviolent behaviors, 2) assisting children who have witnessed violence to overcome its effects, and 3) helping adolescents learn anger management skills and promoting nonviolent ways of resolving conflicts. Individual and/or group therapy sessions are offered on a sliding scale fee basis. Treatment techniques such as: assertiveness skills, communication skills, and problem-solving skills are emphasized.

**Guided Self-Change Healthy Lifestyles Program.** The Guided Self-Change (GSC) Healthy Lifestyles outpatient program at Nova Southeastern University's College of Psychology offers a unique short-term, evidence-based, non-12 step alternative treatment for substance use disorders. The treatment is not available elsewhere in Florida and has been recognized in the Surgeon

General's report Facing Addiction in America (November 2016) as an appropriate treatment for individuals who have mild alcohol or drug problems. The GSC program, which has been evaluated and is available in both English and Spanish is a motivational cognitive-behavioral harm reduction treatment developed in 1984 by Drs. Linda and Mark Sobell. The clinic offers services for individuals concerned about their use of alcohol, other drugs (prescribed and non-prescribed), or their use of tobacco products. It also offers services for individuals who have difficulties falling asleep or staying asleep, who want to develop a healthier lifestyle, lose weight, exercise more, quit gambling, or reduce internet or video game use. The program, evaluated in over 12 clinical studies, empowers people to take responsibility for their own change and utilize personal strengths for setting and achieving goals. Services are available in English and Spanish.

**Intensive Psychodynamic Psychotherapy Center.** This program provides diagnostic and in-depth treatment services to adolescents and adults with moderate to severe characterological disorders who would benefit optimally from more intensive treatment. Treatment emphasizes the use of a variety of techniques including ego-psychology, self-psychology, object relations and others.

**Neuropsychology Assessment Center.** The goals of the Neuropsychology Assessment Center are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic versus functional psychiatric symptoms; differential diagnosis of dementia versus depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, Attention Deficit Hyperactivity Disorder, or intellectual disability; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration.

**Nova Southeastern University Counseling Center for Older Adults (NCCOA).** This program provides psychotherapy to individuals who are 55 and over. Client services include treatment of anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or other forms of psychopathology. Treatment consists of individual, group, family, and/or marital therapy.

**Psychological Services for the Emotionally Distressed.** Psychological Services for the Emotionally Distressed offers treatment and assessment for adolescents and adults with severe and persistent mental illness, including psychotic disorders and severe mood disorders. These patients experience a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, impaired social and daily living skills, and restricted, inappropriate or labile affect. Diagnoses may include schizophrenia, schizophreniform disorder, schizoaffective disorder, bipolar disorder, major depressive disorder, and severe personality disorders. Students will work primarily within a supportive psychodynamic framework, but will also have the opportunity to integrate other approaches.

**School-Related Psychological Assessments and Clinical Interventions.** This program offers comprehensive psychological evaluations for school-related academic, developmental, behavioral, and learning problems. These evaluations include interviews of all individuals as necessary (e.g., parents, child or adult client, teachers), behavioral observations, formal test administration, personal feedback on results, psychological reports, and school consultation as appropriate. In addition, a variety of evidence-based and innovative interventions are available as needed.

**Trauma Resolution Integration Program (TRIP).** This clinic specializes in assessing and treating men and women ages 18 and above with psychological difficulties related to a history of trauma (including but not limited to child abuse, domestic violence, combat trauma, rape, criminal assault, natural disasters or political violence,); or 2) who are experiencing serious dissociative symptoms, whether or not they seem to be related to a trauma history. Treatment modalities offered by TRIP include individual therapy, group Dialectical Behavioral Therapy (DBT) and, when indicated, couples and family therapy.

### **Unicorn Children’s Foundation Developmental Assessment Clinic**

**Diagnostic Services:** The Unicorn Children’s Foundation Developmental Assessment Clinic provides comprehensive developmental evaluations for children 18 months – 7 years demonstrating symptoms indicative of autism spectrum disorder (ASD) or exhibiting developmental delays. Additionally, our clinic serves children with a prior diagnosis of ASD for reassessment purposes. The evaluation is typically completed in one day and families receive feedback on the day of testing.

**Community Outreach:** As part of our commitment to increase awareness and early identification of autism spectrum disorder, we offer free trainings for schools, parents, faith-based organizations, and community groups within Broward, Miami-Dade, and Palm Beach counties.

## NSU Resources and Support Services

### Library Resources

Through a unique agreement with Broward County, NSU's Alvin Sherman Library, Research, and Information Technology Center serves the residents of Broward County as well as the university's students, faculty, and staff members. This means the community at large can enjoy the resources and services this spectacular venue has to offer. NSU is also home to three additional libraries that serve students, faculty and staff in the areas of health professions, law and oceanography.

Stunningly modern and towering a full five stories, the 325,000-square-foot Alvin Sherman Library is one of the largest library buildings in the state of Florida and offers full collections of research materials, specialized databases, popular fiction and nonfiction books, magazines and journals, CDs, and DVDs.

Cozy reading niches, 31 study rooms, 1,000 user seats, wireless internet service, and a café. Special programs for children and teens, book discussion groups, author readings, and classes on using research tools and resources. Most importantly, you will find a professional library staff attuned and ready to serve your needs.

The Alvin Sherman Library is also home to several permanent [works of art](#), including a one-of-a-kind creation by famed glass artist Dale Chihuly, and a hand-forged Buddhist Prayer Wheel blessed by His Holiness the Dalai Lama.

Visit one of our libraries websites:

- [Alvin Sherman Library](#)
  - [Public Library Services](#)
- [Martin and Gail Press Health Professions Division Library](#)
- [Panza Maurer Law Library](#)
- [Oceanographic Campus Library](#)
- [Tampa Bay Regional Campus Library](#)

For further information on the NSU libraries, visit [Libraries at Nova Southeastern University](#).

### The College of Psychology Testing Library

The college maintains its own library of testing instruments and kits for use by current masters, specialist, and doctoral students, Psychology Services Center and Consortium interns, post-doctoral residents, and College of Psychology Faculty. Loan arrangements may vary according to the course and equipment involved. (954) 262-5940 or [psychtests@nova.edu](mailto:psychtests@nova.edu).

### The NSU “Write from the Start” Writing and Communication Center

The NSU “Write from the Start” 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. For more information or to make an appointment, visit the WCC website, [www.nova.edu/wcc](http://www.nova.edu/wcc), or call 954-262-4644.

### SharkLink

SharkLink is NSU's online information portal. With a single username and password, it provides

students access to their NSU email account, online courses, discussion groups, university announcements, calendar reminders, and student records. SharkLink also enables students to register online, view course availability, and check their grades. All students are assigned a Sharklink ID, which is also their NSU email username that uniquely identifies them and provides them access to the NSU administrative system. SharkLink can be accessed at (<https://sharklink.nova.edu>).

### **Online Course Access**

The university uses a secure course management platform, [Canvas](#), for developing and delivering interactive courses and their components over the Web. Canvas is used to administer exclusively online and hybrid classes, as well as to supplement classroom instruction of live classes.

### **NSU Email**

All official NSU business, such as information on accounts, financial aid, class emails, etc., is done through students' NSU email accounts. Students can access NSU email by logging into (<https://sharklink.nova.edu>) and clicking on the EMAIL link. Students' SharkLink ID serves as their NSU email username. This is the main form of communication used by the university. Students need to regularly check their NSU email accounts for important updates and communications.

### **Technical Help**

The Help Desk is dedicated to serving the NSU community from enrollment to graduation and beyond. Help Desk services include, but are not limited to, computer and browser configuration for NSU online resources, SharkLink account support, academic specified program installations, email configuration, basic network troubleshooting and configuration, and mobile device support. For technical help, call (954) 262-4357; 800-541-6682 ext. 24357; or email [help@nova.edu](mailto:help@nova.edu).

### **Financial Aid, Employment, and Scholarships**

#### Financial Aid

Financial aid information can be found at: <http://www.nova.edu/financialaid/>

#### Federal Work-Study

Part-time jobs in the work-study program on campus are available for students demonstrating need. Generally, students work 10 to 20 hours per week. Federal work-study awards are based on financial need.

#### Student Employment

Part-time employment is available in many departments on campus. These positions are open to students regardless of financial need. In addition, part-time clinical positions in the community may be available to doctoral students.

#### Nova Southeastern University Assistantships

The Graduate Assistant for Student Counseling is a graduate assistantship within the Division of Student Affairs and College of Undergraduate Students for a doctoral student in Psychology, or Mental Health Counseling. This assistantship may include but not limited to housing, meal plan,

partial tuition waiver, and monthly stipend. Inquiries on this assistantship should be directed to Dr. Benjamin O. Johnson, Assistant Dean of Student Development ([BJ379@nova.edu](mailto:BJ379@nova.edu)).

### Scholarships

The College of Psychology maintains a limited amount of scholarship funds for our students. The main financial aid office has additional funding opportunities. Information on various scholarships is available at:

<http://www.nova.edu/financialaid/scholarships/index.html>

<https://psychology.nova.edu/scholarships/>

### **Veterans Resource Center**

NSU's Veterans Resource Center (VRC) is the centralized location for resources and services specifically designed for our veterans and military affiliated students. Located on the second floor of the Rosenthal Student Center, room 218, the VRC is a home away from home that offers the following:

- Assistance with the GI Bill® and Yellow Ribbon program
- Computer Lab with Free Printing
- Lounge Area with TV, microwave, and refrigerator
- Meeting Space
- Home of the Student Veterans of America chapter Freedom Sharks
- Career Development drop-in's
- University and community engagement opportunities

For more information about NSU's Veterans Resource Center, call (954) 262-FLAG (3524) or email [vrc@nova.edu](mailto:vrc@nova.edu), or connect with us at [Veterans Resource Center](#) [www.facebook.com/NSUVets/](http://www.facebook.com/NSUVets/) or [www.instagram.com/nsuvets/](http://www.instagram.com/nsuvets/).

Department of Veterans Affairs (DVA) educational benefits are designated to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Veterans Benefits Administrator Office at (954) 262-7236, toll free 800-541-6682, ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., or visit the office in the Horvitz Administration Building on the Fort Lauderdale/Davie campus. Detailed information is also available on the veterans education benefits web page at [Veterans Education Benefits](#). If you have any questions concerning eligibility, you may also contact the U.S. Department of Veterans Affairs (DVA) at 888-442-4551 or visit their website at [benefits.va.gov/gibill/](http://benefits.va.gov/gibill/).

### Official Transcripts

- **Official transcripts for Master's/graduate degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official

transcripts from all institutions attended, per CAS requirements.

- **Official transcripts for Doctoral/graduate degrees-** Sealed official transcripts from the applicants conferred 4-year bachelor's degree and conferred master's degree institutions attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

## **Policies**

### **NSU Student Handbook**

All NSU students are required to familiarize themselves with the university wide policies located in the [NSU Student Handbook](#).

### **Class Absences**

**Official University Activities:** Absences for official University activities are permissible providing the instructor is notified in writing in advance of such an absence. An official University activity is an activity where a student officially represents the University through an academic department, sponsored University program, or NSU NCAA Division II Athletics event.

**Illness & Special Circumstances:** The Office of Student Disability Services ([Student Disability Services | Nova Southeastern University](#)) can review documentation to verify absences due to temporary injuries or family emergencies. The most common examples of temporary injuries are broken bones, sprains, hospitalization, or recovery from a medical procedure/surgery. The most common examples of family emergencies are birth of a child, death of an immediate family member, or hospitalization of an immediate family member. Following review, the office will communicate with the instructor requesting an excuse for absences.

### **Excused Absences for Participation in Co-Curricular Activities**

While enrolled at NSU, students are expected to make academic participation their top priority. However, there may be instances when students must miss class due to their commitment to officially represent the University in certain co-curricular activities. NSU will consider travel to and participation in certain University-sponsored co-curricular events as grounds for approval of an excused absence, including but not limited to: NCAA intercollegiate athletic competition, musical/theatrical performances, and academic program field trips. Practices and rehearsals for university-sponsored co-curricular events, participation in club or intramural athletic competition, and field trips that are not associated with the student's academic program are not considered grounds for an approved absence. Students who intend to miss class due to participation in a co-curricular event must still follow all applicable policies and procedures of their academic program to ensure that their academic program and instructors are aware of their absence and to receive direction on the makeup of any missed academic instruction and/or coursework. Students who are approved for an excused absence pursuant to this policy remain responsible for the completion any

academic instruction and/or coursework missed during the period of excused absence.

### **Religious Holidays**

Students should notify the instructor of their intention to take off for religious holidays during the first week of the semester. If the religious holiday coincides with an examination, arrangements should be made to set an alternative date at the NSU Tutoring and Testing center as appropriate. [Study Skills Resources | Tutoring and Testing Center \(nova.edu\)](#)

Excused absences do not relieve the student from responsibility for any part of the course missed during the period of absence. Students will be given an opportunity to make up work missed due to an excused absence, at the instructor's discretion.

Absences not addressed above are unexcused. Students will not be allowed to make up any work, including exams, missed due to an unexcused absence.

A student with a personal religious belief, requesting to be excused from class or an educational activity for a work-restricted religious holiday, shall notify the NSU Assistant Dean for Student Development, Benjamin O. Johnson, Ph.D. at [BJ379@nova.edu](mailto:BJ379@nova.edu) or (954) 262-7281 within three (3) calendar days after the start of the semester. [Religious Holiday Policy](#)

### **Leave of Absence Policy**

A leave of absence (LOA) is a university-approved temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. Students who experience extenuating and unavoidable circumstances that prevent them from maintaining an active status through continuous enrollment must consult with their advisor/program office or the office of the dean of students to determine whether their circumstances warrant an LOA request and to discuss the impacts of an approved LOA on their degree/program completion, academic standing, and course grades.

An LOA request must be submitted at least 14 days prior to the beginning of the semester/term for the leave. An approved LOA may be granted for up to 180 days within a 12-month period. For more details, including the Leave of Absence Request Form, visit the Office of the University Registrar's website at [University Registrar Forms | NSU \(nova.edu\)](#).

### **Conditions for a Leave of Absence**

All approved LOAs (status and dates) must be reported to the National Student Clearinghouse (NSC). A student who was approved for a leave for less than 180 days but fails to return to the university when the LOA is over will be reported as withdrawn to the NSC as of the last date of attendance.

Students who are concurrently enrolled in multiple programs of study cannot request a leave from one program and remain enrolled in a second program. Students cannot be registered in any program at the university during an approved LOA. The university will not disburse any financial aid to students while on an approved LOA.

A student is expected to return at the end of his or her approved LOA. A student returning from

an LOA is required to complete the courses they started prior to the leave. The university cannot impose additional charges or disburse additional financial aid until the student has earned the Title IV financial aid previously paid for the courses.

### **Requesting a Leave of Absence**

The *Leave of Absence Request Form* must be submitted at least 14 days prior to the start of the requested leave unless the student is incapacitated and unable to meet the 14-day requirement. Leaves requested after the semester/term has begun will be considered for approval only in a documented extreme circumstance.

To receive an approved LOA:

1. The student must have successfully completed one (1) semester/term in their current degree program.
2. The student must confer with their academic advisor/program office prior to submitting the *Leave of Absence Request Form*.
3. The student must not be in an academic standing that prohibits registration.
4. The student must not have a hold(s) (e.g., disciplinary, financial, etc.) which would prohibit registration. An employee hold is an exception to this requirement.
5. The student must submit a written, signed, and dated *Leave of Absence Request Form*, with documentation, detailing the reason(s) for the LOA being requested and declaring an expected return date. Medical LOA requests must be accompanied by a signed typed letter/form from a medical doctor or treating psychologist their letterhead. Military LOA requests must be accompanied by a copy of the military orders.

Students, where possible, should seek advisement from their program director or advisor when considering a leave. The Leave of Absence Request Form and policy statement can be found here: [Leave of Absence Policy \(nova.edu\)](#).

### **Course Evaluations**

Course evaluations facilitate the collection of feedback from students about their classes—how they feel about course content, appropriateness of textbook selection, and other aspects of the course. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online. Students must have an NSU email account to access the course evaluation website. Students will receive an email to their @mysu.nova.edu account when the online evaluation system is open prior to the Exam Week. Evaluations will remain open for a limited time, usually seven days. It is important to complete the course evaluations when you are sent the link for your courses. Administration uses student feedback to evaluate the course, and the textbook.

### **Discrimination**

Nova Southeastern University is committed to maintaining a safe and healthy educational environment that is free from discrimination, harassment, and misconduct based on race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, and political beliefs or affiliations. The university is committed to taking immediate action

to eliminate any harassment, prevent its recurrence, and address its effects. Any student or employee found to have engaged in acts of harassment are subject to the relevant University accountability or disciplinary procedures, including potential suspension or expulsion for students, and suspension or termination for employees.

For inquiries or reports regarding perceived discrimination or harassment based on sex, gender, gender identity, pregnancy status or sexual orientation, please contact:

Laura Bennett  
Title IX Coordinator  
(954) 262-7858  
[Laura.bennett@nova.edu](mailto:Laura.bennett@nova.edu)

Information about NSU's Title IX/Sexual Misconduct policy, confidential resources, rights of all parties, definitions and examples of prohibited behaviors, and the procedures for investigating and resolving reports of sexual misconduct is available on the Title IX website at [Title IX | Nova Southeastern University](#). Individuals may report incidents through a secure online form on the Title IX website and/or may contact the Title IX Coordinator directly. The Title IX Coordinator also assists students in learning about their protections under Title IX, such as those for pregnant/parenting students as well as those who may have experienced sexual violence on- or off-campus that affects their ability to participate in an NSU educational program or activity.

All other reports or inquiries regarding perceived discrimination should be directed to:

Benjamin O. Johnson, Ph.D.  
Assistant Dean for Student Development  
(954) 262-7281  
[BJ379@nova.edu](mailto:BJ379@nova.edu)

### **Force Majeure**

NSU's duties and obligations to the student shall be suspended or modified immediately, without notice, during all periods that the University determines it is closed or ceases or modifies or curtails operations because of force majeure events including, but not limited to, any fire or any casualty, flood, earthquake, hurricane, lightning, explosion, strikes, lockouts, prolonged shortage of energy supplies, riots or civil commotion, Act(s) of God, war, governmental action, act(s) of terrorism, infectious diseases, epidemic, pandemic, physical or structural dangers, or any other event beyond the University's control. If such an event occurs, NSU's duties and obligations to the student (including its delivery and format of classes, student housing and dining, campus facilities, and related services, activities, and events) will be postponed, cancelled, or modified until such time as the school, in its sole discretion, may safely reopen or resume normal operations. Under no circumstances, except as otherwise required by Federal or State statute, will NSU be obligated to refund, reduce or credit any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location, delivery modality, or service affected by any such force majeure event necessitated by Acts of God, University or academic or health and safety decisions, and/or any situations outside of the University's control. This includes, but is not limited to, any suspensions

to or changes from in person, on-campus education, services and/or activities to remote services, activities, and/or remote learning. By choosing to enroll or study at NSU, students agree to these terms.

### **NSU Student Service Fee**

NSU offers to all students—on campus, online, clinical or hybrid—the same quality education and many opportunities for student benefits depending on the student’s choice of educational modality. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students.

### **University Fees**

NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the student’s choice of educational modality selected. Therefore, the university sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students. These student fees are blended together to create INSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

### **Image Use Statement**

As part of the Student Enrollment Agreement (SEA), which students must complete with their first registration each academic year, students are required to agree with the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel, who are acting on behalf of NSU at any NSU-related event(s) or at any public area(s) on NSU’s property, to take and/or obtain and use my photograph, name, alias, a video and/or audio recording, or other likeness of myself (hereinafter collectively referred to as “my likeness”). I grant NSU permission to take and use my likeness for purposes related to the educational mission of NSU— including instructional and/or educational purposes, as well as publicity, marketing, promotion, or other commercial ventures for NSU and its various programs—without compensation to me. I understand my likeness may be copied/reproduced and distributed in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing. I acknowledge that NSU has the right to make one or more reproductions of my likeness in any media. I waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns all rights to my likeness. I understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU’s supervision or control. Accordingly, I release NSU from any and all liability related to the dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of

my likeness, which was granted.

### **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, etc.) 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 expectations 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 form 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 make the following steps before making the recording available to students or third parties who were not registered to participate in the liver 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, etc.); or
2. Obtain written consent from any student whose personally 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).

### **Student Health Insurance Requirement**

NSU requires all students to carry adequate health insurance coverage. Therefore, students will automatically be enrolled in the NSU Student Health Insurance Plan, and their student accounts will be charged when they register for classes. Students who already have health insurance must opt out of the NSU Student Health Insurance Plan each academic year by the given waiver deadline for their program. For detailed information, including waiver deadlines, access to the online waiver, NSU Student Health Insurance Plan features, costs, and more, students should visit the Bursar's website at <https://www.nova.edu/bursar/health-insurance/index.html>

### **Health Insurance Portability and Accountability Act (HIPAA)**

Nova Southeastern University is committed to protecting the confidentiality of health information and in complying with Federal and state regulations regarding protected health information. The standards for protecting patient health information are described in the Federal law known as the Health Insurance Portability and Accountability Act (HIPAA). Refer to the [NSU HIPAA website](#) for information and guidance on the policies and procedures related to HIPAA Privacy compliance at NSU. Students in designated graduate programs, particularly those with practicum training, are required to complete the NSU online HIPAA training. Refer to the student handbook for additional information on program specific HIPAA training requirements.

### **Student Enrollment Agreement (SEA)**

As part of the registration process, all students must complete the Nova Southeastern University Student Enrollment Agreement (SEA) once per academic year or risk being dropped from their courses. A registration hold on a student's account does not prevent the student from completing the SEA. Students are encouraged to register online via SharkLink.

### **Student Enrollment Agreement Requirement**

All students must complete the Student Enrollment Agreement (SEA) form in order to register for classes. The SEA requires students to agree with NSU standards and policies regarding course registration and withdrawal, financial responsibility, a release of liability, and more. Students registering for courses will be prompted to complete the form as part of the registration process on [Sharklink](#) and [Self-Service Banner](#).

To complete the SEA, follow the steps below once registration has opened:

Log in to [SharkLink](#).

Click on the **Academics** tab.

In the **Useful Links** section, select **Registration - Add/Drop/SEA**.

**Students must complete the SEA or course registration will not occur.** For more information, please view a [copy of the SEA](#) or see our [FAQs](#).

Students who do not know their SharkLink username ID and password should visit [www.nova.edu/resources/nsuidentity.html](http://www.nova.edu/resources/nsuidentity.html) .

### **Grade/Progress Reports for Students Receiving Veterans' Benefits**

Nova Southeastern University furnishes each student with a Notification of Posting of Grade with instructions on how to view an unofficial transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, and grades for courses in which the student is currently enrolled. At the end of every evaluation period (e.g., term, semester) each veteran can request an official transcript which shows the current status of grades and earned semester hours for all courses completed and/ or attempted. This transcript can be obtained from the One-Stop Shop in the Horvitz or Terry Administration Buildings or online at [sharklink.nova.edu/](http://sharklink.nova.edu/) for a \$10 fee.

### **Veterans Affairs Payment Policy**

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Nova Southeastern University (NSU) will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post 9/11 GI Bill®) because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA). NSU will not:

- Prevent the student from attending or participating in the course of education during periods in which there is a delayed disbursement;
- Assess late payment fees if the financial obligation is fully funded by the Department of Veterans Affairs (VA);
- Require the student to secure alternative or additional funding for delayed disbursements;
- Deny the student access to institutional facilities and services (e.g. access to the University Center RecPlex, grades, transcripts, and registration) available to other students who have satisfied their tuition and fee bills.

### **Degree Recission Policy**

Nova Southeastern University (NSU) awards degrees on the basis of the successful completion of all academic and program requirements and in accordance with NSU's Code of Conduct requiring academic honesty and integrity. NSU reserves the right to rescind a degree in the event there are findings of academic misconduct, fraud, or other violations committed by a student in completing and/or obtaining the degree. The Dean or designee of the college or school that oversees the degree program is essential in determining the discovery and receipt of credible information for review or investigation and will follow the protocols outlined in the applicable student catalog and handbook.

The recission recommendation is presented to the Provost and President for review and support. The decision to rescind the degree is the responsibility of the President of the University with the

approval of the NSU Board of Trustees.

Once the decision to rescind a degree has been approved by the NSU Board of Trustees, the following will occur.

1. The Provost will communicate the actions required to formally rescind the degree and will provide the University Registrar, with a copy to the Dean, written authorization to proceed as follows:

- a. Send a certified notification to the individual informing the individual of the university's decision to rescind the degree and requesting return of the diploma provided after degree conferral.
- b. Remove the degree conferred status and date from the individual's academic record, the official transcript, and in all other pertinent education records maintained in the student information system (current and archive).
- c. Inform the College Dean, the National Student Clearinghouse, the Office of Alumni Affairs, the Library (if applicable for publications), and, if applicable, any local, state, national, or international agency of the degree rescission so that their records are revised to reflect this action.
- d. Enter a "Degree Rescinded" notation on the individual's academic record indicating rescission action and date of the Board of Trustee's decision.
- e. Place a University (UA) Hold on the individual's record to prevent future admissions, registration, and enrollment at the university.
- f. Ensure the Provost's written authorization and all supporting documentation are placed in the individual's permanent university records.

### **Degree Limits**

To encourage focused academic achievement, promote postgraduate professional success, and allocate university resources efficiently, NSU has established the following limitations with respect to the number of degrees it will award to a single student:

- A maximum of four degrees at the master's level, regardless of academic program, major or concentration
- A maximum of two education specialist (EdS) degrees
- One of each type of all other doctoral or professional degrees (e.g., PhD, MD, JD, DO, etc.) at NSU.

Multiple doctoral degrees of the same type are not permitted, regardless of whether they have different majors/concentrations or are offered through different colleges or academic programs at NSU. By setting these limits, NSU aims to support students in achieving depth and specialization in their chosen fields while balancing academic rigor and maintaining the quality and accessibility of its educational offerings.

Although degrees awarded at other institutions do not count toward this policy, when exercising its academic discretion with respect to admissions decisions, NSU considers the totality of an applicant's academic history, including the nature and number of degrees possessed by the applicant.

### **Course Audit Policy**

#### **[Course Audit Policy \(nova.edu\)](#)**

An audit is a registration status allowing students to attend a course without receiving academic credit. Undergraduate, graduate, and professional students may audit a course that does not require special preparation (e.g., prerequisite courses) and/or admissions to a program of study. Students have access to course materials and assignments but will not be required to submit assignments, participate in discussions, or take exams.

NSU must ensure all students participating in a course are registered to have accurate class rosters of individuals in a classroom in case of an emergency, to comply with maximum seating limits as set by fire marshal regulations, and to maintain university records.

#### **Requirements for Course Audit:**

- A course may only be audited with the written approval from the instructor and Department Chair/Director after determining if the student has met any prerequisites tied to the course.
- Students wishing to audit a course must complete the Course Audit Request Form found at [Course Audit Policy \(nova.edu\)](#).
- A course can only be audited on a space-available basis. The registration will not be processed until all non-audit students are registered.
- Students are not able to register to audit a course through their SharkLink account. The registration(s) must be processed through their advisor or program office.
- An audit course does not affect a student's part-time or full-time enrollment status and does not count toward the determination of continuous enrollment.
- An "AU" grade will be posted to the student's academic record and will appear on the academic transcript for any audited course(s) but will not affect the student's attempted credits, earned credits, and grade point average (GPA).
- Students must identify themselves to their instructor as auditing students and discuss the parameters of participating in class discussions and completing assignments and exams.
- Evaluation of course work is at the discretion of the instructor.
- An audited course cannot be changed to a letter grade once the course has begun (or vice versa). If a letter grade is required, a student must retake the course and pay full tuition and all applicable fees.
- An audited course(s) does not fulfill degree or certificate requirements.

- Except for students participating in the Lifelong Learning Institute, the cost of an audit course will be 100 percent of the course tuition cost as well as the University Student Services Fee, the Registration Fee, and any additional applicable fees.
- Financial aid (e.g., scholarships, grants, discounts, and loans) will not be available to cover the cost of an audit course. Audited courses will not be counted toward a student's financial aid eligibility.
- Instructors may request the Department Chair/Director to officially withdraw a student who is auditing a course if the student is interfering with learning in the class. A tuition refund will be considered in accordance with the semester/term refund schedule dates.
- Any course required for the completion of the student's program/degree can only be audited after it has been previously passed. In other words, students may audit a course as a "refresher" but not as a "practice run."

### **Roster Reconciliation**

Students are required to attend the first class of each course in order to start academic work for the semester, unless they have obtained prior approval for an absence from the instructor. Without such approval, a student will be reported as not in attendance, which may result in the student being dropped from the class through the university's roster reconciliation process. However, it remains the student's responsibility to monitor class registration status in accordance with the Student Enrollment Agreement (SEA), regardless of the instructor's roster reconciliation submission.

### **Student COVID-19 and Vaccine Information**

Students are encouraged to be vaccinated against COVID-19 and to monitor developments and requirements for reporting. COVID-19 information can be found at: [Coronavirus Updates | Nova Southeastern University](#).

Students who are assigned to practicum or internship in clinical psychology, school psychology, or counseling may be required to show proof of vaccinations as a condition of their placement, including but not limited to COVID-19.

### **Drug and Alcohol Policy**

The use of illegal drugs, the use of controlled substances without a prescription, and the use of or being under the influence of alcohol while in class or a clinical rotation/clinical experience are prohibited. Should a student receive a positive drug or alcohol screen and a positive follow-up screen the student will be referred to the dean's office for a professional standing review that could result in dismissal from the program. Students who receive a positive test or screen must follow the procedure for medical review. They cannot participate in a clinical or counseling placement until the disposition of the matter is determined.

If a student reports to the academic program chair for help with a personal drug or alcohol use concern, PRIOR to an impending drug test, the student will be required to report to the Dean's Office for referral to the Student Assistance Program. The student will only be permitted to

report to class or a placement if cleared by the committee and Dean's Office.

### **Drug and Background Screenings**

The College of Psychology may require students to submit to Level 1 and/or Level 2 background checks and/or drug screenings. This will be particularly applicable to students assigned to clinical and counseling placements. These programs include, but are not limited to, School Psychology – Psy.D.; Specialist in School Psychology – Psy.S.; Clinical Psychology – Psy.D.; Clinical Psychology – Ph.D.; and Master's in Counseling programs.

### **College of Psychology Drug Screening**

College of Psychology students may be required to submit to urine drug screen testing. Students who test positive for illegal or illicit drugs, marijuana even if prescribed or certified by a physician, or for a controlled substance for which they do not have a prescription, will be referred to the College to be handled in connection with the College's policies and procedures.

### **College of Psychology Background Screening**

The NSU College of Psychology may require students within its graduate programs to submit to a Level 1 and/or Level 2 background check, as defined in Chapter 435, Florida Statutes, prior to enrollment in a practicum, internship, or other training activity. Each College of Psychology program may have program-specific requirements for background screening of students that can be found in their program and/or practicum and internship handbooks. Students enrolled in such programs are required to authorize the NSU College of Psychology or affiliate clinical training facilities to obtain background check(s) pursuant to this policy.

If the background check(s) reveals information of concern, which the NSU College of Psychology may deem unfavorable, the College will request that the individual provide a detailed written explanation of the information contained in this report, along with appropriate documentation (e.g., police reports). Students may also be required to authorize clinical training facilities that they are assigned to by the College of Psychology to obtain a background check with the results reported to the clinical training facility. Acceptance of a background screening by an NSU College of Psychology program does not automatically guarantee that a student with information of concern will be accepted by clinical training facilities to which they may be assigned. Students with questions concerning the background checks should contact their respective college and/or academic program for more information.

If information received in connection with any background check indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, then the student may be disciplined or dismissed, or his or her enrollment may be terminated.

### **Student, Intern, or Resident Continuing Duty to Disclose**

Students enrolled in NSU's College of Psychology have a continuing duty to disclose any arrest, conviction, guilty or no contest plea, adjudication of guilt withheld for a criminal offense or participation in a pretrial diversion program or its equivalent for any criminal offense. Students are required to notify the dean's office within 10 days of any arrest or subsequent conviction, guilty or no contest plea, or participation in a pretrial diversion program or its equivalent for any criminal

offense.

While enrolled at NSU, students have a continuing duty to disclose all the above, along with any arrests or pending criminal charges, within 10 days of any arrest or charges filed. Students must notify the Dean or designee of any arrests or pending criminal charges. A failure to timely disclose any arrests or pending criminal charges may result in disciplinary action, up to and including dismissal from NSU.

### **Grade Dispute Policy**

Grade disputes shall be limited to concerns about the method(s) (i.e., error in calculation of grades) by which grades are determined. A student seeking to dispute a decision regarding a course grade and/or other evaluation should seek solutions through the following administrative channels by entering at the appropriate level and proceeding in the order stated:

- a. Course Instructor/Supervisor
- b. Program Coordinator
- c. Department Chair or Designee (**Final Decision of Dispute Process**)

A student seeking to resolve a grade problem or dispute through the administrative channels cited above must initiate such action in writing within five business days (excluding official school holidays and weekends) from the date that the grade was recorded in Self-Service Banner/WebSTAR. The grade appeal should include a concise statement of the basis of the appeal and shall not exceed one (1) page. The student will then have five days from the time of notification of the decision at each level in order to proceed to the next level in the administrative channels cited above (i.e., if the student receives notification of an unfavorable decision by the course instructor/supervisor, the student must proceed with his/her appeal to the program administrator within five days of said notification). Where a student fails to either initiate this process or proceed through this process within the specified time frame, the student will be deemed to have waived his/her right to dispute the grade in question.

In the case of a grade dispute or other appeals relating directly to a student's academic performance, an administrator may not substitute his/her judgment for the performance appraisal of the faculty member rendering the grade or assessing the students' work. **The decision of the faculty chair is the final decision in the process. There are no further appeals permitted.**

### **Indebtedness to the University**

NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the educational modality selected. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students.

These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated University. This

mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

By registering for courses at Nova Southeastern University, the student accepts financial responsibility for payment of all institutional costs including, but not limited to, tuition, fees, housing, health insurance, and meal plan (if applicable), and any additional costs when those charges become due. Payment is due in full at the time of registration. NSU eBills are sent the middle of each month to the student's NSU email address. However, to avoid late charges, students should not wait for their billing statement to pay their tuition and fees. A student will not be able to register for future semesters until all outstanding balances from previous semesters have been paid in full. If a student has a balance 30 days after the start of the semester, a hold and a \$100 late fee will be placed on his or her account. This hold stops all student services, including, but not limited to, access to the NSU RecPlex, academic credentials, grades, and future registrations. It will remain on the student's account until the balance has been paid in full. Delinquent student account balances may be reported to a credit bureau and referred to collection agencies or litigated. Students with delinquent accounts will be liable for any costs associated with the collection of unpaid charges, including attorney fees and court costs. All registration agreements shall be construed in accordance with Florida law, and any lawsuit to collect unpaid fees shall be brought exclusively in the appropriate court sitting in Broward County, Florida, regardless of the student's domicile.

### **University-Wide Academic Inactivity Policy**

NSU requires all students to make consistent progress toward obtaining an eligible degree or certificate program at the university. Any student who does not complete a course and earn credit(s) for three consecutive semesters/four terms will be considered inactive and withdrawn from the University, excluding any semesters/terms where the student is on an approved leave of absence. Students withdrawn pursuant to this policy who wish to continue their academic program are required to follow the readmission process as detailed in their college or academic program's student handbook/catalog. Readmission is solely at the discretion of the student's college or academic program and may include specific conditions, including the repeat of courses or the entirety of the academic program, when deemed appropriate by the college/academic program. Additionally, students may be subject to the admissions standards and academic program requirements as outlined in the student handbook/catalog for the academic year in which the student is seeking readmission. While this policy is intended to set forth the maximum period of academic inactivity, colleges and academic programs are permitted to adopt more stringent standards, i.e., shorter time periods of inactivity that will lead to withdrawal. Students should consult with their college or academic program for additional information about the maximum period of academic inactivity applicable to their course of study.

### **Student Contact and Personal Information**

Students must keep their contact information current in SharkLink at <https://sharklinkportal.nova.edu>, including preferred and permanent mailing addresses and phone numbers, to ensure that they can be contacted in an emergency, receive financial aid refunds, and any important information sent by postal mail. Students may update their address in *SharkLink*.

To make a change to other personal information, such as a name, Social Security Number, date

of birth, or gender, Nova Southeastern University requires official documentation. Students must submit a completed Data Change Request available at [nova.edu/registrar/forms1.html](http://nova.edu/registrar/forms1.html) along with supporting legal documentation. For details on acceptable documentation for each change, visit the Registrar's website at [Office of the University Registrar | NSU \(nova.edu\)](http://nova.edu/registrar)

# CURRICULUM

## Master's Programs

### Experimental Psychology

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 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. This program is offered as a day program on the main campus with courses typically offered in 9:00 am-12:00 noon and 1:00 pm to 4:00 pm time slots and with specific thesis requirements. Student cohorts are accepted into the program each fall.

#### Major Course Requirements (33 credits)

##### Core Courses (12 credits)

PSYC 5100	Behavioral Neuroscience (3 credits)
PSYC 5200	Cognitive Psychology (3 credits)
PSYC 5300	Developmental Psychology (3 credits)
PSYC 5400	Social Psychology (3 credits)

##### Required Methodology Courses (9 credits)

PSYC 5900	Psychological Quantitative Methods I (3 credits)
PSYC 5910	Psychological Quantitative Methods II (3 credits)
PSYC 5920	Research Methods in Experimental Psychology (3 credits)

##### Thesis (6 credits)

PSYC 6000	Master's Thesis (3 credits, repeatable)
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##### Elective Courses (6 credits)

PSYC 5110	Sleep, Dreams, and Consciousness (3 credits)
PSYC 5120	Comparative Psychology (3 credits)
PSYC 5210	Sensation and Perception (3 credits)
PSYC 5310	Seminar in Self-concept Development (3 credits)
PSYC 5320	Seminar in Gender and Development (3 credits)
PSYC 5330	Seminar in Social and Personality Development in Childhood (3 credits)
PSYC 5410	Evolutionary Psychology (3 credits)
PSYC 5430	Interpersonal Perception (3 credits)
PSYC 5440	The Social Self (3 credits)
PSYC 5510	Personality and Individual Differences (3 credits)
PSYC 5520	Applied Behavior Analysis (3 credits)
PSYC 5600	History and Systems in Experimental Psychology (3 credits)
PSYC 5700	Grant Writing and Getting Published (3 credits)

## **General Psychology**

The Master's Program in General Psychology is an online program designed to prepare students to develop foundational knowledge in psychological theory and research. 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 social agencies, school and community settings, in business and industry environments, and in hospitals.

**Major Course Requirements (21 core credits + 9 concentration credits = 30 total credits)**

**Core Foundational Requirements (12 credits)**

- PSY 0600 Cognitive Psychology (3 credits)
- PSY 0601 Behavioral Neuroscience (3 credits)
- PSY 0605 Human Growth and Development (3 credits)
- PSY 0607 Social Psychology (3 credits)

**Core Methodology Requirements (9 credits)**

- PSY 0609 Individual Evaluation and Assessment (3 credits)
- PSY 0611 Research Design (3 credits)
- PSY 0613 Psychological Quantitative Methods (3 credits)

**Concentration Requirements: General Psychology Option A (9 credits)**

- PSY 0614 Adult Psychopathology (3 credits)
- PSY 0615 Human Sexuality \* (3 credits)
- PSY 0616 History and Systems of Psychology (3 credits)

**Concentration Requirements: General Psychology Option B (9 credits)**

- PSY 0617 Master's Thesis \* (6 credits)
- PLUS** 3 credits from the following:
  - PSY 0614 Adult Psychopathology (3 credits)
  - PSY 0615 Human Sexuality \* (3 credits)
  - PSY 0616 History and Systems of Psychology (3 credits)

**Concentration Requirements: Applied Health Science (9 credits)**

- PSY 0620 The Business of Psychology (3 credits)
- PSY 0633 Interviewing Techniques \* (3 credits)
- PSY 0619 Psychological Aspects of Treating Disease (3 credits)

\*Courses require prerequisites

## Forensic Psychology

The Master of Science in Forensic Psychology 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 field experience or advanced research for their capstone course, although if students are looking to continue their studies, it is recommended they choose the advanced research option.

**Major Course Requirements (24 core credits + 9 specialization credits + 3 capstone credits = 36 total credits)**

### **Core Requirements (24 credits)**

- PSY 0900 Introduction to Forensic Psychological Science (3 credits)
- PSY 0901 Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings (3 credits)
- PSY 0902 Methods & Tools of Psychological & Violence Risk Assessment (3 credits)
- PSY 0903 Evaluation, Methodology, and Psychological Research (3 credits)
- PSY 0904 Ethical Concerns & Multicultural Issues in Forensic Psychology (3 credits)
- PSY 0906 Best Practices and Policies for the Mentally Ill in the Criminal Justice System (3 credits)
- PSY 0907 Gender Violence: Domestic Violence, Sexual Assault & Child Abuse (3 credits)
- PSY 0922 Communication Skills, Tools, & Expert Witness Testimony (3 credits)

### **Specialization Track 1: Forensic Psychology in the Legal System (9 credits)**

- PSY 0908 Psychological Issues in Dependency & Family Law Cases (3 credits)
- PSY 0909 Therapeutic Jurisprudence & Problem-Solving Courts (3 credits)
- PSY 0910 Assessment of Psychological Injury for Legal Cases (3 credits)
- PSY 0911 Psychological Issues in Juvenile Justice Assessment & Intervention Programs (3 credits)
- PSY 0912 Psychological Evaluation of Competencies, Syndromes, & Sanity Issues (3 credits)
- PSY 0913 Behavioral Criminology (3 credits)

### **Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders, and Disaster Teams (9 credits)**

- PSY 0915 Suicide Prevention & Crisis Intervention Skills (3 credits)
- PSY 0916 Trauma Informed Assessment and Intervention (3 credits)
- PSY 0917 Child Maltreatment and Trauma Assessment and Intervention (3 credits)
- PSY 0918 Intervening in School & Workplace Violence (3 credits)
- PSY 0919 Substance Abuse, Mental Illness and Trauma (3 credits)
- PSY 0920 Police Psychology (3 credits)

### **Capstone Requirement (3 credits)**

- PSY 0930 Advanced Research (3 credits)
- PSY 0931 Field Experience (3 credits)

## Counseling

Nova Southeastern University offers innovative academic programs designed for students who aspire to enter the workforce as a professional counselor. The College offers individuals the opportunity to earn a degree in counseling with concentrations in Clinical Mental Health Counseling, School Counseling, and Applied Behavior Analysis.

### **Master's Degree in Counseling, School Counseling Concentration**

**Curriculum—Forty-eight (48) Semester Hours Total (does not include additional courses that may need to be completed by candidates who are not certified teachers by the Florida Department of Education)**

#### **Major Course Requirements (48 credits)**

PYCL 0503	Counseling Theories for School Counselors (3 credits)
PYCL 0507	Research and Evaluation for Counselors (3 credits)
PYCL 0510	Career Development and College Planning (3 credits)
PYCL 0511	Introduction to Counseling Techniques (3 credits)
PYCL 0512	Human Growth and Development (3 credits)
PYCL 0515	Principles of School Counseling (3 credits)
PYCL 0550	Contemporary Clinical Interventions (3 credits)
PYCL 0560	Appraisal and Evaluation in School Counseling (3 credits)
PYCL 0571	Ethical, Legal, and Professional Issues for School Counselors (3 credits)
PYCL 0585	Psychology of Exceptional and At-Risk Children (3 credits)
PYCL 0632	Social and Cultural Foundations of Counseling (3 credits)
PYCL 0635	Group Theory and Practice (3 credits)
PYCL 0665	School Consultation Skills (3 credits)
PYCL 0685	School Counseling Practicum (3 credits)
PYCL 0688	School Counseling Internship (3 credits)
PYCL 0689	Continuing School Counseling Internship (3 credits)

\*All School Counseling concentration students are required to complete two sub-tests of the Florida Teacher Certification Exam (FTCE) Professional Education Test (Prof Ed Test) and the Subject Area Exam (SAE) in School Counseling PK-12.

\*All School Counseling concentration students who do not possess a Professional Florida Teaching Certificate are required to complete RED 0550 Reading in the Content Area (3 credits) and TSOL 0510 Classroom TESOL, Theory and Strategies for Teachers (3 credits) in addition to the 48-credit curriculum outlined.

\*\*Residential Institute: School Counseling students are required to complete two separate, three-day residential institutes at either the NSU Fort Lauderdale/Davie campus or the NSU Orlando campus during courses PYCL 0511 and PYCL 0635.

### **Master's Degree in Counseling, Clinical Mental Health Counseling Concentration**

**Curriculum—Sixty (60) Semester Hours Total**

#### **Foundational Counseling Course Requirements (27 credits):**

PYCL 0502	Counseling Theories and Practice
PYCL 0507	Research and Evaluation for Counselors

PYCL 0511 Introduction to Counseling Techniques  
PYCL 0512 Human Growth and Development  
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors  
PYCL 0608 Psychological Testing for Individual Evaluation  
PYCL 0631 Career and Lifestyle Assessment  
PYCL 0632 Social and Cultural Foundations of Counseling  
PYCL 0635 Group Theory and Practice

**Clinical Mental Health Counseling Concentration Requirements (Additional 33 credits)**

PYCL 0582 Human Sexuality  
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology  
PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology  
PYCL 0612 Substance Abuse  
PYCL 0645 Couples and Family Counseling Strategies  
PYCL 0660 Community Mental Health  
PYCL 0666 Case Conceptualization and Treatment Strategies  
PYCL 0669 Advanced Treatment Interventions  
PYCL 0680 Counseling Practicum  
PYCL 0681 Counseling Internship  
PYCL 0682 Continuing Counseling Internship

\*All Clinical Mental Health Counseling concentration students are required to complete the Counselor Preparation Comprehensive Examination (CPCE).

\*\*Residential Institute: Clinical Mental Health Counseling students completing their degree in the online format are required to complete a three-day residency experience at either the NSU Fort Lauderdale/Davie campus or the NSU Orlando campus.

**Master's Degree in Counseling, Applied Behavior Analysis (BCBA) Concentration Requirements (54 credits total; 63 credits total if all 9 credits of optional electives taken)**

**Core Course Requirements (33 credits)**

PYCL 0502 Counseling Theories and Practice  
PYCL 0507 Research and Evaluation for Counselors  
PYCL 0512 Human Growth and Development  
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors  
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology  
PYCL 0608 Psychological Testing for Individual Evaluation  
PYCL 0612 Substance Abuse  
PYCL 0631 Career and Lifestyle Assessment  
PYCL 0632 Social and Cultural Foundations of Counseling  
PYCL 0635 Group Theory and Practice  
PYCL 0645 Couples and Family Counseling Strategies

**Applied Behavior Analysis Requirements (Additional 18 credits)**

ABA 0713 Behaviorism and Philosophical Underpinnings  
ABA 0714 Concepts and Principles of Applied Behavior Analysis  
ABA 0721 Applied Behavior Analysis Assessment and Application

ABA0731 Applied Behavior Analysis Assessment and Delivery Models  
ABA 0741 Evaluating Interventions in Applied Behavior Analysis  
ABA 0751 Supervision and Management in Applied Behavior Analysis **OR**  
ABA 0752 Organizational Behavior Management  
ABA 0756 Ethical and Professional Issues in Applied Behavior Analysis

**Optional Electives Required for BCBA Examination Eligibility (Additional 9 credits)**

·ABA 0761 Fieldwork in Applied Behavior Analysis I (Elective)  
·ABA 0771 Fieldwork in Applied Behavior Analysis II (Elective)  
·ABA 0781 Fieldwork in Applied Behavior Analysis III (Elective)

**Non-Degree Applied Behavior Analysis**

**(Please note: Candidates must have a minimum of a Master's degree from a regionally accredited institution to apply for the non-degree ABA concentration.)**

ABA 0713 Behaviorism and Philosophical Underpinnings  
ABA 0714 Concepts and Principles of Applied Behavior Analysis  
ABA 0721 Applied Behavior Analysis Assessment and Application  
ABA 0731 Applied Behavior Analysis Assessment and Delivery Models  
ABA 0741 Evaluating Interventions in Applied Behavior Analysis  
ABA 0751 Supervision and Management in Applied Behavior Analysis **OR**  
ABA 0752 Organizational Behavior Management  
ABA 0756 Ethical and Professional Issues in Applied Behavior Analysis

**\*\*Students can opt to combine concentrations. All required course work must be completed.\*\*** Students who would like to add or change concentrations must complete a Dual Concentration and Format Change Request form and submit to the Program Office for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

## **Specialist Program**

### **School Psychology – Specialist Program**

The Specialist Program (Psy.S.) in School Psychology was developed in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in addressing daunting challenges such as school violence, youth suicide, and academic failures.

The program consists of 79 semester hours that span two to three years of course work (including practica) and one year of internship. The program is enriched through its distinguished full-time faculty members that include nationally renowned professionals. Students also enjoy the benefits of a diverse student body, and a variety of applied training and research opportunities.

The specialist program in school psychology is approved by the Florida Department of Education (DOE) and is a part of the accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through the Abraham Fischler College of Education and School of Criminal Justice. In addition, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP).

#### **Major Course Requirements (79 total credits)**

##### **General (21. credits)**

PSY 0700	Learning and Human Development (3 credits)
PSY 0710	Psychology of Exceptional and At-Risk Children (3 credits)
PSY 0715	Child and Adolescent Psychopathology (3 credits)
PSY 0735	Organization and Operation of Schools (3 credits)
PSY 0750	Counseling Theories and Techniques (3 credits)
PSY 0770	Ethical, Legal, and Professional Issues for School Psychologists (3 credits)
PSY 0798	Seminar in School Psychology: Introduction (1.5 credits)
PSY 0799	Seminar in School Psychology: Current Topics (1.5 credits)

##### **Assessment (19 credits)**

PSY 0765	Applied Behavioral Assessment and Intervention (3 credits)
PSY 0780	Academic Assessment for Intervention (3 credits)
PSY 0782	Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)
PSY 0784	Cognitive Assessment II: Linking Assessment to Intervention (3 credits)
PSY 0786	Assessment of Personality and Social Emotional Functioning for Intervention (3 credits)
PSY 0792	Comprehensive Data-Based Assessment: Integrated Report (3 credits)

##### **Intervention (18 credits)**

PSY 0705	Pluralistic Considerations in School Psychology (3 credits)
PSY 0730	Instructional Strategies for Students with Diverse Needs (3 credits)
PSY 0755	School Consultation Skills (3 credits)

PSY 0760	Contemporary Clinical Interventions for School Psychologists (3 credits)
PSY 0776	Academic /Behavioral Prevention and Intervention Strategies (3 credits)
PSY 742	Evidence-based Treatment of Emotional and Behavioral Disorders of Children and Adolescents (3 credits)
RED 0550	Foundations of Reading for Content Area Teachers (3 credits)

**Methodology and Research (6 credits)**

PSY 0740	Educational Statistics (3 credits)
PSY 0745	Issues and Techniques in Research Design and Evaluation (3 credits)

**Practicum and Internship (12 credits)**

PSY 0800	Practicum in School Psychology: School Based (3 credits)
PSY 0805	Practicum in School Psychology: Applied Skills (3 credits)
PSY 0810	Internship in School Psychology (6 credits)

**Doctoral Programs**

**School Psychology – Doctoral Program**

The College of Psychology Doctor of Psychology (Psy.D.) program in School Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The doctoral program in school psychology also holds full accreditation status by the National Association of School Psychologists (NASP). The doctoral curriculum is designed to be consistent with the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*.

The program is committed to a practitioner-informed-by-science training model. Candidates are prepared as highly competent problem-solvers who draw upon a strong foundation in core knowledge areas of school psychology to promote the educational and social-emotional competence of children. Moreover, candidates are prepared to offer the continuum of empirically supported services, including prevention, consultation, assessment and intervention. Graduate education builds upon the crucial base of scientific knowledge and develops the skills necessary for professional competence. It prepares candidates to be lifelong interpreters and utilizers of research through a mentorship in the process of scientific investigation. Candidates develop a capstone Directed Study that demonstrates their research interpretation and utilization proficiency. Intensive, sequential practica and course-specific tasks are designed to provide candidates with opportunities for the application and integration of methods of psychological assessment and intervention under close supervision. Internship provides the culminating training experience in preparing the candidate as a health service provider. Additional supervised experience may be required for licensure as a psychologist. Candidates should carefully review state licensure and certification laws and rules to ensure adequate preparation for credentialing, including the number of internship hours which must be spent in schools.

**DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY**  
**Program Curriculum\***

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
<b>HISTORY AND SYSTEMS OF PSYCHOLOGY</b>		<b>Total: 18</b>
<b>BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY</b>		
PSY 8100	Development: Child and Adolescent	1.5
PSY 8105	Development: Adult and Older Adult	1.5
PSY 8120	Cognitive/Affective Aspects of Behavior	3
PSY 8125	History and Systems of Psychology	3
PSY 8220	Biological Aspects of Behavior	3
PSY 8225	Social Aspects of Behavior	3
PSY 8305	Pluralistic Considerations in School Psychology	3
<b>PSYCHOLOGICAL FOUNDATIONS</b>		<b>Total: 7.5</b>
PSY 8110	Psychology of Exceptional and At-Risk Children	3
PSY 8115	Child and Adolescent Psychopathology	3
PSY 8117	Adult Psychopathology	1.5
<b>EDUCATIONAL FOUNDATIONS</b>		<b>Total: 9</b>
PSY 8135	Organization and Operation of Schools	3
PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
<b>INTERVENTIONS AND SPECIALIZED TECHNIQUES</b>		<b>Total: 15</b>
PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders in Children and Adolescents	3
PSY 8150	Counseling Theories and Techniques with Lab	3
PSY 8165	Applied Behavioral Assessment and Intervention	3
PSY 8255	School Consultation Skills	3
PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3
<b>PROFESSIONAL SCHOOL PSYCHOLOGY</b>		<b>Total: 8</b>
PSY 8190	Practicum in School Psychology: Foundations I <i>(160 practicum hours + Seminar)</i>	2
PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3
PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
<b>PSYCHOEDUCATIONAL ASSESSMENT</b>		<b>Total: 16</b>
PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
PSY 8280	Academic Assessment for Intervention	3
PSY 8286	Assessment of Personality and Social-Emotional Functioning for Intervention	3
PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
<b>RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS</b>		<b>Total: 10.5</b>
PSY 8140	Intermediate Statistics with Lab	3
PSY 8145	Issues and Techniques in Research Design & Program Evaluation	3
PSY 8147	Theories of Measurement	3
PSY 8206	Directed Study	1.5

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
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<b>PRACTICA AND INTERNSHIP</b>		<b>Total: 25</b>
PSY 8195	Practicum in School Psychology: Foundations II ( <i>160 hours</i> )	2
PSY 8197	Practicum in School Psychology: Foundations III ( <i>160 hours</i> )	2
PSY 8290	Practicum in School Psychology: School-Based I ( <i>225 hours</i> )	3
PSY 8295	Practicum in School Psychology: School-Based II ( <i>225 hours</i> )	3
PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I ( <i>240 hours</i> )	3
PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II ( <i>240 hours</i> )	3
PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III ( <i>240 hours</i> )	3
PSY 8400	Internship in School Psychology ( <i>2000 hours</i> )	6
<b>ELECTIVES</b>		<b>Total: 9</b>
	Elective I	3
	Elective II	3
	Elective III	3
<b>Total Credits Required for Degree</b>		<b>118</b>

\*Curriculum is subject to change.

## **Clinical Psychology**

By offering both the doctor of psychology (Psy.D.) and the doctor of philosophy (Ph.D.) degrees, the College of Psychology demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program is based on a model of the practitioner informed by science and the Ph.D. program is based on a model of the scientist-practitioner. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model. Both require clinical training that includes clinical practica, the clinical competency exam, and a 2,000-hour doctoral internship at a site where the student has applied and been accepted.

Beyond the required courses and experiences of each doctoral program, individual interests in psychology are accommodated through elective course offerings. Students have the option of seeking admission to a concentration, or specializing in a track in which a series of electives are taken in a single specialty area.

The department's faculty is committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

### **Clinical Psychology Concentrations**

Although the college's doctoral programs are committed to the general training of clinical psychologists, we also give students the option of beginning to specialize. Concentrations have been developed in recognized areas of psychology. Each concentration accepts a limited number of students at admission or during the first or second year of study and therefore a student is not guaranteed a slot in a particular concentration. Each concentration consists of a set of electives, a practicum in an approved clinical program related to the concentration, and research activities with faculty in the concentration. Below are listed current concentrations with their required courses.

#### **Clinical Forensic Psychology**

Recognizing the crucial need for competent clinical psychologists working within the justice system, the Clinical Forensic Psychology (CFP) concentration emphasizes clinical psychological skills applicable in the criminal justice system, which include issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; psychological autopsies and criminal profiling; and child custody and parental fitness. Course work includes: Introduction to Forensic Psychology; Forensic Psychology: Criminal Law; Forensic Psychology Assessment; Psychological Interventions in Forensic Settings; Forensic Psychology: Family Law; and Special Issues in Forensic Psychology: Supervision, Consultation, Ethics, and Controversial Issues or Police Psychology.

#### **Clinical Health Psychology**

Clinical Health Psychology (CHP) specializes in the study, treatment, and professional training in the interaction of physical health with the individual's cognitive, emotional, behavioral, and social functions. Its broad scope encompasses intervention for managing severe illnesses, rehabilitating disability, prevention of chronic disease, and maintenance of good health. Significant contributions have been made in chronic pain management, weight control, cardiovascular rehabilitation,

pediatric diseases, and coping with medical procedures. Course work includes: Health Psychology; Anatomy and Pathophysiology; Assessment in Health Psychology; and two intervention Health Psychology courses.

### **Clinical Neuropsychology**

Clinical Neuropsychology (CN) is concerned with the function of the brain and its relationship to all aspects of behavior, as well as the impact of brain dysfunction and injury on individuals' abilities to function. The program not only encompasses the approaches, perspectives, and practice settings of neuropsychology, but also extends to the related disciplines of neuroanatomy, neurophysiology, neuropathology, neurorehabilitation, and child neuropsychological assessment. Course work includes: Clinical Neuropsychology; Clinical Neuroanatomy; Behavioral Neuropathology; Advanced Clinical Neuropsychology; Neuropsychological Case Analysis; and Child and Adolescent Neuropsychological Assessment. Psy.D. students will complete a research project equivalent to a Major Paper, and a Dissertation- equivalent project in the area of neuropsychology under the direction of a neuropsychology faculty member, as well as the Ph.D. three course statistical sequence.

### **Psychodynamic Psychology**

Psychodynamic Psychology (PP) is a discipline of psychology that presents a theory of personality and an explanation of the framework for understanding psychopathology. Psychodynamic theory and technique have demonstrated applicability to conceptualizing and providing treatment for a wide range of interpersonal and intrapsychic difficulties. This program emphasizes contemporary psychoanalytic theories of personality, pathology, and psychotherapy. Course work includes: Psychodynamic Psychotherapy I and II; Narcissistic, Borderline, and Other Character Disorders; Psychodynamic Treatment of Affective Disorders; Psychodynamic Treatment Approach to Family and Group Therapy; and Psychodynamic Psychotherapy in Practice.

### **Serious Mental Illness**

Serious Mental Illness (LTMI), an emerging area of specialization in psychology, studies the treatment and evaluation of severely and persistently mentally ill adults and children and their families. The area focuses on specialized assessment techniques of psychopathology and level of functioning, psychotherapeutic interventions and psychosocial rehabilitation, and psychopharmacology, as well as program development and public policy. Course work includes: Community Psychology with the Seriously Mentally Ill; Treatment of Serious Mental Illness; Consultative Psychopharmacology; and Diagnostic Assessment of Long Term Mental Illness.

### **Tracks**

Students wishing to specialize in a subject area can elect to complete course work in a track. No formal admission requirements are necessary and students complete the courses at their own volition. Students will notify the Director of Academic Affairs of their intention to complete a track.

### **Child, Adolescent, and Family Psychology Track**

Child, Adolescent, and Family Psychology (CAFP) address the assessment and treatment of children and adolescents with significant emotional and behavioral problems and troubled families. The area focuses on empirically supported assessment and treatment methods. In

addition, the area is concerned with efforts to promote and better understand healthy child and family development as well as the prevention of psychological problems of youth.

**Multicultural Track**

This track is designed to provide coursework, research, and practicum experiences to better enable students to work effectively in our demographically changing society.

**Trauma Track**

The object of the Trauma track is to deliver specialized training in trauma as it pertains to the assessment and treatment of individuals. In addition, research into trauma issues is stressed.

**Clinical Psychology Model Curricula**  
**Psy.D. Program 2024-2025 Model Curriculum**

<b>Nova Southeastern University College of Psychology Psy.D. Program 2024-2025 Model Curriculum</b>					
<b>First-Year Fall Semester</b>	<b>Prerequisites or Corequisites</b>	<b>Credits</b>	<b>Third-Year Winter Semester</b>	<b>Prerequisites</b>	<b>Credits</b>
1403 Adult Psychopathology**		3	3403 Social Aspects of Behavior* OR		3
1405 Development: Child and Adolescent*		1.5	4607 Group Theory/Processes**	1610, 2604	
1407 Development: Adult & Older Adult*		1.5	3702 Clinical Practicum IV**	3701	3
1409 Professional Issues & Ethics**		1.5	3704 Supervision IV	3703	1
1501 Assessment: Intelligence Testing with Lab**		3	5890 Directed Study: Research**	2809	2
1603 Systems of Psychotherapy*		1.5			
1605 Social and Cultural Effect in Assessment & Intervention** OR		3			
1401 History & Systems of Psychology*					
<b>First-Year Winter Semester</b>			<b>Third-Year Summer Semester</b>		
1401 History & Systems of Psychology* OR		3	370A Summer Practicum II**	3702	3
1605 Social and Cultural Effect in Assessment & Intervention**	1405	3	370B Summer Supervision II	3704	1
1408 Child & Adolescent Psychopathology**	1403	3	Elective <sup>1</sup>		3
1502 Diagnostic Interviewing**	1403, 1407	3	4499 Advanced Professional Development**		.5
1610 Adult Intervention I**	Pre/Co Req 1605,	1			
1703 Pre-Practicum**	1502	3			
1806 Intermediate Statistics w/Lab*					
<b>First-Year Summer Semester</b>			<b>Fourth-Year Fall Semester</b>		
1416 Cognitive/Affective Aspects of Behavior* Elective <sup>1</sup>		3 3	Clinical Competency Exam**	All required courses plus 6 credits of intervention electives	
			4499 Advanced Professional Development** 2 Electives <sup>1</sup>		.5 6
<b>Second-Year Fall Semester</b>			<b>Fourth-Year Winter Semester</b>		
2507 Objective Personality Assessment**	1501, 1502	3	4402 Consultation & Supervision**	2701-4, 270A, 270B	3
2602 Systems/Family Therapy**		3	Elective <sup>1</sup>		3
2604 Child & Adolescent Intervention**	1405, 1408	1.5			
2701 Clinical Practicum I**	All First Year Except 1416, 1806	3			
2703 Supervision I		1			
2809 Research Design***	1806	3			
2107 Theories of Measurement*		3			
<b>Second-Year Winter Semester</b>			<b>Fifth-Year</b>		
2112 Biological Bases of Behavior*		3	5700 Internship	All course work including 5890: Directed Study: Research	2
2509 Behavioral Assessment**		1.5	"(.5 - 1 credit per semester depending on internship start date. Confirm with office of clinical training prior to registration)"		
2511 Projective Personality Assessment**	1501, 2507	3			
2606 Case Conceptualization**	1610, 2602, 2604, 2701, 2703	3			
2702 Clinical Practicum II**	2701	3			
2704 Supervision II	2703	1			
<b>Second-Year Summer Semester</b>			<b>All elective practica may be counted as intervention electives.</b>		
2406 Psychopharmacology*	2112	1.5			
270A Summer Practicum I**	2702	3			
270B Summer Supervision I	2704	1			
<b>Third-Year Fall Semester</b>					

4607	Group Theory/Processes** OR	1610, 2604	3	<b>TOTAL DEGREE CREDITS 119</b>  <sup>2</sup> Neuropsychology and Forensic concentration students require additional credits to fulfill concentration requirements beyond their 15 credits of electives. Of these required concentration courses, several will fulfill some of the elective requirements, the remaining concentration-required courses will be taken over and above the model curriculum requirements.  * <b>Discipline-specific Knowledge (DSK) Course</b> ** Profession-wide Competency (PWC) Course ***Both DSK & PWC course
3403	Social Aspects of Behavior*	2507, 2509, 2511	3	
3501	Integrated Report**	2507-9-11, 2602, 2604, 2606, 2702-4,	3	
3701	Clinical Practicum III**	270A Pre/Co Req 3501	3	
3703	Supervision III	270B	1	
5890	Directed Study: Research**	2809	2	

## Ph.D. Program 2024-2025 Model Curriculum

Nova Southeastern University College of Psychology Ph.D. Program 2023-2024 Model Curriculum					
First-Year Fall Semester	Prerequisites or Corequisites	Credits	Third-Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology**		3	4402 Consultation & Supervision**	2701-4, 270A, 270B	3
1405 Development: Child and Adolescent*		1.5	3702 Clinical Practicum IV**	3701	3
1407 Development: Adult & Older Adult*		1.5	3704 Supervision IV	3703	1
1409 Professional Issues & Ethics		3	3803 Major Paper**	1807-09, 2808-12	1.5
1501 Assessment: Intelligence Testing w/ Lab**		3	3403 Social Aspects of Behavior*		3
1605 Social and Cultural Effect in Assessment & Intervention**		3			
<b>First-Year Winter Semester</b>			<b>Third-Year Summer Semester</b>		
1408 Child and Adolescent Psychopathology**	1405	3	370A Summer Practicum II**	3702	3
1412 Psychobiology*		3	370B Summer Supervision II	3704	1
1502 Diagnostic Interviewing**	1403	3	4499 Advanced Professional Development*		.5
1610 Adult Intervention I**	1403, 1407,	3			
1703 Pre-Practicum**	1605	1			
1807 Advanced Statistics*	Pre Req. 1605, Co Req. 1502	3			
<b>First-Year Summer Semester</b>			<b>Fourth-Year Fall Semester</b>		
1401 History & Systems of Psychology*		3	Clinical Competency Exam**	All required courses plus 6 credits of intervention electives	
1809 Research Design***		3	4499 Advanced Professional Development*		1.5
			5850 Dissertation		6
<b>Second-Year Fall Semester</b>			<b>Fourth-Year Winter Semester</b>		
2507 Objective Personality Assessment**	1501-2	3	5850 Dissertation**		6
2509 Behavioral Assessment**		1.5			
2603 Systems/Family Therapy**		1.5			
2604 Child and Adolescent Intervention**	1408	1.5			
2701 Clinical Practicum I**	(First Yr Except	3			
2703 Supervision I	1412, 1807/09)	1			
2808 Multivariate Statistics I w/ Lab*	1809	3			
<b>Second-Year Winter Semester</b>			<b>Fifth-Year</b>		
1416 Cognitive/Affective Aspects of Behavior*		3	5700 Internship	All course work including 12 credits of PSY 5850: Dissertation	2
2511 Projective Personality Assessment**	1501-2, 2507	3	"(.5 - 1 credit per semester depending on internship start date. Confirm with office of clinical training prior to registration)"		
2606 Case Conceptualization**	1610, 2603, 2604, 2701, 2703	3			
2702 Clinical Practicum II**	2701	1			
2704 Supervision II	2703	3			
2812 Multivariate Statistics II w/ Lab*	2808				
<b>Second-Year Summer Semester</b>			<b>1For the 6 credits of electives, students must take intervention electives (36XX, 46XX and 47XX). Concentration students may be required to complete additional credits.</b>		
270A Summer Practicum I**	2702	3	<b>All elective practica may be counted as intervention electives.</b>		
270B Summer Supervision I	2704	1			
<sup>1</sup> Elective		3			
<b>Third-Year Fall Semester</b>			<b>TOTAL DEGREE CREDITS 118</b>		
2406 Psychopharmacology*	1412	1.5			
3701 Clinical Practicum III**	2507-9-11, 2603-4-6, 2702-4, 270A, 270B	3			
3703 Supervision III		1			
3803 Major Paper**		1.5			
3809 Theories of Measurement*	1807-09, 2808,	3			
<sup>1</sup> Elective	2812				

## College of Psychology Organization

Karen S. Grosby, Ed.D., Dean  
Mindy Ma, Ph.D., Associate Dean  
Sarah Valley-Gray, Psy.D., ABPP, Chair, Department of Clinical & School Psychology  
Melanie Iarussi, Ph.D., Chair, Department of Counseling  
Jaime L. Tartar, Ph.D., Chair, Department of Psychology and Neuroscience

## Faculty

### Full-Time Faculty

**Soledad Arguelles-Borge, Ph.D.**, Nova Southeastern University, associate professor. Adult caregiving issues; impact of culture on caregiving; best practices for writing dissertation.

**John S. Auerbach, Ph.D.**, State University of New York at Buffalo, professor. Psychological and performance-based assessment; attachment theory; relational-intersubjective approaches to assessment and psychotherapy; personality disorders; developmental, relational, and complex trauma.

**Jonathan Banks, Ph.D.**, University of North Texas, associate professor. Impact of stress on cognitive processes; working memory and executive functioning; mind wandering; mindfulness.

**Ryan Bennett, Psy.D.**, Nova Southeastern University, assistant professor. Neuropsychology in sport and associated traumatic brain injuries; Neurorehabilitation following brain injury; Neuropsychological profiles related to neurodevelopmental disorders; Neuropsychological and personality assessment.

**Ryan Black, Ph.D.**, Nova Southeastern University, assistant professor. Psychometrics, including Classical Test Theory and Modern Test Theories (e.g., Item Response Theory); linear and nonlinear mixed effects regression models; research design and methodology; assessment and treatment of serious and persistent mental illness; post-marketing surveillance of prescription opioid abuse.

**Leanne Boucher, Ph.D.**, Dartmouth College, professor. Behavioral measures of cognitive flexibility; understanding the neural correlates of response inhibition; psychophysics.

**Paula Brochu, Ph.D.**, University of Western Ontario, Canada, associate professor. Prejudice, stereotyping, discrimination, and stigma from the perspectives of both the perceiver and the target, including the processes underlying the expression of prejudice, as well as the consequences of stigma on human functioning.

**Myron Burns, Ph.D.**, Tennessee State University, associate professor. HIV/AIDS; stress-process of health outcomes; drug prevention; family therapy.

**Peter Caproni, Ph.D.**, Adelphi University, associate professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents.

**Ralph E. (Gene) Cash, Ph.D., ABPP, NCSP,** New York University, professor. School psychology; psychoeducational assessment, diagnosis, and treatment; depression; anxiety disorders; suicide prevention; forensics, including child custody, wrongful death effects, and disabilities; stress management; and psychology and public policy.

**William (Matt) Collins, Ph.D.,** McMaster University, professor. Cognitive psychology; cognitive neuroscience; memory development.

**Alexandru F. Cuc, Ph.D.,** New School University, associate professor. Cognitive psychology; conversational remembering; group dynamics; collective amnesia of traumatic events; autobiographical memories.

**Jennifer Davidtz, Ph.D.,** University of Massachusetts Amherst, associate professor. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

**Christian DeLucia, Ph.D.,** Arizona State University, professor. Emergence of problem behaviors during adolescence, with a particular emphasis on adolescent substance use and abuse; statistical methods for the analysis of longitudinal data; and methodological issues relevant for the design and analysis of psychosocial interventions.

**Mindy L. Dunagan, Ph.D.,** University of Mississippi, assistant professor. Holistic wellness, sport counseling, athlete wellness and performance, group counseling, and play therapy.

**Amy E. Ellis, Ph.D.,** Nova Southeastern University, assistant professor. Director of the Trauma Resolution & Integration Program. Complex trauma, trauma and trauma-related disorders; trauma-informed care for heightened-need individuals; traumatization in heightened-need populations; trauma-informed clinical training and supervision; psychologists' role in advocacy.

**David Feldman, Ph.D.,** Gallaudet University, associate professor. Clinical and forensic psychology specializing with the deaf and hard-of-hearing; sexual offenders; competency; correctional psychology; psychology and the law; psychological evaluation and assessment; military psychology; psychology of leadership; combat and post-traumatic stress disorders.

**Mercedes Fernandez, Ph.D.,** University of Arizona, professor. Neuropsychology; human electroencephalography; executive control in bilinguals.

**Maria Fimiani, Psy.D.,** Nova Southeastern University. Assistant Professor. Clinical Health psychology; Consultation-Liaison psychology; medical education and behavioral medicine; provider wellness/burnout prevention.

**Ana Imia Fins, Ph.D.,** University of Miami, professor. Clinical health psychology; behavioral sleep medicine; insomnia; Cognitive Behavioral Therapy for Insomnia; bi-directional relationships between sleep and psychological and physiological markers of health.

**Diana Formoso, Ph.D.**, Arizona State University, associate professor. Risk and protective factors that shape youth development within low-income families; family conflict, parenting, and child outcome and how they are impacted by families' ecological and cultural context (e.g., economic hardship, neighborhood risk, immigration and acculturation); intervention development for heightened-need children and families experiencing adversity; the family lives and school experiences of immigrant youth.

**Maritza Gallardo-Cooper, Ph.D.** University of Florida. Counseling, assessment, crisis intervention, play therapy, multicultural/bilingual practice, and clinical supervision.

**Barbara Garcia-Lavin, Ph.D.**, Nova Southeastern University, associate professor. Psychological assessment; training/supervision; autism and developmental disabilities; youth aggression and conduct problems; health psychology; school psychology.

**Emily Georgia, Ph.D.**, University of Miami, assistant professor. The role of traumatic events on dyadic adjustment; couples' help seeking behaviors; impact of flexibly-delivered couple interventions with a focus on heightened-need populations.

**Charles Golden, Ph.D., ABPP/ABCN**, University of Hawaii, professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

**Arie T. Greenleaf, Ph.D.**, University of Iowa, professor. Nature-based counseling; research on the efficacy of ecotherapeutic interventions; physical activity and mental health; military veterans; sports counseling.

**Donna Hillier, Psy.D.**, Nova Southeastern University, assistant professor. Program director, forensic psychology master program. Clinical psychology supervision and professional training; emotional intelligence; high achievers; women's issues.

**Allie Holschbach, Ph.D.**, Michigan State University, assistant professor. Behavioral neuroendocrinology; social behavior; anxiety-like behaviors; serotonin; hormones; brain plasticity; neural underpinnings of social and emotional behavior; hormones and behavior; sex differences in the brain and behavior.

**Jung (June) Hyun, Ph.D.**, Georgia State University, associate professor. Multicultural counseling and social justice issues, school counselor supervision, SFC (School, Family, and Community) partnership, and promoting resiliency of AAPI.

**Melanie Iarussi, Ph.D.**, Kent State University, associate professor. Clinical mental health counseling; substance use and addiction counseling; counselor education and supervision; motivational interviewing; evidence-based practices; professional training.

**Taylor Irvine, Ph.D.**, Florida Atlantic University, assistant professor. Couples and infidelity; eating disorders and body image concerns; culturally responsive and evidence-based methods across counseling research, training, and practice.

**Nicole Jimenez, Psy.D.**, Nova Southeastern University, assistant clinical professor. Supervisor of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic and Director of Internship Training for the South Florida Consortium Internship Program (SFCIP). Clinical supervision and training; treatment of the child, adolescent, and family population; psychological assessment; trauma-informed care.

**Tara Jungersen, Ph.D.**, University of Tennessee, professor. Counselor preparation; vicarious trauma; adults in transition; women's issues; domestic violence; clinical supervision.

**Elda Kanzki-Veloso, Ph.D.**, Barry University, professor. Developmentally and contextually oriented family-based treatment, drug counseling, mediation, crisis intervention, clinical supervision, MDFT trainer, family-based brief therapy.

**Shannon Karl, Ph.D.**, University of Central Florida, professor. Community mental health, chronic pain, eating disorders, domestic violence, child and adolescent treatment and post-traumatic stress disorder.

**Iryna Kasi, Ph.D.**, University of Central Arkansas, assistant professor. Psychological and psychoeducational evaluations, school neuropsychological assessment, assessment and intervention with culturally and linguistically varied individuals, differentiating cultural and linguistic differences from disorders.

**Tom Kennedy, Ph.D.**, University of Miami, associate professor. Neuropsychological assessments; behavioral medicine interventions; psychotherapy; group therapy; family therapy.

**Jeffrey L. Kibler, Ph.D.**, University of Miami, professor. Cognitive-behavioral regulation of emotion/mood disorders. Behavioral medicine: biobehavioral aspects of posttraumatic stress, psychosocial stress, and pain; psychosocial risks for illness (e.g., heart disease); health risk reduction; psychophysiology.

**Justin Landy, Ph.D.**, University of Pennsylvania, assistant professor. Social cognition of moral judgment and decision-making, especially moral reasoning, judgments of moral character, and related processes; meta-science and reproducibility.

**Christopher Layne, Ph.D.**, University of California, Los Angeles, associate professor. Traumatic stress bereavement, and grief; community violence and war trauma; developmental psychopathology; theory building; test construction; evidence-based assessment; evidence-based practice; competency based professional training and curriculum development; developing and evaluating manualized interventions for traumatic stress and bereavement; psychosocial mediators and moderators of post-traumatic adjustment.

**Patrice Leopold, Ph.D.**, University of Florida, assistant professor. Couples and family counseling, marginalized populations, diversity, intersectionality, relational-cultural theory, clinical supervision, and creativity in counseling.

**Mindy Ma, Ph.D.**, University of Miami, professor. Cardiovascular behavioral medicine; HIV prevention; health risk behaviors; stress and coping.

**Madhavi Menon, Ph.D.**, Florida Atlantic University, professor. Developmental costs of high self-esteem; gender identity development; narcissism and psychosocial adjustment; social development in middle childhood and emerging adulthood; peer and parental relationships in middle childhood and emerging adulthood.

**Janell L. Mensinger, Ph.D.**, City University of New York, Graduate Center, associate professor. Eating disorders prevention and treatment, weight stigma, intuitive eating, positive embodiment, biofeedback interventions, interoceptive awareness, traumatic stress, heart rate variability monitoring, self-care and resilience, quantitative methods, psychometrics, mechanisms and moderators of treatment effects.

**Timothy R. Moragne, Psy.D.**, Wright State University, professor. Heightened-need issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS.

**James Munoz, Ph.D.**, Tulane University, associate professor. Factors that regulate the proliferation, migration, and differentiation of neural stem cells.

**Barry Nierenberg, Ph.D., ABPP**, University of Tennessee, professor. Rehabilitation and Health Psychology: psychological factors in chronic illness, biopsychosocial aspects of wellness and disease, healthcare disparities, pediatric psychology, child and family adaptations to acute and chronic medical conditions; business of psychology and professional credentialing.

**Anna Owens, Ph.D.**, Florida Atlantic University, assistant professor. Clinical supervision, school-based mental health counseling, evidence-based K-16 programs, SEL development, college/career readiness, child and adolescent diagnosis and treatment.

**Randy K. Otto, Ph.D., ABPP**, Florida State University, associate professor. Forensic psychological assessment, clinical judgment and decision making, assessment of response style, assessment of violence risk, expert testimony and forensic report writing, mental health law, legal and professional regulation of psychologists.

**Carly Paro-Tompkins, Ed.D.**, Argosy University-Sarasota, associate professor. Multicultural counseling; social justice; social class; self-harm and suicidal ideation in adolescents and young adults.

**Ashlei Petion, Ph.D.**, Georgia State University, assistant professor. Promoting healthy familial relationships that contribute to healthy, strong communities; generational trauma and healing in Black communities.

**Scott Poland, Ed.D.**, Ball State University, professor. Suicide intervention; crisis intervention; youth violence; self-injury; school safety; delivery of psychological and counseling services in schools.

**Patrick Powell, Ed.D.**, Argosy University, associate professor. Trauma; PTSD; vicarious traumatization; military counseling; behavioral addictions; counselor preparation.

**Bady Quintar, Ph.D., ABPP**, University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

**Tim Razza, Psy.D.**, Nova Southeastern University, associate professor. Clinical psychology; child and adolescent psychopathology; psychological assessment; treatment of anxiety and disruptive behavior disorders; assessment of suicide in children and adolescents.

**David Reitman, Ph.D.**, University of Mississippi, professor. Cross-setting (home and school) problems involving children and adolescents; disruptive behavior; interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

**Michele Rivas, Ph.D.**, Syracuse University, assistant professor. multicultural counseling competencies, disability counseling competencies, counselor development, and disability rhetoric within the counseling discourse.

**Lisa Robison, Ph.D.**, Stony Brook University, assistant professor. Influence of health behaviors on brain health and diseases with a neurobiological basis. Influence of biological factors on lifestyle interventions.

**Josephine Rodriguez, Ph.D.**, Barry University, lecturer. Couples and families; Mental health counseling; substance use and addiction; co-occurring disorders; integrative practice; clinical supervision; Bariatric Counseling; and telehealth.

**Jessica J. Ruiz, Psy.D.**, Nova Southeastern University, associate professor. Director of the Healthy Lifestyles Guided Self-Change Program. Assessment, prevention, and intervention of substance use disorders and behavioral addictions; co-occurring disorders; PTSD and other trauma-related disorders; Motivational Interviewing and harm reduction.

**Mohammad Golam Sabbir, Ph.D.**, University of Jadavpur, assistant professor. Specialized in molecular biology and neuroscience, with a focus on unraveling the molecular mechanisms underlying Alzheimer's pathogenesis.

**Emily Salivar, Ph.D.**, University of Miami, assistant professor. Couple processes and intervention; treatment dissemination and cost-effectiveness; heightened-need populations; impact of trauma on relationship functioning.

**Glenn Scheyd, Ph.D.**, University of New Mexico, associate professor. Evolutionary psychology; human mate selection; individual differences in attractiveness perception; intrasexual competition.

**Robert Seifer, Ph.D.**, Nova Southeastern University, associate professor. Sport psychology; psychological performance enhancement in athletes; attention deficit hyperactivity disorder; positive psychology; clinical practice in community mental health and private practice settings.

**LaToya Shakes Malone, Ph.D.**, Boston College, assistant professor. Risk and protective factors influencing outcomes for people of color and immigrant youth and families; psychological and psychoeducational assessment; clinical diagnosis and treatment.

**Aya Shigeto, Ph.D.**, University of Illinois, associate professor. Social and emotional development in infancy and early childhood; family systems theory; child temperament; parenting behavior; parent-child relationships.

**Nurit Sheinberg, Ed.D.**, Harvard University, assistant professor. Early childhood development evaluation; autism; parental support.

**Linda C. Sobell, Ph.D., ABPP**, University of California, Irvine, professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination; assessment and treatment evaluation; natural recovery; motivational interventions; professional issues.

**Valerie Starratt, Ph.D.**, Florida Atlantic University, professor. Evolutionary psychology; verbal and physical domestic abuse; mate value and mate retention behaviors; resource management strategies; neurophysiology of evolved psychological mechanisms.

**Weylin Sternglanz, Ph.D.**, University of Virginia, associate professor. Interpersonal perception; nonverbal decoding accuracy; deception detection; empathic accuracy; romantic attraction.

**Ashley Stripling, Ph.D.**, University of Florida, associate professor. Geropsychology; clinical training; research and advocacy; promotion of successful; healthy aging through advocacy and clinical interventions; understanding ageism, subjective aging, and the intersection of aging language and perceptions; combating ageist stereotypes.

**Lourdes Suarez-Morales, Ph.D.**, University of Missouri-Columbia, associate professor. Cultural factors in clinical research; cognitive, environment, and cultural factors and their relationship to anxiety in youth.

**Jaime Tartar, Ph.D.**, University of Florida, professor. Physiological consequences of stress; influence of emotion on attention; influence of sleep loss on cognition and emotion.

**Vanessa Teixeira, Ed.D.**, Argosy University, Washington D.C., lecturer. Transgender counseling issues, trauma focused cognitive behavioral therapy, severe mental illness, supervision, and social justice.

**Mercedes B. ter Maat, Ph.D., LPC, ATR-BC**, Virginia Polytechnic Institute and State University, professor. School counseling, mental health counseling, supervision; multicultural counseling; art therapy; risk and protective factors in immigrant and low-income children and families; humanitarian work.

**Kayla Gurak Thayer, Ph.D.**, University of Miami, assistant professor. Psychological treatment of severe psychopathology in adults during all phases of treatment; complex clinical presentations with psychiatric and medical comorbidities; recovery-oriented and evidence-based treatments; veteran and military populations; chronic and severe mental illness; culturally informed treatments; improving patient mental health outcomes; sociocultural variables and other treatment-related beliefs and behaviors that impact attrition or premature dropout from treatment.

**Eric S. Thompson, Ph.D.**, University of Florida, associate professor. Family-school-community collaboration, social justice advocacy, the use of data and evaluation to facilitate comprehensive change in school guidance programs, interdisciplinary research collaboration with health sciences, advanced statistics, contemplative methods for attention development and well-being in adults and children.

**Isabel A. Thompson, Ph.D.**, University of Florida, associate professor. Counselor well-being and burnout prevention, wellness and stress management, integrating creativity and mindfulness in group counseling, the application of contemplative approaches in counseling, and school-based interventions for students at risk.

**Jessica Tinstman Jones, Ph.D.**, University of Central Florida, assistant professor. Disaster Mental Health Counseling; individual, family, and group services in community, school, and hospital settings at inpatient and outpatient levels; crisis and trauma; suicidal ideations and behaviors; crisis intervention training and services; suicide prevention with a focus on Military families and youth mental health; mental health services for Military populations.

**Jessica Valenzuela, Ph.D.**, University of Miami, associate professor. Pediatric psychology; disparities in child health outcomes and health care quality; chronic illness prevention and disease management; psychologists in medical settings; community-based participatory research approaches and academic-community partnerships for health.

**Sarah Valley-Gray, Psy.D., ABPP**, Nova University, professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

**Vincent B. Van Hasselt, Ph.D.**, University of Pittsburgh, professor. Family and interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

**Michael Voltaire, Ph.D.**, Florida International University, associate professor. Applied behavior analysis; developmental disabilities; life-span human development; autism.

**Angela Waguespack, Ph.D.**, Louisiana State University, professor. Psychological, psychoeducational and functional behavior assessment; school-based consultation; psychological services within schools; behavioral interventions with children and adolescents.

**Galaxina G. Wright, Ph.D.**, University of Central Florida, assistant professor. Career development barriers, with a particular emphasis on historically marginalized populations; career counseling interventions; mentorship in counselor education; school-based mental health therapy interventions within elementary schools.

### **Professors Emeriti**

**W. Joseph Burns, Ph.D., ABPP**, University of North Dakota. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

**Frank A. De Piano, Ph.D.**, University of South Carolina. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis); community psychology; health and medicine; development of models for professional training of psychologists.

**William Dorfman, Ph.D., ABPP**, Ohio State University. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psycho-diagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

**Tom Fagan, Ph.D.**, Virginia Tech. Forensic psychology.

**Allan Schulman, Ph.D.**, Pennsylvania State University. Animal behavior; ethology; behavioral ecology.

**David Shapiro, Ph.D., ABPP**, University of Michigan. Forensic psychology; mental health law; forensic and clinical assessment; expert witness testimony; malingering; legal and ethical issues.

**Lenore Walker, Ed.D., ABPP**, Rutgers, State University of New Jersey. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory.

### **Contributing Faculty**

**W. Alex Edmonds, Ph.D.**, Florida State University. Educational psychology; performance psychology; program evaluation; statistics and measurement.

**Jose A. Rey, Pharm.D., BCPP**, University of Florida. Psychopharmacology, pharmacoconomics; pain management.

**Troy Robinson, Ed.D.**, Nova Southeastern University. Multiple intelligences; cooperative learning; professional learning communities; technology integration; educational leadership; organizational leadership; quality online graduate education.

### **Part-Time Core Faculty**

**Erin Anderson, Ph.D., NCSP**, University of Florida. School psychology; pediatric psychology; pre-kindergarten assessment and intervention; neurodevelopmental disabilities; assessment and evaluation; social-emotional and behavioral challenges and disorders.

**Emily Luis Cimino, Ph.D.**, University of South Florida, core faculty. School Psychology. Early Childhood Intervention.

**Denise Hildebrand, Ph.D.**, University of Saskatchewan. School psychology; cognitive and psychoeducational assessment; test development; intervention strategies.

**Lidia Martinez, Ph.D., LMHC, MCAP, ADC**, Nova Southeastern University. Substance abuse treatment and prevention; individual and group therapy; family and marital therapy; and childhood obesity prevention.

**Mary Alice Myers, Ed.D.**, University of Central Florida. Multi-Tiered System of Supports (MTSS), special education policy and practices, addressing critical shortage of school psychologists, and advocacy in education.

**Amanda Prive, Ph.D., NCSP, BCBA**, University of South Florida. School psychology; adolescent psychopathology; crisis intervention; pre-kindergarten assessment and intervention; behavior analysis.

**Steve Rudin, Ed.D.**, University of Illinois. Associate lecturer.

**Sejal Shah, Psy.D.**, Nova Southeastern University, associate lecturer. Clinical Psychology.

**Victor O. Wallen, Ph.D.**, Florida International University. Social welfare; cross-cultural understanding; substance abuse; individual and group therapy; family and marital therapy.

### **Clinical Faculty**

**Sohani Char, Psy.D.**, Nova Southeastern University, assistant clinical professor; clinical supervisor of the Unicorn Children's Foundation Developmental Assessment Clinic. Psychological assessment for autism spectrum disorder and developmental delays; cultural disparities in identification and treatment of autism; clinical supervision and training.

**Nicole Jimenez, PsyD**, Nova Southeastern University, assistant clinical professor. Supervisor of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic. Provides clinical supervision and training for psychological assessment and therapy; Interests include treatment of the child, adolescent, and family population, specifically who have endured trauma-related experiences.

**Leonard Schnur, Psy.D., ABPP**, Nova Southeastern University, associate clinical professor. Clinical supervision and training; treatment of mood disorders for adult and adolescent populations; time-limited dynamic psychotherapy; psychotherapy integration approaches for treatment of personality disorders.

**Tara Sheehan, Ph.D., BCBA**, Nova Southeastern University, assistant clinical professor; clinical supervisor of the Kapila Family Foundation Challenging Behavior Clinic. Clinical supervision and training in applied behavior analysis, functional behavior assessment, behavior intervention, functional skills assessment, skill acquisition training, functional communication training, and caregiver training. Autism Spectrum Disorder; Intellectual and Developmental Disabilities; Attention Deficit and Hyperactivity Disorder, Oppositional Defiant Disorder.

**Yukari Tomozawa, Psy.D.**, Nova Southeastern University, assistant clinical professor. Provides treatment for children, adolescents, and families as well as psychological testing. Parent training, behavioral and developmental disorders/ADHD; anxiety disorders; other chronic mental illnesses.

**Shannon Worton, PsyD**, Nova Southeastern University, Assistant Clinical Faculty/Assistant Director of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic; clinical supervision and training, and psychological assessment.

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As of July 2022

COLLEGE OF PSYCHOLOGY				REVISED 8/9/24			
FT & CLINICAL FACULTY	Phone	Email	Room	FACULTY (87 Total)	Phone	Email	Room
Argüelles-Borge, Soledad	25820	soledada	2040	Shakes Malone, LaToya	24166	shakesma	1082
Auerback, John	22725	jauerba1	1061	Shapiro, David	25705	shapirod	1058
Banks, Jonathan	27965	jb2676	Prkr 241	Sheinberg, Nurit	27136	nurit	2067
Bennett, Ryan	25886	rb1934	1111	Shigeto, Aya	28006	as1959	Prkr 238
Black, Ryan	25794	blackrya	1076	Simco, Ed	25744	ed	2030A
Boucher, Leanne	28469	lb1079	Prkr 223	Starratt, Valerie	27674	vs311	Prkr 236
Brochu, Paula	25870	pbrochu	2065	Sternglanz, Weylin	28177	sterngla	Prkr 240
Burns, Myron	27914	myron.burns	Prkr 229	Stripling, Ashley	25762	astripling	1029
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Cash, Gene	25703	cralph	2063	Tartar, Jaime, Chair	28192	tartar	Prkr 226
Cohen, Laura	25711	Lcohen1	Flex/Tampa	ter Maat, Mercedes	25728	termaat	1058
Collins, Matt	28101	wc292	Prkr 222	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Cuc, Alexandru	25889	calex	2064	Thayer, Kayla	25880	kthayer	1027
Davidtz, Jennifer	25817	jdavidtz	1036	Thompson, Eric	25691	ethompson	2034
DeLucia, Christian	25810	cdelucia	1081	Thompson, Isabel	25602	ithompson	2040A
Dorfman, William	N/A	dorfman	N/A	Tinstman Jones, Jessica	25606	jtinstma	ORL
Dunagan, Mindy	25781	mdunagan	Tampa 1219	Valenzuela, Jessica	25737	fv637	1028
Ellis, Amy	25902	Amy.Ellis	1034	Valley-Gray, Sarah, Chair	25783	valleygr	2023
Feldman, David	25651	dfeldman	2032	Van Hasselt, Vincent	25752	vanhasse	1079
Fernandez, Mercedes	27804	mf934	Prkr 242	Voltaire, Michael	28190	mvoltair	Prkr 230
Fimiani, Maria	25689	mf245	2026A	Waguespack, Angela	25719	waguespa	2070
Fins, Ana	25897	anaifins	1066	Walker, Lenore	25724	walkerle	2030A
Formoso, Diana	25772	formoso	2068	Wright, Galaxina	25608	gwright2	2048A
Gallardo-Cooper, Maria	27897	mg1011	2048	<b>CLINICAL FACULTY</b>	<b>Phone</b>	<b>Email</b>	<b>Room</b>
Garcia-Lavin, Barbara	27917	garciala	1077	Char, Sohani	27194	sb1824	MSC 1218
Georgia, Emily	25895	esalivar	1039	Jiminez, Nicole	25785	nm519	1027A
Golden, Charles	25715	goldench	1055	Schnur, Leonard	25731	schnur	1102
Greenleaf, Arie	25610	agreenle	2031	Singh, Amrita	27089	as1561	MSC 2242
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Sloan-Pena, Gesenia	25841	gsloanpe	1083A
Hillier, Donna	27264	donnangu	2079	Tomozawa, Yukari	25755	tomozawa	1100A
Hubbard, Juliette	25830	jh2688	1057	Worton, Shannon	25884	worton	1101
Iarussi, Melanie, Chair	25734	miarussi	2024	<b>RECRUITMENT/ADM</b>	<b>Phone</b>	<b>Email</b>	<b>Room</b>
Irvine, Taylor	25742	ti480	2041	Datis, Gabriella	25898	gd875	2083
Jungersen, Tara	25764	tj290	2036	Gayle, Gregory	25903	ggayle1	2078A
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/1058	Kalam, Sherene (ADM)	25721	kalamd	2030
Karl, Shannon	25725	shannon.karl	ORL 221D/1058	Matthies, Austin	25832	am3810	2010
Kasi, Iryna	25716	ikasi	2073	McIntosh, Ashley		ashley.mcintosh	2083
Kennedy, Thomas	25807	ktom	2026B	Noriega, Anthony	26902	anorieg0	DeSantis 1100
Kibler, Jeffrey	25879	kibler	1072	Perez, Carlos	25702	perez	2026C
Landy, Justin	25653	jlandy	Prkr 247	<b>CLINICAL PSYCHOLOGY</b>	<b>Phone</b>	<b>Email</b>	<b>Room</b>
Layne, Christopher M.	25718	clayne	1062	Burion, Wendy	25726	wburion	2020
Leopold, Patrice	25605	pleopold	2037	Vassell, Cavell	25749	cavell.vassell	2026
Ma, Mindy	27934	mmindy	Prkr 243	<b>MAS TERS PROGRAMS</b>	<b>Phone</b>	<b>Email</b>	<b>Room</b>
Menon, Madhavi	27988	madhavi	Prkr 239	Castro, Daiana	25891	daiana	2081B
Mensing, Janell	25402	jmensing	1073	Gonzalez, Safiye	25709	sgonzalez1	2081
Moragne, Timothy	25735	moragne	1075	Levine, Brenda	25799	bl174	2077A
Munoz, James R.	28070	jm2701	Prkr 237	Quesada, Nancy	25740	qnancy	2081
Nierenberg, Barry	25732	nierenbe	1056	Zawoyski, Pat	25720	zawoyski	2081
Otto, Randy	25787	rotto1	1074	<b>SCHOOL PSYCHOLOGY</b>	<b>Phone</b>	<b>Email</b>	<b>Room</b>
Owens, Anna	25904	aowens1	2060	O'Sullivan, Suzanne	25826	osulliva	2081
Paro, Carly	25736	cparo1	Flex/Tampa	<b>UNDERGRADUATE/MAS TERS</b>	<b>Phone</b>	<b>Email</b>	<b>Room</b>
Poland, Scott	25881	spoland	1063	Ruggiero, Jeanne	28063	jruggier	Prkr 227
Powell, Patrick	45224	ppowell1	Tampa 1220	Schenck, Regina	25757	rschenck	2014
Quintar, Bady	25751	badyq	2066	<b>SUPPORT STAFF</b>	<b>Phone</b>	<b>Email</b>	<b>Room</b>
Quesada, David	22874	dquesada	CCR 440	Berner, Kirk (Student Support)	25727	kirk	2018
Razza, Timothy	28096	razzatim	Prkr 257	Coello, Yvette (Dean's Office)	25712	ycoellp	2020
Reitman, David	25717	reitmand	2035	Consalvo, Toni (Finance)	27114	ctoni	2017
Rivas, Michele	25847	mrivas1	2073A	Crevecoeur, Carise (HR)	25782	crevecoe	2016
Robison, Lisa	25604	lrobiso1	Prkr 245A	Freyre, Erised (EVAL)	25816	freyre	2039
Rodriguez, Josephine	25603	Jrodrig2	2037A	Gutierrez, Digna	25612	gdigna	2015B
Ruiz, Jessica	25614	jessruiz	1035	Iglesias, Robert (Development)	23017	riglesia	DeSantis 5182B
Sabbir, Mohamad	27901	msabbir	Prkr 307	Izzi, Doreen (Clinic)	25788	gainesde	1123
Scheyd, Glenn	27991	scheydjr	Prkr 231	Kriss, Marilyn (WP)	25763	krissm	2014
Seifer, Robert	25681	seiferro	1040	Marshall, Susie (Development)	23014	msusanne	Sonken 405D
Maltz Reservations - 25763				Munoz, Lee (Student Support)	25803	mleonisa	2020
Tech Support 20070/ http://nsuservicenow.nova.edu, Clinic Intake - 25823				Palmer, Stacy (HR)	25765	stacpalm	2015A
Public Safety-28999/Testing Library-25940/NSU Student Counseling - 27050				Project Rise	25756	projectrise	2029

## NSU Resources

<b>College of Psychology Graduate Program Information</b>	Nova Southeastern University College of Psychology 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-5790 Toll free: 1-800-541-6682 Ext: 25790 Email: <a href="mailto:gradschool@nova.edu">gradschool@nova.edu</a>
<b>Admissions</b>	Nova Southeastern University College of Psychology Graduate Admissions Office 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-5760 Toll free: 1-800-541-6682 Ext: 25760 Fax: (954) 236-3893 Email: <a href="mailto:gradadm@nova.edu">gradadm@nova.edu</a> <a href="http://www.nova.edu/dra/index.html">www.nova.edu/dra/index.html</a>
<b>Financial Aid</b>	Nova Southeastern University Office of Student Financial Assistance Horvitz Administration Building First Floor 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-3380 Toll free: 1-800-806-3680  <a href="https://www.nova.edu/financialaid/index.html">https://www.nova.edu/financialaid/index.html</a>
<b>Residential Life and Housing</b>	Nova Southeastern University Office of Residential Life & Housing 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7052 Toll free: 1-800-541-6682 Ext: 27052 <a href="http://www.nova.edu/housing/">www.nova.edu/housing/</a>
<b>International Student Advisement</b>	Nova Southeastern University Office of the University Registrar International Student Advisor 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7240 Toll free: 1-800-541-6682 Ext: 27240 <a href="http://www.nova.edu/internationalaffairs/index.html">www.nova.edu/internationalaffairs/index.html</a>
<b>Veterans' Benefits</b>	Nova Southeastern University Office of the University Registrar Coordinator of V.A. Benefits 3301 College Avenue Fort Lauderdale, Florida 33314-7796	Toll free: 1-800-541-6682 Ext: 27236 <a href="http://www.nova.edu/veterans/benefits.html">www.nova.edu/veterans/benefits.html</a>