

# **NSU**

## **Florida**

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College of Psychology  
**NOVA SOUTHEASTERN  
UNIVERSITY**

## **Department of Counseling**

### **Policies and Procedures Handbook**

**2019-2020**

\*Supplemental to Nova Southeastern University  
Policy and Procedure Handbook at  
[www.nova.edu/student-handbook](http://www.nova.edu/student-handbook)

Website: <http://psychology.nova.edu>

The policies contained in this handbook supersede any previous handbook versions.

Revised: 1/2020

## TABLE OF CONTENTS

ACADEMIC CALENDAR 2019-2020 .....	4	Counseling (Online) Students .....	30
ACADEMIC REGULATIONS AND INFORMATION.....	15	COLLEGE OF PSYCHOLOGY STUDENT AID PROGRAMS .....	30
CALENDAR AND CLASSES.....	15	College Scholarships .....	30
STUDENT ENROLLMENT .....	15	COLLEGE OF PSYCHOLOGY STUDENT EMPLOYMENT .....	30
Full-time Status .....	15	Assistantships .....	30
Leave of Absence.....	16	STUDENT FACILITIES.....	30
Concentration and Format Changes.....	16	Notice (Bulletin) Boards.....	30
Time Limit Requirements .....	16	DISCLOSURES .....	31
Failure to Register.....	16	Licensure .....	31
ADVISING .....	17	PROFESSIONAL OPPORTUNITIES AND ENGAGEMENT .....	32
Registration Policies and Procedures.....	17	DEPARTMENT OF COUNSELING.....	33
Payment of Tuition and Fees .....	17	Mission .....	33
Tuition and Fees.....	17	Vision.....	33
Professional Liability Insurance .....	18	COUNSELING PROGRAM.....	35
Refund Policy.....	18	SCHOOL COUNSELING CONCENTRATION .....	37
Class Cancellation Policy .....	19	SCHOOL COUNSELING CURRICULUM AND DEGREE COMPLETION REQUIREMENTS .....	37
Drop/Add .....	19	SCHOOL COUNSELING MATRICULATION REQUIREMENTS (DEGREE CANDIDACY).....	38
Withdrawal from a Course.....	19	ACADEMIC STANDING (FOLLOWING MATRICULATION).....	39
Transfer of Credit.....	19	Probation.....	39
PROVISIONAL ADMISSIONS .....	20	Dismissal .....	39
GRADING POLICY.....	20	ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS) .....	39
Policy for Grading Disputes.....	21	SCHOOL COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS .....	39
EVALUATION OF MASTER’S STUDENTS .....	22	School Counseling Internship Prerequisites .....	41
Core Performance Standards for Admission and Progress .....	22	COMPETENCY ATTAINMENT .....	41
Endorsement/Recommendation Policy .....	23	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES.....	42
STUDENT CONDUCT .....	23	SCHOOL COUNSELING EXAMINATION REQUIREMENTS .....	42
PROFESSIONAL STANDING COMMITTEE .....	24	CERTIFICATION IN GUIDANCE AND COUNSELING.....	43
DEGREE CONFERRAL .....	24	SCHOOL COUNSELING – NON-DEGREE CERTIFICATION OPTION .....	43
GRADUATION.....	24	CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION .....	48
ETHICAL ISSUES IN THE DEPARTMENT OF COUNSELING PROGRAMS.....	25		
Dual Relationships between Faculty Members and Students.....	26		
No Direct Payment to Faculty.....	27		
STUDENT GRIEVANCES AND APPEALS .....	27		
Informal Procedure .....	27		
Formal Procedure.....	27		
REMEDIATION POLICY .....	28		
READMISSION .....	29		
OTHER POLICIES AND INFORMATION .....	30		
INTERNATIONAL STUDENTS.....	30		

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM AND DEGREE COMPLETION REQUIREMENTS .....	49	SUBSTANCE ABUSE COUNSELING PRACTICUM REQUIREMENTS .....	63
CLINICAL MENTAL HEALTH COUNSELING MATRICULATION REQUIREMENTS (DEGREE CANDIDACY) .....	50	Substance Abuse Counseling and Education (SACE) Practicum .....	64
ACADEMIC STANDING (FOLLOWING MATRICULATION).....	51	Substance Abuse Counseling (SAC) Practicum Prerequisites .....	65
Probation .....	51	Substance Abuse Counseling and Education (SACE) Practicum Prerequisites .....	65
Dismissal.....	51	COMPETENCY ATTAINMENT .....	65
ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS).....	51	SUBSTANCE ABUSE COUNSELING LICENSURE AND CERTIFICATION .....	65
CLINICAL MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS .....	51	Florida Certified Addiction Professional (CAP) and Florida Master's Level Addiction Professional (MCAP) .....	66
Clinical Mental Health Counseling Practicum Prerequisites.....	53	APPLIED BEHAVIOR ANALYSIS CONCENTRATION .....	70
COMPETENCY ATTAINMENT .....	53	APPLIED BEHAVIOR ANALYSIS CURRICULUM AND DEGREE COMPLETION REQUIREMENTS.....	70
COUNSELOR DISPOSITIONS.....	53	Non-Degree Applied Behavior Analysis ...	71
CLINICAL MENTAL HEALTH COUNSELING COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE) .....	54	APPLIED BEHAVIOR ANALYSIS MATRICULATION REQUIREMENTS (DEGREE CANDIDACY).....	72
RESIDENTIAL INSTITUTE .....	54	Applied Behavior Analysis (BCBA) .....	72
CLINICAL MENTAL HEALTH COUNSELING LICENSURE AND CERTIFICATION .....	55	ACADEMIC STANDING (FOLLOWING MATRICULATION).....	72
State of Florida Licensure for Mental Health Counselors.....	55	Probation.....	72
State Authorization of Distance Learning..	56	Dismissal .....	73
SUBSTANCE ABUSE COUNSELING AND SUBSTANCE ABUSE COUNSELING AND EDUCATION CONCENTRATIONS .....	60	ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS) .....	73
SUBSTANCE ABUSE COUNSELING CURRICULUM AND DEGREE COMPLETION REQUIREMENTS.....	61	APPLIED BEHAVIOR ANALYSIS PRACTICUM REQUIREMENTS .....	73
SUBSTANCE ABUSE COUNSELING MATRICULATION REQUIREMENTS (DEGREE CANDIDACY) .....	62	Applied Behavior Analysis Practicum .....	74
ACADEMIC STANDING (FOLLOWING MATRICULATION).....	63	Applied Behavior Analysis Practicum Prerequisites.....	74
Probation .....	63	COMPETENCY ATTAINMENT .....	75
Dismissal.....	63	APPLIED BEHAVIOR ANALYSIS LICENSURE AND CERTIFICATION .....	75
ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS).....	63	Behavior Analyst Certification Board (BACB).....	75
		Master of Science in Counseling Programs.....	78
		Course Descriptions Index.....	78
		COUNSELING PROGRAMS ADMINISTRATION.....	85
		Department of Counseling Administration	85
		DEPARTMENT OF COUNSELING FACULTY PROFESSIONAL INTERESTS .....	86

Full-Time Faculty .....	86
Part-Time Core Faculty.....	87
Contributing Faculty .....	87
Adjunct Faculty.....	89
Important Contact Information .....	92
NSU REGIONAL CAMPUSES CONTACT INFORMATION.....	111
College of Psychology Phone List.....	112



**DEPARTMENT OF COUNSELING  
COLLEGE OF PSYCHOLOGY  
ACADEMIC CALENDAR 2019-2020  
Master's Programs**

<b>Fall 2019 – Full Semester</b>	
Thursday, August 15	Orientation for new on-campus students
Monday, August 19	Fall semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 1	End of 75% refund
<b>Monday, September 2</b>	<b>Labor Day – university offices closed</b>
September 6, 7, 8	Master's on-campus intensive weekend format course
Sunday, September 8	End of 50% refund
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
October 11, 12, 13	Master's on-campus intensive weekend format course
Saturday, October 19	Counselor Preparation Comprehensive Exam (CPCE) <i>(Clinical Mental Health Counseling – all locations)</i>
Sunday, November 17	Last day to withdraw from classes (no refund)
<b>Thursday, November 28 Friday, November 29</b>	<b>Thanksgiving – university offices closed</b>
Sunday, December 8	Fall semester classes end
<b>Monday, December 23 – Wednesday, January 1</b>	<b>Winter Holiday – university offices closed</b>

<b>Fall I 2019 (8-Week / Intensive Weekend Format)</b>	
Monday, August 19	Fall I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 1	End of 75% refund
<b>Monday, September 2</b>	<b>Labor Day – university offices closed</b>
Sunday, September 8	End of 50% refund
September 13, 14, 15	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
Sunday, September 22	Last day to withdraw from classes (no refund)
October 4, 5, 6	Intensive weekend-format class meeting ( <i>Clinical Mental Health Counseling, School Counseling</i> )
October 11, 12, 13	Intensive weekend-format class meeting ( <i>School Psychology</i> )
Sunday, October 13	Fall I classes end

<b>Fall II 2019 (8-Week / Intensive Weekend Format)</b>	
Monday, October 14	Fall II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, October 20	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 27	End of 75% refund
November 1, 2, 3	Intensive weekend-format class meeting ( <i>School Psychology</i> )
Sunday, November 3	End of 50% refund
November 8, 9, 10	Intensive weekend-format class meeting ( <i>Clinical Mental Health Counseling, School Counseling</i> )
Sunday, November 10	End of 25% refund Last day for dropping classes with refund
Sunday, November 17	Last day to withdraw from classes (no refund)
<b>Thursday, November 28</b> <b>Friday, November 29</b>	<b>Thanksgiving – university offices closed</b>
December 6, 7, 8	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, December 8	Fall II semester classes end

<b>Winter 2020 – Full Semester</b>	
<b>Monday, December 23 – Wednesday, January 1</b>	<b>Winter Holiday – university offices closed</b>
Thursday, January 2	University offices reopen
Monday, January 6	Winter semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 19	End of 75% refund
<b>Monday, January 20</b>	<b>Martin L. King, Jr. Day – university offices closed</b>
January 24, 25, 26	Master's on-campus intensive weekend format course
Sunday, January 26	End of 50% refund
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
February 14, 15, 16	Master's on-campus intensive weekend format course
Saturday, February 22	Counselor Preparation Comprehensive Exam (CPCE) <i>(Clinical Mental Health Counseling – all locations)</i>
<b>March 2 – March 6</b>	<b>Spring Break</b>
Sunday, April 12	Last day to withdraw from classes (no refund)
Sunday, May 3	Winter semester classes end

<b>Winter I 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, January 6	Winter I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 19	End of 75% refund
<b>Monday, January 20</b>	<b>Martin L. King, Jr. Day – university offices closed</b>
Sunday, January 26	End of 50% refund
January 31, February 1, 2	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
Sunday, February 9	Last day to withdraw from classes (no refund)
February 28, 29, March 1	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, March 1	Winter I classes end

<b>Winter II 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, March 9	Winter II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, March 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 22	End of 75% refund
Sunday, March 29	End of 50% refund
April 3, 4, 5	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, April 5	End of 25% refund Last day for dropping classes with refund
Sunday, April 12	Last day to withdraw from classes (no refund)
May 1, 2, 3	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, May 3	Winter II semester classes end

<b>Summer 2020 – Full Semester</b>	
Monday, May 4	Summer semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
<b>Monday, May 25</b>	<b>Memorial Day – university offices closed</b>
Sunday, May 31	End of 25% refund Last day for dropping classes with refund
Saturday, June 27	Counselor Preparation Comprehensive Exam (CPCE) <i>(Clinical Mental Health Counseling – all locations)</i>
<b>Friday, July 3</b>	<b>Independence Day (Observed) – university offices closed</b>
<b>Saturday, July 4</b>	<b>Independence Day – university offices closed</b>
July 10, 11, 12	Master's on-campus intensive weekend format course
Sunday, July 19	Last day to withdraw from classes (no refund)
July 31, August 1, 2	Master's on-campus intensive weekend format course
Sunday, August 9	Summer semester classes end

<b>Summer I 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, May 4	Summer I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
<b>Monday, May 25</b>	<b>Memorial Day – university offices closed</b>
May 29, 30, 31	Intensive weekend-format class meeting <i>(School Psychology, Clinical Mental Health Counseling, School Counseling)</i>
Sunday, May 31	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 19, 20, 21	Intensive weekend-format class meeting <i>(School Psychology, Clinical Mental Health Counseling, School Counseling)</i>
Sunday, June 21	Summer I classes end



<b>Summer II 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, June 22	Summer II semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, June 28	End of 100% refund Last day for completing late registration Last day for adding classes
<b>Friday, July 3</b>	<b>Independence Day (Observed) – university offices closed</b>
<b>Saturday, July 4</b>	<b>Independence Day – university offices closed</b>
Sunday, July 5	End of 75% refund
July 10, 11, 12	Intensive weekend-format class meeting ( <i>School Psychology</i> )
Sunday, July 12	End of 50% refund
July 17, 18, 19	Intensive weekend-format class meeting ( <i>Clinical Mental Health Counseling, School Counseling</i> )
Sunday, July 19	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 7, 8, 9	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, August 9	Summer II semester classes end

## **M.S. in Counseling (Online Programs)**

### **Fall 2019**

August 19 – December 8, 2019

October 18-20: Residential Institute – Ft. Lauderdale  
*(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)*

October 25-27: Residential Institute – Orlando  
*(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)*

### **Winter 2020**

January 6 – May 3, 2020

February 7-9: Residential Institute – Ft. Lauderdale  
*(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)*

February 14-16: Residential Institute – Orlando  
*(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)*

### **Summer 2020**

May 4 – August 9, 2020

June 5-7: Residential Institute – Ft. Lauderdale & Orlando  
*(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)*

# Master's Programs in Clinical Mental Health Counseling and School Counseling Regional Campus Intensive Weekend Class Meeting Dates

<b>Fall 2019</b>
<p><b>Session I: August 19 – October 13</b>  September 13, 14, 15  October 4, 5, 6</p>
<p><b>Session II: October 14 – December 8</b>  November 8, 9, 10  December 6, 7, 8</p>
<b>Winter 2020</b>
<p><b>Session I: January 6– March 1</b>  January 31, February 1, 2  February 28, 29, March 1</p>
<p><b>Session II: March 9 – May 3</b>  April 3, 4, 5  May 1, 2, 3</p>
<b>Summer 2020</b>
<p><b>Session I: May 4 – June 21</b>  May 29, 30, 31  June 19, 20, 21</p>
<p><b>Session II: June 22 – August 9</b>  July 17, 18, 19  August 7, 8, 9</p>

## ACADEMIC CALENDAR

Please refer to the individual program section in this policy and procedure handbook for specific calendar dates. The academic calendar can also be found on the college's website <https://psychology.nova.edu/students/current-students.html> for the most updated information.

## ACADEMIC REGULATIONS AND INFORMATION

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### CALENDAR AND CLASSES

#### Current Academic and Program Information

All current course schedules, forms, and department handbooks are located in the *Department of Counseling Student Center* in Canvas. The Student Center also contains information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students. Students must complete the required modules to access the materials, including completion of the Degree Acknowledgement requirement.

#### Academic Year

The academic year for students is divided into three 15-week semesters. Students are expected to register for classes at the designated time in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section below on Student Enrollment).

Students are responsible for accessing and reviewing the academic calendar. Please refer to the College of Psychology website at <https://psychology.nova.edu/students/current-students.html> for the most updated information.

#### Attendance

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be approved in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course.

#### Religious Holidays

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

### STUDENT ENROLLMENT

All degree-seeking students are considered full-time students when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the student may receive.

In order to maintain an active student status, all students are to be in continuous registration (minimum of 3 credit hours, including summer) until they receive their degree unless prior approval is received from the master's program office. **Failure to remain in continuous registration will be considered formal withdrawal from the program. Students who do not complete courses for two consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.**

#### Full-time Status

Students are considered to be full-time if they complete six credit hours each semester. A student on

financial aid considering completing less than the scheduled credit hours in any given semester should discuss this with the master's program office and the Office of Student Financial Services and Registration prior to the time of registration. It is the responsibility of the student to seek advisement of options available for completing the Master's Program.

### **Leave of Absence**

A Leave of Absence (LOA) is a university-approved temporary period of time during which the student is not enrolled, but is not considered withdrawn from the university. A student may request a leave when a good cause can be demonstrated. A request for leave due to poor academic performance is not considered good cause.

Matriculated students (degree candidates) who must interrupt their studies for an adequate reason such as illness may be granted a leave of absence. Students must apply in writing for a leave of absence to the master's program office. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances students should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the five-year time limit requirement for completion of the program.

Students who interrupt their studies without a leave of absence or register in absentia will be assumed to have terminated their studies. Such students must make a formal application for readmission if they wish to continue the program at a later date.

It is the student's responsibility to review any potential financial aid implications resulting from a leave of absence.

Non-degree seeking students who must interrupt their studies for an adequate reason, such as illness, must inform the Master's Program Office.

### **Concentration and Format Changes**

Students in the Department of Counseling are admitted into a particular concentration and format (if applicable) and are expected to complete all degree requirements within that classification. Students desiring to add, remove, or transfer concentrations or formats must apply in writing for a concentration and/or format change to the master's program office no later than two weeks prior to term start. If granted, students will not be permitted a second concentration or format change at a later date.

### **Time Limit Requirements**

Students must complete their program within five years from the date of first enrollment. This means that students are expected to graduate with the master's degree within this time period. In the event that a matriculated student who has not completed all requirements within the five -year time limit, he or she must re-enroll in the master's program and:

1. Maintain full-time status (minimum six credits per semester).
2. Complete remaining degree requirements, which will include any course work that is more than five years old.

All other program, college, and university requirements will be in effect.

### **Failure to Register**

Students who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

## ADVISING

The college offers academic advisement to students. Advisers are accessible to students to assist with course planning and selections, development of a planned program of study, appraisal of their academic standing, review of university policies and procedures, respond to individual circumstances, etc. A formal orientation program will be available to all students to familiarize them with the academic program and requirements, registration procedures, library information, student rights and responsibilities, etc. Students may meet with an adviser regularly during registration or at any time upon request.

All matters pertaining to a student's record, schedule of classes, leaves of absences, etc. should be directed to the master's program administration on the main campus in Fort Lauderdale.

## REGISTRATION

All students are expected to be in continuous enrollment every semester until they receive their degree (see section on Student Enrollment). Arrangement with the Bursar's Office regarding payment of tuition and fees is part of the registration process and registration is a prerequisite to class attendance.

Non-degree seeking students who are not registered for two consecutive semesters will be withdrawn from graduate study.

### Registration Policies and Procedures

Students register directly on the university system: <http://webstar.nova.edu>.

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 (<https://sharklink.nova.edu/>) and WebSTAR (<https://webstar.nova.edu>).

### Payment of Tuition and Fees

Payment of tuition and fees is due within 30 days of the beginning of a particular semester. Students awarded financial aid will have fees/tuition deducted before receiving a refund.

Arrangement with the Bursar's Office regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance**. Students who register late will be assessed a \$50 late registration fee. The academic calendar stipulates the last day for completing late registration.

### Tuition and Fees

Master's tuition for 2019–2020 will be charged at the rate of \$790 per credit hour. **(Students should anticipate an annual review of fees by the university and possible increases)**. Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Once a loan check is disbursed, students will be responsible for making all appropriate payments.

Tuition	\$790 per credit hour
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 30 per semester
Late Payment Penalty	\$100 per semester

Student Service Fee	\$500 per semester (4 or more credits) \$250 per semester (under 4 credits)
Textbooks	\$ 80-200 per course (approximate cost)
Degree Application Fee	\$100
Transcript Fee	\$ 10 per transcript
Student Health Insurance	\$959 for August 1, 2019 thru December 31, 2019; \$1336 for January 1, 2020 thru July 31, 2020; \$2295 total amount charged for August 1, 2019 thru July 31, 2020 (fees subject to change)
Practicum Fee	\$750 ( <b>Online Counseling Students-ONE TIME FEE</b> )
Professional Liability Insurance	\$ 10 per semester
Fingerprinting/Background Checks	Fee determined by agency
<u>CMHC Students Only:</u>	
Counselor Preparation Comprehensive Exam	\$ 75 per attempt for CMHC students only <b>Extra exam fees may apply depending on where students elect to take the CPCE</b>
CMHC Practicum/Internship Liability Insurance	\$40-105 per year ( <b>practicum &amp; internship students only</b> )
<u>ABA Students Only:</u>	
ABA Practicum/Internship Liability Insurance	\$18-35 per year ( <b>practicum students only</b> )
Behavior Development Solutions Modules	\$575 (or 4 payments of \$150) per 48-month license

The expenses outlined above are to be considered as very general estimates and may vary considerably depending on individual circumstances. Some courses may require additional fees for laboratory and/or equipment (e.g., calculator, testing materials) and supplemental course materials. Students are provided NSU Email accounts at no charge. Off-campus students will need to make arrangements for Internet access and are responsible for any corresponding costs.

**\* Please note that all above fees are subject to change without notice.**

## Professional Liability Insurance

All master's students are required to carry professional liability insurance through the university. Students are assessed a fee at the time of each registration. All students are required to abide by the ethical standards of the profession. Students will abide by the ethical standards of the profession as delineated in the American Counseling Association Publication, *Code of Ethics*, <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf>. In addition to complying with the policies and procedures of the College of Psychology, students must also follow all rules and regulations of the agency/school/district where his or her practicum and or internship will be completed.

The college/student professional liability insurance policy provides coverage while the student is attending Nova Southeastern University and while he or she is functioning in approved college activities. This policy does not provide coverage for non-approved or non-college related activities.

## Refund Policy

Any student in good standing enrolled in the **M.S. in Counseling** programs wishing to withdraw from classes because of illness or some other satisfactory reason must contact the Master's Program Office immediately at 954-262-5740 or via email at:

Main campus/Regional campuses: [cs1714@nova.edu](mailto:cs1714@nova.edu) (Connie Sokolowski)

Online Programs: [zawoyski@nova.edu](mailto:zawoyski@nova.edu) (Pat Zawoyski)

Adjustment of tuition fees will be computed from the date on which the notice is received by the Program

Office.

- (a) No part of the application fee or the registration fee will be refundable upon withdrawal.
- (b) The refundable percentage of total tuition (paid or due) will be computed in accordance with the refund timeframes and rates provided on the College of Psychology Academic Calendar in this handbook.

### **Class Cancellation Policy**

The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, then students will receive a full refund of tuition paid for the cancelled class. If the student registered for only one class, then the registration fee would be refunded as well.

### **Drop/Add**

The academic calendar outlines the dates and refund schedule for courses dropped or added. A course that is dropped within the time frame indicated on the academic calendar will not appear on the student's official transcript. Once a semester begins, master's students must contact the program office to drop a course.

### **Withdrawal from a Course**

When the student drops a course prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the last date indicated on the academic calendar to drop courses with a refund and prior to last published date to withdraw for the term. If the student fails to withdraw by the final published date to withdraw for the term, the student will be assigned a grade of "F." Withdrawal from a course may affect the student's financial aid status.

### **Transfer of Credit**

All transfer credit must be awarded during the student's **first academic year in the master's program**. Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master's program office. Sufficient documentation is required to allow for evaluation by faculty committee and the Department Chair, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may be required, such as syllabi, course notes, or other material.

The number of transfer credits that will be credited towards graduation is six. Transfer of credits will be awarded when the course being evaluated meets all of the following criteria:

1. It is a graduate level course taken at an institution accredited as degree granting- by a recognized regional accrediting body for higher education at the time the course was completed. A graduate level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. At minimum, this must be verified in the school's catalog or a letter from the chair of the department.
2. It is equivalent in content to a required course in the curriculum.
3. It was completed no longer than five years prior to the student's first enrollment in the program.
4. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s)



proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the student has enrolled in the master's Program will be considered only if there has been prior approval by faculty committee and the Department Chair. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

**No transfer credit may be applied to practicum, internship or for portfolio-based- experiential learning.**

Federal Regulations require that veteran students MUST report all prior credit and training, and that the school MUST evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

**It is the student's responsibility to verify with the State of Florida Department of Education, that courses transferred are applicable toward the educational requirements for Florida Certification in School Counseling (Pre-K-12).**

## **PROVISIONAL ADMISSIONS**

Students may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admission requirements have been approved by the college/program admissions office).

## **GRADING POLICY**

The following policies apply to all academic programs in the College of Psychology effective Fall 2017. All degree programs in the College of Psychology programs assign grades to coursework according to the following system:

<b>Grade</b>	<b>Points or Percentage Earned</b>	<b>Quality Points</b>
A	93–100	4.00
A-	90–92	3.75
B+	88–89	3.50
B	83–87	3.00
B-	80–82	2.75
C+	78–79	2.50
C	73–77	2.00
C-	70–72	1.75
F	Below 70	0.00

In all courses, a letter grade will be assigned based on the individual instructor's assessment and evaluation of the student's work.

**Before the first class session, dropped courses will be deleted from a student's record.** A grade of W is assigned when a student withdraws from a course after the “last day to drop courses,” indicated in the section on Withdrawal from Classes. A grade of W will appear on the student's official transcript and will be included in attempted credit hours. **Students failing to officially withdraw before the “last day to drop courses” will be subject to grading as described in the course syllabus.**

An “I” (Incomplete) indicates that the student has not completed the course requirements during the scheduled time and the instructor has given additional time to do so. An “I” grade is not routinely assigned in courses. An “I” grade is not assigned by faculty members when students fail to complete the course requirements. Students cannot be assigned an “I” to finish extra credit work.

A student must request an Incomplete from the instructor. If the instructor approves an Incomplete, a contract form is signed by the instructor and the student and submitted to the master's program office. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed **10** weeks from the end of the semester.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor's assessment of the quality and quantity of work completed. A student will not be permitted to register for a sequential course when a grade lower than a B- or an “I” (incomplete has been received in a prerequisite course.

### **Policy for Grading Disputes**

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

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 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.

## EVALUATION OF MASTER'S STUDENTS

### Core Performance Standards for Admission and Progress

The standards required for admission keep in mind the safety and well-being of clients whom its graduates will eventually serve in clinical situations. Candidates for the degree must possess with or without reasonable accommodation(s), multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; and intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity.

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum/internship experience. In addition to course evaluations, matriculation and evaluation of readiness for practicum is coordinated by the master's program office. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession. Relevant information including practicum evaluations is coordinated through the program administration.

In addition to academic abilities and skills, students will be evaluated on an ongoing basis, including on the practicum/internship experience, on intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Faculty will monitor these areas of functioning and may, identify problems in their students' functioning, provide constructive feedback to them, and require a remediation plan to address those difficulties.

While it is difficult to operationally define all characteristics associated with quality professionalism, students and faculty have targeted several observable behavioral categories that they consider to be an integral and necessary part of professional functioning. These broad areas include the following:

1. Academic Achievement
  - a. Academic standing as discussed in this handbook.
  - b. Ability to communicate orally and in writing.
  - c. Management of practicum/internship experiences.
2. Responsible Behavior
  - a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
  - b. Accepts responsibility for own work.
  - c. Carries through and completes tasks.
  - d. Seeks needed guidance from appropriate sources.
3. Ethical Behavior
  - a. Abides by the ethical standards of the profession as delineated in the American Counseling Association publication, *Code of Ethics*, (<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf>) and/or the American School Counselor Association *Ethical Standards* (<http://schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>).
  - b. Abides by university requirements as outlined in this handbook and in other published university and college documents.
4. Intrapersonal Behavior
  - a. Displays mature and appropriate behavior.
  - b. Demonstrates ability to function independently.
  - c. Exhibits usual and customary judgment and discretion in both student and professional activities.
  - d. Presents a generally respectful and non-hostile attitude.

- e. Participates in activities that are pursuant to professional development.
  - f. Develops intrinsic criteria to evaluate own performance.
5. Interpersonal Behavior
- a. Cooperative with and respectful of others.
  - b. Ability to give, accept, and utilize constructive criticism.
  - c. Develops and maintains positive relationships with peers and faculty.
  - d. Develops satisfactory working relationships with supervisors and advisers.

### **Endorsement/Recommendation Policy**

The counseling program faculty and administration are committed to assisting students and graduates pursuing licensure, certification, or employment in their area of specialization and professional competency. Endorsements are provided when the individual has successfully demonstrated meeting program standards and competencies through required coursework and clinical field experiences, and who have met core standards for admission and progress. Such standards include demonstration of professional comportment and ethical conduct as required of professional counselors.

The program faculty or administrators may verify a graduate's completion of the degree and educational and clinical requirements after review of the official transcript. When responding to requests for recommendations for graduate study and employment, faculty familiar with the student can take into account the student's performance in coursework, evaluations from field supervisors in practicum and internship, outcomes of professional examinations, (e.g. NBCC, state examinations, and/or other academic accomplishments). They are not able to endorse extracurricular activities outside the curriculum. Thus, faculty reserve the right to decline endorsement outside their area of specialization or if they have had insufficient interaction with a student.

Written requests for recommendations should be made to the appropriate faculty or office. A job description or relevant information about the position and a resume should be included. Faculty may refer a student to a faculty or field supervisor who had directly observed a student's work.

It is the student's responsibility to keep abreast of state regulations pertaining to licensure that are subject to change. Regulations are available from a state licensing board who should be contacted about current standards.

### **STUDENT CONDUCT**

All students are expected to comply with the legal and ethical standards of this institution. Moreover, all counselors-in-training are expected to comply with the ethical codes and standards of practice of the profession/field of study. Academic dishonesty and/or non-academic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process.

## PROFESSIONAL STANDING COMMITTEE

The Professional Standing Committee of the College of Psychology is appointed by the Dean and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, concentration adviser, and other members as appointed by the Dean.

The committee may be asked to review alleged violations of the university Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional and behavioral problems serious enough to suggest interference with professional functioning (e.g., in relation to staff and faculty, other students in the program, and/or those in practicum and internship sites), academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that students can continue their education and function competently as professionals. Committee activities are designed to ensure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to, remediation, referral, warning or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the Dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases the committee will adhere to professional standing committee guidelines that ensure a timely and complete review of the facts. The process will ensure that the student and involved parties have the opportunity to present relevant information.

## DEGREE CONFERRAL

Students who have completed all requirements for the master's degree must submit an online application for degree. **Forms are available via the Office of the University Registrar's website: <http://www.nova.edu/cwis/registrar/instructions.html>.** A fee is required upon submission of the degree application form.

Degree applications require approval by the Office of the Dean, University Comptroller, Registrar, and Library. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing. Upon approval, the application is presented to the NSU Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student. Students are encouraged to submit their degree applications at least one month prior to the completion of their program.

## GRADUATION

Graduation exercises for Nova Southeastern University take place each summer. Eligibility to graduate is determined by having completed all requirements prior to the graduation date or by the end of the **summer** term. Students eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies.

## ETHICAL ISSUES IN THE DEPARTMENT OF COUNSELING PROGRAMS

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of their professions' ethical standards. Counseling students are expected to abide by the 2014 *Code of Ethics* as approved and adopted by the American Counseling Association Governing Council. Additionally, School Counseling students should review the American School Counselor Association's *Ethical Standards for School Counselors* and Clinical Mental Health Counseling students should review the American Mental Health Counselors Association *Code of Ethics for Mental Health Counselors*. ABA students should review the BACB (Behavioral Analyst Certification Board) *Professional and Ethical Compliance Code for Behavior Analysts*, and Substance Abuse Counseling students should review the NAADAC (National Association for Addictions Professionals) *Code of Ethics*. A copy of the full text of materials to which students and graduates are expected to conform will be made available in the relevant ethics course(s). From time to time these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or comprehensive:

1. Students have an obligation to disclose if they have been convicted of a criminal offense, been found not guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. The disclosure obligation is a continuing one. All students must report to the College of Psychology any such arrest or conviction after the filing of the application for admissions or during the time that the student is enrolled at the university. The College of Psychology will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or student. Students at application give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents or any other person or entity making a written or oral request for such information.
2. No student should represent him/herself as being in possession of the master's degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the NSU Board of Trustees has met and conferred the degree.
3. It is misleading and inappropriate to append "master's student", or some similar designation, after your name.
4. A student should guard against being in a position of having final clinical responsibility for clinical work. This is most important both ethically and legally.
5. When a student is in practicum/internship, the student will verbally identify him/herself to his/her supervisor, the agency or school staff and each client and client's family as a graduate student "trainee" in Clinical Mental Health Counseling, School Counseling, Substance Abuse Counseling or Applied Behavior Analysis.
6. In Florida, new graduates are legally ineligible to represent themselves as "mental health counselor" or to offer or advertise independent services until the Florida license is awarded. Students should comply with the rules of their particular state.
7. Any academic, professional, or personal difficulty which results in action being taken by the master's program regarding a student will be brought to the attention of a program administrator. Depending upon the particular type of difficulty identified, a number of processes are available to the program administrator.
8. Florida students in the Clinical Mental Health Counseling program should familiarize themselves with Chapter 491, *Florida Statutes*, the Florida State Law for licensure as a Mental Health Counselor. Florida

students in the School Counseling program should familiarize themselves with the Florida Department of Education guidelines for certifying school counselors. Students from other states should familiarize themselves with the laws of their state.

## **Dual Relationships between Faculty Members and Students**

While in principle the ACA and ASCA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty members and students are bound to arise. Faculty members and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications.

Sexual relationships between a university faculty member or administrator and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the university faculty member or administrator has a professional responsibility for the student in such matters as teaching a course or otherwise evaluating, supervising, or advising a student as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a student, the university faculty member or administrator should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment. A university faculty member or administrator who is closely related to a student by blood or marriage or who has a preexisting analogous relationship with a student should eschew roles involving a professional responsibility for the student whenever possible. Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities

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

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

It is specifically required that when either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation, or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the College of Psychology. This documentation shall be retained in both the student's and the faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

Further, no services provided by a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g., practicum work, supervised university research, internship, or course work). Approval of such rendering of service must be in writing and approved by the Dean.

**The provision of psychological services by faculty to students is discouraged.** Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the Dean must approve the provision of psychological services to a student. Adjunct faculty members who expect no further instructional or supervisory relationship with a student may provide services without this reporting requirement.

## **No Direct Payment to Faculty**

Direct student payment to faculty for educational or professional services is not permissible. That is, no student is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Students are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy) outside of the program.

## **STUDENT GRIEVANCES AND APPEALS**

The College of Psychology faculty and staff value professionalism, honesty, and ethical conduct in the handling of student concerns. At all times, matters are handled in the spirit of education and development. The purpose of the student grievance and appeals process is to allow for the orderly resolution of student grievances concerning a policy, procedure, or administrative action. At all times, the respect and protection of students is of utmost concern.

Evaluation of course work and assessment of competency resides within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are not subject to student grievances and appeals under this section, unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the Policy for Grading Disputes where applicable.

### **Informal Procedure**

Before initiating a formal appeal, the student must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution the student shall bring all academic matters to the attention of the Program Coordinator within 30 working days of its occurrence, where informal resolution will continue in consultation with the Department Chair or Designee. Should the Department Chair or Designee find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the College of Psychology within another 30 days.

### **Formal Procedure**

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.
2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
  - a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.
  - b. If the Dean decides that a further review should occur, the appeal should be referred to the college's standing Appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person, which it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.
3. The Appeals Committee will file a written recommendation to the Dean with justification, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal.
4. If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the director within 5 days of the notification of



determination. The Dean will review the document and notify the student of a decision. Should any irregularities have occurred, the director will return the appeal to the Appeals Committee for consideration consistent with the process described in this policies and procedures handbook.

5. Following a review of the committee's report, the Dean's decision shall be final. Students acknowledge upon their acceptance into this program that the above procedure provides for adequate review of university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

## **REMEDIATION POLICY**

A student receiving a grade of F in any course must repeat and successfully complete the course within one year (excluding leaves of absence). Both grades shall remain on the student's record and shall count toward the cumulative total of below B minus (B-) grades; however, only the higher of the two grades will be counted toward the student's grade point average.

A grade lower than B minus (B-) in the following courses reflects inadequate performance and does not satisfy curriculum requirements:

Clinical Mental Health Counseling: PYCL 0666 Case Conceptualization and Treatment Strategies, PYCL 0680 Counseling Practicum, PYCL 0681 Counseling Internship, and PYCL 0682 Continuing Counseling Internship

Substance Abuse Counseling: SA 0770 Substance Abuse Counseling Practicum I, Substance Abuse Counseling and Education: SA 0780 Substance Abuse Counseling Practicum II, and SA 7090 Substance Abuse Counseling Practicum III

Applied Behavior Analysis: ABA 710 Principles of Applied Behavior Analysis, ABA 760 Practicum in ABA I, ABA 770 Practicum in ABA II, ABA 780 Advanced Practicum in ABA I

School Counseling: PYCL 0685 School Counseling Practicum, PYCL 0688 School Counseling Internship and PYCL 0689 Continuing School Counseling Internship

The student must repeat the course and a minimum grade of B minus (B-) must be achieved. Both grades shall remain on the student's record and shall count toward the cumulative total of below B minus (B-) grades; however, only the higher of the two grades will be counted toward the student's grade point average.

As part of the Remediation Policy of the college, any student receiving a grade below B minus (B-) during matriculation or placed on academic probation is required to meet with the Program Coordinator or Department Chair.

Students with weak evaluations in practicum and/or internship or who are terminated from a practicum and/or internship placement due to problematic performance will receive a grade no higher than a C, may be subject to review by the Professional Standing Committee and required to remediate difficulties before consideration of a new placement is made. Students will be required to repeat the practicum/internship course and clinical training at a different setting.

Progress in the degree program requires that students maintain a cumulative grade point average (GPA) of 3.0 or better, and professional functioning as outlined in academic standing policies, core performance standards for admission and progress, and criteria for evaluation of students as listed in this handbook.

Students may be referred to the Professional Standing Committee for a review of areas needing remediation, for violations of the academic code of conduct, or other concerns about professional functioning in the program. The committee reserves the right to dismiss students from the program.

## **READMISSION**

Students dismissed or withdrawn from the program may petition for readmission after one calendar year (three consecutive semesters, including summer terms). Applicants should complete the readmissions application and supply supporting documentation regarding remediation. Readmission petitions should be submitted to the College of Psychology Admissions Office. Applicants are advised to petition for readmission no earlier than the semester prior to the expiration of the one calendar year dismissal period.

Students will have their records examined by the master's program admission committee. The admission committee may consider the circumstances which led to the student's departure from the program, any information presented by the student to remedy the factors that contributed to such departure, steps taken to prevent their recurrence, and any other information the committee deems relevant. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses, previously completed in the College of Psychology master's program within the past five years with grades of B- or better and that are equivalent will be applied toward the master's degree. Applications must be received by the deadlines posted on the College of Psychology website.

## **OTHER POLICIES AND INFORMATION**

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### **COURSE ATTENDANCE AND ENGAGEMENT**

Students are expected to engage with the course on the first day of class. Students not attending the course by the 14<sup>th</sup> day of class will be marked as non-attending and may be withdrawn from coursework in accordance with University Registrar and Roster Reconciliation policies.

### **INTERNATIONAL STUDENTS**

#### **Counseling (Online) Students**

International students are advised that all practicum and internship training through the College of Psychology must be completed in the United States. It is recommended that candidates contact NSU's International Student and Scholars office to review and/or inquire about student visa, as a student visa may be required for individuals that come to the United States to study. Information regarding NSU's International Student and Scholars office can be found at the following link: <http://www.nova.edu/internationalstudents/index.html>. Students should be prepared to make whatever arrangements necessary to complete clinical training requirements including a leave of absence, adjustment of the work schedule, etc. Prospective students should determine in advance of their enrollment their ability to access appropriate practicum training (if required).

### **COLLEGE OF PSYCHOLOGY STUDENT AID PROGRAMS**

#### **College Scholarships**

The College of Psychology maintains a limited amount of scholarship funds. Information on various scholarships, including College of Psychology, is available at: <https://www.nova.edu/financialaid/scholarships/index.html>

### **COLLEGE OF PSYCHOLOGY STUDENT EMPLOYMENT**

Student employment opportunities are available within the College of Psychology or its affiliates. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

#### **Assistantships**

Graduate Assistantships are available for College of Psychology students through the college. Contact the coordinator of employee services in NSU Human Resources for information regarding the availability of graduate assistantships.

### **STUDENT FACILITIES**

#### **Notice (Bulletin) Boards**

After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, the student carrel area, and designated bulletin boards on the second floor. Other boards are for department or university use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere on doors, walls, or in the elevator.

## DISCLOSURES

### Licensure

Licensure for programs offered at the College of Psychology are regulated at the state level and as such may vary from state to state. Individual eligibility should be verified periodically through careful review of state licensure regulations, which are subject to change. Degree conferral does not ensure automatic acceptance of program curricula by a given state for the purpose of licensure. Individual eligibility should be verified through careful review of the state licensure regulations for the state in which you plan to reside to determine its specific requirements.

Please be advised that in accordance with state and federal regulations, NSU is required to provide the following information to applicants and students completing their coursework outside of the state of Florida, including field experiences (e.g. internships, practicums, clinical placements), when their program of study customarily leads to professional licensure.

Nova Southeastern University, College of Psychology, Master of Science in Counseling, Clinical Mental Health Counseling Concentration meets the educational degree completion requirements for licensure in the state of Florida as a Licensed Mental Health Counselor (LMHC), and certification requirements for the National Certified Counselor (NCC) credential from the National Board for Certified Counselors. Requirements for professional licensure and certification can vary drastically by state. At this time, the College of Psychology cannot confirm whether its Master of Science in Counseling degree meets all of the educational, licensure, and certification requirements in all states. Further, these requirements can change frequently and often without notice.

Several states have unique licensing requirements, and thus this information is subject to change without notice. Please note that Illinois and New York do not permit internship placements for students enrolled in online or non-CACREP accredited programs. Students seeking licensure in California and Ohio may be required to complete an additional course per those state's specific statutes. Please note that North Carolina, Kentucky, Utah, Arkansas, Missouri, and New Hampshire accept only CACREP-accredited degrees for licensure currently or by 2022. NSU has submitted its self-study for CACREP accreditation and the program is currently under review. We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see <http://www.nbcc.org/Search/StateBoardDirectory>. If you have trouble obtaining the information you need, or if you have any other questions, please contact Brenda Levine at (954) 262-5799 or [brenda.levine@nova.edu](mailto:brenda.levine@nova.edu) for assistance

Nova Southeastern University College of Psychology Master of Science in Counseling Applied Behavior Analysis Concentration meets the educational degree completion requirements for national certification as a Board Certified Behavior Analyst (BCBA). Requirements for professional licensure and certification can vary drastically by state. At this time, the College of Psychology cannot confirm whether its Master of Science in Counseling degree meets all of the educational, licensure, and certification requirements in all states. Further, these requirements can change frequently and often without notice.

We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for certification and/or licensure in the state in which you seek to be licensed or certified. For certification and licensing board contact information and approval status, please see <https://www.bacb.com> and the [Association of Professional Behavior Analysts \(APBA\)](#). If you have trouble obtaining the information you need, or if you have any other questions, please contact Dr. Emmy Maurilus at (954) 262-6922 or [em986@nova.edu](mailto:em986@nova.edu).

The College's master's degree program in school counseling, and the specialist program in school psychology, are considered initial teacher preparation programs and as such, are approved by the Florida Department of Education and are accredited by the National Council for Accreditation of Teacher Education (NCATE) ([www.ncate.org](http://www.ncate.org)) through the Fischler College of Education. This accreditation currently covers advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

## **PROFESSIONAL OPPORTUNITIES AND ENGAGEMENT**

Students are encouraged to join and become involved in professional associations such as the American Counseling Association and its divisions ([www.counseling.org/about-us/divisions-regions-and-branches/divisions](http://www.counseling.org/about-us/divisions-regions-and-branches/divisions)), the American Mental Health Counseling Association and its chapters (<https://www.amhca.org/home>), the American School Counseling Association (<https://www.schoolcounselor.org>), the Association for Addiction Professionals (<https://www.naadac.org/>), the Association for Applied Behavior Analysis International (<https://www.abainternational.org>) and students' respective state counseling associations, such as the Florida Counseling Association ([www.flacounseling.org](http://www.flacounseling.org)). Activities appropriate for students include membership, accessing resources (webinars, peer-reviewed journals, newsletters, etc.), attending professional conferences, participating in committee work, working with faculty guidance on projects related to publication and presentations, activities related to professional advocacy, and networking with other students and professionals. Students are encouraged to discuss additional activities and opportunities with their faculty advisors.

In addition to membership and involvement in professional associations, additional opportunities and activities appropriate for students include joining and participating in NSU's Counseling Student Organization (CSO; <https://psychology.nova.edu/students/cso/>) and attending workshops and seminars relevant to students' area of interest, such as those offered by NSU's College of Psychology (<https://psychology.nova.edu/ce/index.html>).

## DEPARTMENT OF COUNSELING

### Mission

The mission of Nova Southeastern University's Department of Counseling is to offer programs that promote academic excellence, are student-centered, and focus on the needs of diverse communities. This is accomplished through faculty advances in teaching, research, and service in addition to collaboration, leadership, and understanding student needs.

### Vision

The Department of Counseling at Nova Southeastern University aims to educate ethical, knowledgeable, and skilled counselors who can improve the quality of life for people in our communities.

### Department of Counseling Program Administration

Department Chair	Tara Jungersen, Ph.D., LMHC	(954) 262-5740 tj290@nova.edu
Clinical Training Coordinator, Main Campus/Tri-County	Elda Kanzki-Veloso, Ph.D., LMHC	(954) 262-5740 veloso@nova.edu
Clinical Training Coordinator, Regional Campuses	Shannon Karl, Ph.D., LMHC	(954) 262-5740 shannon.karl@nova.edu
Program Coordinator, Out of State Placement Coord.	Brenda Levine, M.S., LMHC	(954) 262-5799 brenda.levine@nova.edu
Program Coordinator	Natasha Stubbs, M.S.	(954) 262-5891 ns183@nova.edu
Program Manager	Connie Sokolowski (Main/Regional)	(954) 262-5709 cs1747@nova.edu
Program Manager	Patricia Zawoyski (Online Prog.)	(954) 262-5720 zawoyski@nova.edu
Administrative Asst. II	Nancy Quesada (Main/Regional)	(954) 262-5740 qnancy@nova.edu
Administrative Assistant I	Junine Pompilus (Online Prog.)	(954) 262-5704 jp1443@nova.edu

### Regional Campus Site Coordinators

Main Campus	Natasha Stubbs, M.S.	(W) 954-262-5891 ns183@nova.edu
Miami	Daisy Barroso, M.S., LMFT	(C) 954-328-5957 dbarroso@nova.edu
Orlando	Toni Ballone, Ed.D	(W) 407-264-5613 carneval@nova.edu
Palm Beach	Nancy Quesada	(C) 954-559-9797 qnancy@nova.edu
Tampa	Barbara Lash, M.S., LMHC	(C) 813-230-2925 andersn@nova.edu

Counseling

Master's Program

## COUNSELING PROGRAM

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The master's in counseling program, housed under the College of Psychology at Nova Southeastern University, offers an innovative academic program designed for the working professional actively involved in or entering the field of counseling or related fields. The program offers individuals the opportunity to earn a degree in counseling with concentrations in Clinical Mental Health Counseling, School Counseling, Substance Abuse Counseling, Substance Abuse Counseling and Education, and Applied Behavior Analysis.

The master's in counseling program is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of counseling, which has experienced a great deal of growth over the past decades, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues.

The master's in counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery.

The Department of Counseling at Nova Southeastern University prepares diverse counselors:

1. for the ethical practice of counseling aligned with a professional counseling orientation in accordance with the standards and credentials of the counseling profession.
2. to understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally while developing strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. who understand factors associated with human growth and development across the lifespan.
4. who understand career development theories and strategies for personal growth and employment opportunities in a global economy.
5. to utilize essential interviewing, counseling, and case conceptualization skills to promote client understanding of and access to a variety of community-based resources.
6. who utilize theoretical foundations of group counseling and group work to plan ethical and culturally relevant strategies for designing and facilitating groups.
7. who utilize methods of effective assessment relevant to academic/educational, career, personal, and social development.
8. who understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

**Please note that all department-specific forms referenced in this handbook are located in the Department of Counseling Student Center in Canvas. Students should routinely review the contents in the Canvas Student Center for updated information. Forms and handbooks are updated each academic year.**



M.S. in Counseling Program

School Counseling  
Concentration

## SCHOOL COUNSELING CONCENTRATION

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The Master of Science in Counseling, School Counseling concentration program is a Florida Department of Education, state-approved program. Additionally, Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Counseling program is designed for the continued professional development of persons who presently serve or are interested in serving our youth and their families in an educational, Pre-K-12 setting. The professional school counselor, based on the American School Counselor Association National Model, delivers a comprehensive, developmentally appropriate, School Counseling program that addresses the academic, career, and social/emotional needs of all students. The course work provides broad-based training designed to equip Pre-K-12 students with the skills necessary to confront a wide variety of contemporary issues facing today's youth.

This program will prepare candidates to become competent, professional school counselors in a multicultural and diverse society through:

1. understanding their professional identity as professional school counselors, including roles, functions and relationships with other education and community providers;
2. possessing a strong background in the history, philosophy, ethical standards, and educational policy issues related to School Counseling;
3. gaining specialized knowledge and skills needed to provide service delivery in a variety of ways, including individual, small group, and large-group guidance activities;
4. having a strong background in the nature and needs of children and adolescents at all developmental levels;
5. understanding the contextual basis for designing and/or implementing evidenced-based, school-wide programs;
6. gaining skills to develop and implement accountability measures for counseling interventions;
7. acquiring leadership skills to promote systemic change through collaboration and advocacy;
8. understanding and respecting the influences of varied backgrounds and experiences of individuals and families in a pluralistic society;
9. possessing knowledge and skills for preparing Pre-K-12 students for college and careers, as well as for transitions between grade levels.

## SCHOOL COUNSELING CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

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

### Required Courses

PYCL 0503	Counseling Theories for School Counseling
PYCL 0511	Introduction to Counseling Techniques
PYCL 0507	Research and Evaluation for Counselors
PYCL 0510	Career Development and College Planning
PYCL 0512	Human Growth and Development
PYCL 0515	Principles of School Counseling
PYCL 0550	Contemporary Clinical Interventions
PYCL 0560	Appraisal & Evaluation in School Counseling

PYCL 0571	Ethical, Legal, & Professional Issues for School Counselors
PYCL 0585	Psychology of Exceptional & At-Risk Children
PYCL 0632	Social and Cultural Foundations of Counseling
PYCL 0635	Group Theory and Practice
PYCL 0665	School Consultation Skills
PYCL 0685	School Counseling Practicum
PYCL 0688	School Counseling Internship
PYCL 0689	Continuing School Counseling Internship

The Master of Science degree program in counseling with a concentration in School Counseling requires 48 hours of graduate credit and successful completion of the program's examination requirements. The M.S. in Counseling with a concentration in School Counseling program is offered at designated regional campuses in a weekend hybrid format.

A candidate is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements).

A candidate must complete all courses for the degree with a grade point average of at least 3.0. In addition, all candidates must satisfactorily complete and pass practicum and internship, the Florida Teacher Certification Exam (the General Knowledge Test, Professional Education Test, and Subject Area Exam in Guidance and Counseling PK-12), and additional courses required of those who do not hold an active and valid Florida teaching certificate (e.g., TESOL, reading). All these requirements must be completed before the M.S. in Counseling, School Counseling concentration degree is conferred.

Students who have achieved matriculation status (completed the four designated courses for their concentration) and would like to add or change an eligible concentration must complete a Concentration-Format Change Request form and submit to the master's program office for approval. In each concentration, students must satisfactorily complete all curriculum requirements for selected concentrations before the degree can be conferred. Dual concentrations may not be available in all concentrations and formats. Consult a program advisor for further details.

## **SCHOOL COUNSELING MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)**

### **School Counseling Program**

Candidates are admitted into graduate study in School Counseling at the master's level and are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the candidate is enrolled.

During the formal review for matriculation, candidates' academic performance and professional functioning in the first four courses will be examined. Candidates need a grade point average of 3.0 or above in the first four courses to be matriculated.

**Candidates who achieve a grade point average of 2.5 or below, who receive two grades below a B minus (B-), or who receive a grade of F in any of the first four courses will not be matriculated and will be automatically withdrawn from graduate study.** Under no circumstances will that candidate be permitted to take additional graduate level courses in a College of Psychology program.

Candidates with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

## **ACADEMIC STANDING (FOLLOWING MATRICULATION)**

The grading policy for all graduate programs in the College of Psychology requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

### **Probation**

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of F is received.
3. Three concurrent incompletes (I) appear on the transcript.

The student, the master's program administration and the Department Chair will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Academic probation may affect the student's financial aid status.

### **Dismissal**

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below B minus (B-) are received.
3. Two grades of F are received.

## **ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)**

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator should he/she receive a first grade below B minus (B-). Should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate studies and must wait one year (three academic terms) to reapply

## **SCHOOL COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS**

Practicum and internship are conceived to be that phase of the master's in School Counseling program in which a counselor-in-training is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in School Counseling is generally viewed as an experience that assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the practical application. It is an opportunity for the counselor-in-training to apply what he or she has learned from the more didactic portion of the School Counseling program.

**Candidates entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. Candidates will need to arrange their schedule to complete this degree requirement.**

All candidates must apply by their local school district's policies and deadlines regarding placement. Additionally, candidates must ensure that the school district where they choose to do practicum or internship has a placement agreement with Nova Southeastern University. If the school district does not have an agreement with NSU, placement may be delayed. Candidates must communicate with the program office regarding practicum and internship placement options to ensure that placement is obtained according to the candidate's schedule.

Practicum and internship placement procedures vary among counties; candidates must abide by the differing guidelines. **Local school boards may charge school counseling candidates a fee for practicum/internship placement in a school with a cooperating school counselor. Should a candidate elect to complete their practicum/internship in a school district that requires such a fee, it will be the candidate's responsibility to submit the fee on the designated day and time stipulated by the school board staff in accordance with their guidelines.**

**Local school boards may require candidates to complete a security clearance and background screening which may include, but not be limited to, a background screening, fingerprinting, and/or drug testing. Some school districts may require additional documentation such as proof of immunizations, health screenings, etc. Candidates are expected to comply with school district procedures and timelines including incurring the cost of possible fees.**

Candidates will choose to do their practicum experience at one of the three Pre-K-12 grade levels and the internship experience at a different Pre-K-12 grade level. The three grade levels from which to choose are elementary (Pre-K-5), middle (6-8) and high school (9-12).

Practicum responsibilities require candidates to spend 100 hours (40 of which are direct student contact hours) at a Pre-K–12 grade school setting. It is a distinct experience where candidates gain basic counseling skills and professional knowledge which may include individual and small-group counseling, classroom guidance presentations, consultation, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. This experience is completed over the course of one semester (3 credit hours) and is to familiarize candidates with the role of the professional school counselor prior to internship. Candidates spend approximately 7 to 8 hours per week at a school.

Internship is an experience which requires candidates to spend 600 hours (240 of which are direct student contact hours) in a Pre-K–12 grade school setting. Candidates integrate knowledge acquired in the classroom to real, on the job supervised training. This experience enhances basic professional school counseling skills in the student academic, social/emotional, and career counseling areas. The six credit hours of internship afford counselors-in-training an opportunity to work with a variety of students, parents or teachers over time. NSU ascribes to the American School Counselor Association National Model for school counseling programs and supports experiences that include leadership, student advocacy, collaboration and teaming, and systemic change.

**Candidates may select from the following two scheduling options to fulfill the 600 hours (six credit hours) of internship experience:**

1. Completion of one academic semester (fall or winter) where the candidate will be required to complete a minimum of 40 hours per week in a school setting.
2. Completion of two continuous semesters (fall and winter) where the candidate will be required to complete a minimum of 20 hours per week in a school setting.

**Candidates employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their internship. Candidates may be required to take a leave of absence or make other necessary arrangements to fulfill this requirement. Candidates are not permitted to complete their internship experience at the school where they work, unless they are employed as a school counselor and there is a supervisor within the school who meets the requirements put forth by the Florida Department of Education.**

**Please be advised that waiver of practicum and internship experience for any reason will not be permitted. The candidate must file an application for practicum and internship and receive approval prior to registering for these courses.**

The practicum and internship courses must be completed with a grade of B minus (B-) or higher, otherwise the course will need to be repeated. The practicum and internship class schedule is a departure from the typical intensive weekend format. In addition to the experiential, in-school work required for practicum over one semester and for internship over one or two continuous semester/s, candidates will participate in bi-weekly group supervision meetings with NSU candidates and faculty members at the university. Additionally during practicum, individual or triadic supervision will take place on the alternate week with a faculty supervisor. Individual and group supervision meetings are held on evenings during the week. Specific details on practicum and internship are provided to candidates by the practicum coordinator at the appropriate time in their program. Please be advised that during practicum and internship, candidates may also be enrolled in regularly scheduled, intensive weekend classes.

### **School Counseling Internship Prerequisites**

To be eligible for practicum, candidates must have been matriculated.

To be eligible for internship, candidates must have been matriculated and must have successfully completed the following course work:

1. PYCL 0503 Counseling Theories for School Counselors
2. PYCL 0511 Introduction to Counseling Techniques
3. PYCL 0512 Human Growth and Development
4. PYCL 0515 Principles of School Counseling
5. PYCL 0550 Contemporary Clinical Interventions
6. PYCL 0571 Ethical, Legal, and Professional Issues for School Counselors
7. PYCL 0635 Group Theory and Practice
8. PYCL 0665 School Consultation Skills
9. PYCL 0685 School Counseling Practicum\*

**\*must be completed with a grade of “B minus” (B-) or better**

**The candidate must file an application for practicum and internship and receive approval prior to registering for these courses. The application must include a copy of the HIPAA training certificate which must be completed during PYCL 0571: Ethical, Legal, and Professional Issues for School Counselors.**

**Candidates are responsible for the cost of their own fingerprinting and background checks for practicum and internships.**

### **COMPETENCY ATTAINMENT**

As part of a systematic assessment of each School Counseling student's progress throughout the program, faculty will examine student learning in relation to demonstration of a combination of knowledge and skills, as well as professional dispositions. Competency-based assessments, in the form of Key Performance Indicators (KPI's), are embedded in the School Counseling coursework. Students who do not meet the required competency will be required to remediate the competency in order to receive a passing grade for that particular course. The instructor will assign a plan for remediating the KPI assessment, and the student is responsible for completing the tasks outlined in the remediation plan. Detailed assignment information and associated grading rubrics are located in the designated course syllabi.

## **FLORIDA EDUCATOR ACCOMPLISHED PRACTICES**

The Florida Educator Accomplished Practices (FEAPs) were adopted by the State of Florida Department of Education (DOE) to delineate the knowledge base and skills required of educators in the public school system. Successful articulation of the Florida Educator Accomplished Practices delineated by DOE are a requirement for graduation from the School Counseling program and reflects the commitment of the College of Psychology to a performance-based assessment of these essential competencies.

Candidates receive the Candidate Guide to the Florida Educator Accomplished Practices upon admission to the School Counseling program. This guide describes the Florida Educator Accomplished Practices and outlines where the FEAPs are imbedded into the School Counseling coursework. This guide also lists the required assessments and forms that candidates will need to complete to meet the FEAP requirements. One of these forms is the Individual Remediation Plan (IRP) that the candidate and instructor will need to fill out together if the candidate has not met a specific FEAP assessment requirement within a course. The instructor will assign a plan for remediating the FEAP assessment, and the candidate is responsible for completing the tasks outlined in the remediation plan. Candidates cannot receive a grade for a particular course until all FEAPs within that course have been successfully completed.

## **SCHOOL COUNSELING EXAMINATION REQUIREMENTS**

Prior to graduation, candidates are required to take two sub-tests of the FTCE: (1) Professional Education (PEd) examination, and (2) Subject Area Test (SAE) in Guidance and Counseling PK - 12. Degree conferral will be based upon successful completion of these two sub-tests of the FTCE and curriculum requirements. Passing scores of the PEd and SAE examinations must be submitted to the program office prior to graduation. As state requirements are subject to change, candidates should expect changes or modifications to the curriculum and degree requirements. All costs related to certification and the FTCE are the responsibility of the candidate.

While not a current requirement for Florida Department of Education Certification in School Guidance and Counseling, candidates may consider completing all four sub-tests of the General Knowledge Test (GKT) of the Florida Teacher Certification Examination (FTCE). As an alternative, effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test:

- GRE Analytical Writing combined minimum score of 4 out of 6 acceptable for GK Essay
- GRE Quantitative Reasoning minimum scaled score of 147 acceptable for GK Mathematics
- GRE Verbal Reasoning minimum scaled score of 151 acceptable for both GK English Language Skills and GK Reading.

Current support for the Florida Department of Education (FLDOE) exams includes:

- FLDOE: The FLDOE provides content resources to assist candidates in preparing for their exams, including sample questions, test information guides, and tutorials. Please see FLDOE resources at <http://www.fl.nesinc.com/resources.asp>
- Learning Liaisons: This site offers Florida-specific, on-demand video courses and online workshops. Please see <http://www.thelearningliaisons.com/?categoryid=11>

Candidates who already hold an active and valid teacher certification from the State of Florida may not be required to take additional courses nor the PEd sub-tests of the FTCE if these requirements have been already fulfilled. However, they may need to take the SAE sub-test of the FTCE in School Guidance and Counseling if their certification is not in this subject area. It is recommended that all candidates check their eligibility requirements with the FLDOE, whether or not they hold an active and valid teacher certificate.

Information regarding State of Florida certification may be obtained by contacting:  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399  
800-445-6739  
<http://www.fldoe.org/edcert/>

## **CERTIFICATION IN GUIDANCE AND COUNSELING**

The School Counseling program is approved by the Florida Department of Education (DOE). All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

**A degree conferred by any College of Psychology program, including those that are NCATE/CAEP accredited, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment.**

**Students are responsible for verifying periodically their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject to change without notice.**

Candidates who **do not** hold an active and valid professional teaching certificate will be required to complete additional course work or submit documentation as required by the state. Candidates are responsible for verifying requirements for certification in Guidance and Counseling with their local school board certification office or with the Florida Department of Education. State of Florida approval for certification does not necessarily apply to certification requirements in other states. Certification requirements are subject to change. All costs related to certification and the FTCE are the responsibility of the candidate.

Applicants who **do not** hold a current State of Florida Professional Teaching Certificate must also complete the following courses at NSU unless the respective course(s) was (were) taken previously in an approved teacher education program:

1. RED 0550 - Reading in the Content Areas (3 credits)
2. TSOL 0510 – Classroom TESOL, Theory and Strategies for Teachers (3 credits)

**Scheduling information for RED 0550 and TSOL 0510, offered by NSU's Abraham S. Fischler College of Education in an online format, will be posted each semester via Canvas within the Master's in Counseling Student Center.**

## **SCHOOL COUNSELING – NON-DEGREE CERTIFICATION OPTION**

Teachers, educators, and counselors who hold an eligible master's degree in a related area other than School Counseling may apply for admission as a "special (non-degree) student" for the purpose of taking courses in the master's program in School Counseling that meet the requirements for Florida certification as a school counselor under Plan 2, Rule 6A-4.0181, *Florida Statutes* (course by course basis).

Special (non-degree) students seeking admission to the School Counseling program for the purpose of seeking certification by the Florida Department of Education will be required to complete the following



courses at NSU. Per NSU policy, students wishing to transfer courses toward the certification option may do so (up to 6 graduate credit hours completed within five years) with the permission of the Department Chair. Students may be required to complete PYCL 0685 Counseling Practicum. Completion of PYCL 0688/0689 School Counseling Internship will be required at NSU regardless of previous internship experiences. **Please be advised that students seeking to only complete the practicum and/or internship requirement at NSU will not be admitted, and that waiver of the practicum and internship experience for any reason will not be permitted.**

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

**\*These courses must be completed before applying for internship.**

**2019-20 Planned Program of Study: School Counseling Concentration (48 credits)**  
**Nova Southeastern University Master of Science in Counseling**

Student Name: \_\_\_\_\_  
 NSU ID: \_\_\_\_\_ Phone #: \_\_\_\_\_  
 Street Address: \_\_\_\_\_  
 City/State/Zip Code: \_\_\_\_\_  
 Student Email: \_\_\_\_\_@mysu.nova.edu

Advisor Name: \_\_\_\_\_  
 Campus: ☐ Fort Lauderdale/Davie Campus  
☐ Orlando  
☐ Tampa

**Required Foundational Counseling Courses (27 hrs.)**

(For course descriptions please consult your handbook.)

	Credit Hours	Required Tasks	Term Taken	Grade Earned
*PYCL 0503 Counseling Theories for School Counselors	3	<input type="checkbox"/> Orientation		
PYCL 0507 Research and Evaluation for Counselors	3	<input type="checkbox"/> Research Article Critique KPI		
PYCL 0510 Career Development and College Planning	3	<input type="checkbox"/> CCR Presentation <input type="checkbox"/> ESE Process <input type="checkbox"/> Asmnt. Project <input type="checkbox"/> Final Exam		
PYCL 0511 Introduction to Counseling Techniques (Prerequisite: PYCL 0503)	3	<input type="checkbox"/> Skills Video KPI		
PYCL 0512 Human Growth & Development	3	<input type="checkbox"/> Human Devel. Paper KPI		
PYCL 0560 Appraisal and Evaluation in School Counseling (Prerequisite: PYCL 0507)	3	<input type="checkbox"/> Test Review		
PYCL 0571 Ethical, Legal & Professional Issues for School Counselors (Prerequisite: PYCL 0503)	3	<input type="checkbox"/> FERPA, HIPAA & IDEA Paper <input type="checkbox"/> HIPAA Certificate KPI		
PYCL 0632 Social & Cultural Foundations of Counseling	3	<input type="checkbox"/> Ethnographic Interview KPI		
PYCL 0635 Group Theory & Practice (Prerequisites: PYCL 0503, 0511)	3	<input type="checkbox"/> Group Plan KPI		

*\*See matriculation requirements below. Review matriculation policies, minimum grade requirements, disposition requirements, & dismissal policies in the Department of Counseling Policies and Procedures Handbook.*

**Required School Counseling Concentration Courses (21 hrs.)**

	Credit Hrs.	Required Tasks	Term	Grade
PYCL 0515 Principles of School Counseling	3	<input type="checkbox"/> Ethics Case Study <input type="checkbox"/> Self-Plan <input type="checkbox"/> Interview		
PYCL 0550 Contemporary Clinical Interventions (Prerequisite: PYCL 0503)	3	<input type="checkbox"/> In-service Analysis <input type="checkbox"/> Rev. Paper		
PYCL 0585 Psychology of Exceptional and At-Risk Children	3	<input type="checkbox"/> Plan <input type="checkbox"/> ESE <input type="checkbox"/> LD		
PYCL 0665 School Consultation Skills	3	<input type="checkbox"/> Consultation Paper <input type="checkbox"/> Project <input type="checkbox"/> Asmnt. of Candidate Dispositions		
**PYCL 0685 School Counseling Practicum (10 hours/week)	3	<input type="checkbox"/> Student Needs <input type="checkbox"/> Dispositions <input type="checkbox"/> Accountability Project <input type="checkbox"/> Data Collection <input type="checkbox"/> SC Exam		
**PYCL 0688 School Counseling Internship I (20 hours/week) (Prerequisites: PYCL 0503, 0511, 0512, 0515, 0550, 0571, 0635, 0665, & 0685 with a grade of B- or better; and consent of advisor)	3	<input type="checkbox"/> Case Presentation <input type="checkbox"/> Dispositions <input type="checkbox"/> Accountability Project <input type="checkbox"/> Data Collection <input type="checkbox"/> Midterm Eval <input type="checkbox"/> Final Eval		
**PYCL 0689 School Counseling Internship II (20 hours/week) (Prerequisite: PYCL 0688 with a grade of B- or better)	3	<input type="checkbox"/> Case Presentation <input type="checkbox"/> Dispositions <input type="checkbox"/> Accountability Project <input type="checkbox"/> Data Collection <input type="checkbox"/> Midterm Eval <input type="checkbox"/> Final Eval		

**\*\* Requires student to initiate Practicum Application and Approval process approximately 5 months prior to intended course start. Deadlines: April 15<sup>th</sup> for Fall start & September 15<sup>th</sup> for Winter start. Instructions located in Department of Counseling Student Center in Canvas. School Counseling Prac/Internship is not available during Summer.**

**\*School Counseling Matriculation Requirements****Date Passed**

1.	Minimum 3.0 GPA obtained in the first 4 courses (12 credits) taken in the program	
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**Exit Requirements****Date Passed**

1.	Professional Education (PEd) Test of the Florida Teacher Certification Examination (FTCE)	
2.	Guidance & Counseling PK-12 Subject Area Examination (SAE) of the Florida Teacher Certification Examination (FTCE)	
3.	Current Professional State of Florida Teaching Certificate <b>---OR---</b>	
	<b>---OR---</b> Reading Instruction (3 credits): RED 550 Foundations of Reading for Content Area Teachers <b>---AND---</b>	
	English for Speakers of Other Languages (3 credits): TSOL 510 - Classroom TESOL, Theory and Strategies for Teachers	

*Note: School Counseling Candidates are strongly encouraged to complete all subsections of the General Knowledge Test (GKT) in order to pursue an unrestricted professional license in the state of Florida.*

Student's Professional Involvement & Activities:

☐ ACA ☐ ASCA ☐ FCA ☐ FSCA ☐ CSO ☐ Other: \_\_\_\_\_

**SCHOOL COUNSELING RECOMMENDED COURSE SEQUENCE (6-9 credits per term):**

Full-Time Year 1		
<i>Fall Semester 1</i>	<i>Winter Semester 2</i>	<i>Summer Semester 3</i>
PYCL 0507 <sup>+</sup> PYCL 0632	PYCL 0503 PYCL 0515	PYCL 0511 PYCL 0512
Full-Time Year 2		
<i>Fall Semester 1</i>	<i>Winter Semester 2</i>	<i>Summer Semester 3</i>
PYCL 0571 PYCL 0635 Review Practicum Application Deadlines	PYCL 0665 PYCL 0550 PYCL 0685 (Practicum Field Placement, 10 hrs/wk)	PYCL 0560 PYCL 0510 Review FDOE Exit Exam Deadlines
Full-Time Year 3		
<i>Fall Semester 1</i>	<i>Winter Semester 2</i>	
PYCL 0585 PYCL 0688 <sup>++</sup> (Internship Field Placement, 20 hrs/wk) <b>OR</b> PYCL 0688/0689 (Internship Field Placement, 40 hrs/wk; Recommended) FDOE Exit Exams	PYCL 0689 (Internship Field Placement, 20 hrs/wk; if not taken in preceding term)	

<sup>+</sup>Regional campus schedules may vary based on course offerings.

<sup>++</sup> School Counseling Practicum and Internship **MUST** be completed at different levels (e.g., elementary and middle school; middle and high school). Students may elect to complete their internship during one semester at 40 hours/week, or across two semesters (excluding summer term) at 20 hours/week.

**IMPORTANT NOTES:**

- **Students must complete all degree requirements within 5 years of date of enrollment.**
- **After matriculation, students are required to be in continuous enrollment each term. Students who register for fewer than 6 credits/term should review financial aid implications. Students who fail to enroll in courses MUST have an approved Leave of Absence or will be dismissed from graduate study.**
- **Given the rigor of graduate study in a professional clinical training program, students should work with their Academic Advisor to plan a reasonable course of study based on individual student circumstances (e.g., employment, family obligations).**

Rev.7/9/2019



M.S. in Counseling

Clinical Mental Health  
Counseling Concentration

## **CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION**

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The Master of Science in Counseling, Clinical Mental Health Counseling (CMHC) concentration program is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. Professional counselors work in a variety of settings in mental health agencies, business and industry, substance abuse clinics, hospices, hospitals, correctional institutions, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to address a wide variety of contemporary issues. The Clinical Mental Health Counseling concentration curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

The Clinical Mental Health Counseling concentration is offered in the traditional, ground-based main campus format, the regional campus weekend hybrid format, and fully online. The main campus ground-based format offers ground-based instruction across a 15-week (on average) semester in a traditional, face-to-face academic format. The regional campus weekend hybrid format also offers face-to-face classroom instruction, but utilizes an intensive weekend format that allows students to complete their degree in focused, ground-based classes complemented by online ancillary activities. The online program is particularly designed to serve the training needs those who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities. These three formats offer accessibility and flexibility along with a quality educational opportunity for the mature independent student.

The Clinical Mental Health Counseling curriculum will prepare students to become competent clinical mental health counselors in a multicultural and diverse society through

1. Understanding and demonstrating the professional identity of a clinical mental health counselor, including knowledge of the history, philosophy, professional organizations, ethical codes, preparation standards, and credentials as well as the roles, settings, and delivery modalities (e.g., inpatient, outpatient, partial hospitalization) of clinical mental health counselors.
2. Understanding the legislative and policy issues related to clinical mental health counseling and possessing strategies for advocacy and interfacing with other professionals.
3. Attaining specialized knowledge and skills needed to provide culturally competent clinical mental health counseling services to diverse individuals, families, and groups, including assessment, diagnosis, treatment, referral, and prevention of mental and emotional disorders, including those related to crisis, trauma, substance use, and addiction.

## **CLINICAL MENTAL HEALTH COUNSELING CURRICULUM AND DEGREE COMPLETION REQUIREMENTS**

### **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

The Master of Science degree program in Counseling with a concentration in Clinical Mental Health counseling requires 60 hours of graduate credit (core courses 33 credit hours + 27 credit hours Clinical Mental Health Counseling) and successful completion of the comprehensive exam. The M.S. in Counseling with a concentration in Clinical Mental Health Counseling program is offered in three formats: main campus (ground-based, 15-week semesters); fully online (15-week semesters); and regional campus (8-week, intensive two-weekend hybrid). Currently, there are regional campus programs offered in Florida at Miami, Orlando, Palm Beach, and Tampa campuses.

Clinical mental health counseling students are admitted to a specific campus or format (e.g., main campus, a regional campus, or online) and must take all coursework in the format for which admission was offered. Students requesting to change campuses or format must submit a written request to the program office for faculty approval that includes rationale for the transfer.

The master's program in counseling, Clinical Mental Health Counseling concentration, may be taken on a full-time or part-time basis, excluding the regional campus format, which requires full time enrollment (minimum of 6 credits per semester). A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements).

A student must complete all courses for the degree with a grade point average of at least 3.0, including satisfactory completion of practicum and internship.

The student should exercise care to ensure that matriculation requirements and other course prerequisites are met and should seek advisement from the appropriate academic advisor or faculty member to design a plan of study.

The Clinical Mental Health Counseling curriculum is designed to provide the knowledge and training necessary for the student to pursue licensure as a professional counselor. **As state licensure or certification requirements vary and/or are subject to changes, it is imperative that students examine the requirements in the state to which they may make application to determine if the educational requirements of that state are met.** Specific information regarding national certification and individual state requirements can be found at [www.nbcc.org](http://www.nbcc.org).

Students who have achieved matriculation status (completed the four designated courses for their concentration) and would like to add or change an eligible concentration must complete a Concentration-Format Change Request form and submit to the master's program office for approval. In each concentration, students must satisfactorily complete all curriculum requirements for selected concentrations before the degree can be conferred. Dual concentrations may not be available in all concentrations and formats. Consult a program advisor for further details.

## **CLINICAL MENTAL HEALTH COUNSELING MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)**

### **Clinical Mental Health Counseling Concentration**

Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or first two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0511 Introduction to Counseling Techniques
3. PYCL 0507 Research and Evaluation for Counselors
4. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors

During the formal review for matriculation, the students' academic, behavioral, interpersonal, and professional performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a B minus (B-) or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate study. Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in a College of Psychology program.

## **ACADEMIC STANDING (FOLLOWING MATRICULATION)**

The grading policy for all graduate programs in the College of Psychology requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

### **Probation**

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of F is received.
3. Three concurrent incompletes (I) appear on the transcript.

The student, the master's program administration, and the Department Chair will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Academic probation may affect the student's financial aid status.

### **Dismissal**

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below B minus (B-) are received.
3. Two grades of F are received.

## **ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)**

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator should he/she receive a first grade below B minus (B-). Should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate studies and must wait one year (three academic terms) to reapply.

## **CLINICAL MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS**

Practicum and internship is conceived to be that phase of the M.S. in Counseling, Clinical Mental Health Counseling concentration, in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor in his or her delivery of clinical mental health counseling services. It serves as a bridge between the theoretical and the real and is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the Clinical Mental Health Counseling program.

Students eligible to begin practicum will complete and submit a practicum application form to the master's program office by the announced deadline (form is available on the master's student center in Canvas). Students will be notified by the program office of their approval or rejection to begin practicum. Those students approved to begin practicum will be provided with instructions regarding site placement several months in advance of the term start. The student cannot complete his or her practicum experience in a private practice. If the student would like to do his or her practicum at the same site where he or she is employed, it must be completed in a different department/unit, must involve completely different duties,



and must be supervised by a qualified professional unrelated to his or her present position. The student must receive permission from the program coordinator before requesting a placement in the place of his or her employment. An NSU representative will contact the agency on behalf of the student. While many students can complete the practicum/internship requirement while working, they should be prepared to make whatever arrangements are necessary to complete this requirement including a leave of absence, adjustment of the work schedule, etc. Practicum and internship time must not be compensated.

Three consecutive semesters of clinical, field experience are required to afford students the opportunity of working with a variety of client populations over time. **Students entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. Students will need to arrange their schedules to complete this degree requirement. Once placed at a site, students are expected to remain at the same site for the three consecutive semesters of practicum and internship. If a change of site occurs, students may have to complete additional hours.**

The Clinical Mental Health Counseling practicum and internship each span a full 15-week semester on average. During **Practicum**, the student will spend a minimum of 150 clock hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and triadic supervision. During **Internship** (which will be completed over two continuous semesters) immediately following practicum, students are required to spend a minimum of 600 hours (20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in bi-weekly seminar class. To fulfill the 600 clock hour requirement, a minimum of three hundred (300) total clock hours must be completed for each of the two semesters with at least one hundred-twenty (120) of those total hours per semester to be direct client contact.

**If an agency where an individual would like to complete practicum does not appear on the main campus approved list, the designated Practicum Coordinator must be contacted at least five months prior to any semester, so that the possibility of arranging a new placement can be determined.**

**For regional campus students, practicum and internship schedules are a departure from the intensive weekend format. The practicum and internship seminars typically will be held on evenings during the week.** In the field-based format, practicum/internship is scheduled only once during the curriculum for each cluster, and typically after a minimum of 10 courses have been scheduled. Currently, Practicum is scheduled to begin in the fall semester, with Internship following in the winter and summer semesters. Each site has a local Practicum Coordinator who assists in all arrangements for site placements. **Please be advised that during practicum/internship, students typically are also enrolled in regularly scheduled weekend classes.**

**For online students, practicum and internship schedules are a departure from the asynchronous format. Students will be required to register for a section and be available for the live, synchronous class via Canvas during the posted class meeting times. Sections meet during the week at varying times, as listed in WebSTAR.**

**Please be aware that there are restrictions for practicum/internship placement in New York and Illinois. Please see the Disclosure section located in this handbook.**

**\*\*\*Immediate placement at a practicum site may not be guaranteed\*\*\***

## **Clinical Mental Health Counseling Practicum Prerequisites**

To be eligible for PYCL 0680 - Counseling Practicum, students must have been matriculated and must have successfully completed a minimum of 24 semester hours which includes the following course work:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0507 Research and Evaluation for Counselors
3. PYCL 0511 Introduction to Counseling Techniques
4. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors\*\*
5. PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
6. PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
7. PYCL 0635 Group Theory and Practice
8. PYCL 0666 Case Conceptualization and Treatment Strategies\*

\* **PYCL 0666 Must be completed with a grade of B minus (B-) or better.**

**\*\* HIPAA training is required as part of PYCL 0570. A certificate will be issued to the student upon completion.**

**The student must file an application for practicum and receive approval prior to registering for a practicum. The student will submit their HIPAA training certificate with the practicum application. Approval for practicum will not be given without documentation of the HIPAA certificate.**

**All Clinical Mental Health Counseling students must be covered by individual professional counseling liability insurance policies while enrolled in Practicum and Internship.** Resources to fulfill this individual liability insurance requirement are available in the Department of Counseling Student Center in Canvas. Proof of coverage will be required for students to remain at a site placement.

**Students are responsible for the cost of their own fingerprinting and background checks for practicum and internships.**

Further practicum instructions will be provided to students prior to practicum registration.

## **COMPETENCY ATTAINMENT**

As part of a systematic assessment of each Clinical Mental Health Counseling student's progress throughout the program, faculty will examine student learning in relation to demonstration of a combination of knowledge and skills, as well as professional dispositions. Competency-based assessments, in the form of Key Performance Indicators (KPI's), are embedded in the Clinical Mental Health Counseling coursework. Students who do not meet the required competency will be required to remediate the competency in order to receive a passing grade for that particular course. The instructor will assign a plan for remediating the KPI assessment, and the student is responsible for completing the tasks outlined in the remediation plan. Detailed assignment information and associated grading rubrics are located in the designated course syllabi.

## **COUNSELOR DISPOSITIONS**

In addition to the College of Psychology Core Performance Standards, throughout the educational experience at Nova Southeastern University, applicants and students in the Clinical Mental Health Counseling concentration should develop and embody key professional dispositions. NSU counseling student dispositions are comprised of four categories, including professional behavior; positive attitude and self-awareness; communication, and ethical behavior. Faculty will monitor these dispositions at multiple points in time across the Clinical Mental Health Counseling curriculum. Faculty may identify problems in students' functioning, provide constructive feedback to them, and require a remediation plan to address those difficulties. Detailed assessment information is located in the designated course syllabi and in the Department of Counseling Student Center in Canvas.

## CLINICAL MENTAL HEALTH COUNSELING COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

All **Clinical Mental Health Counseling concentration** students are required to complete the Counselor Preparation Comprehensive Examination (CPCE). The current cost of the NSU campus-based exam offered on the main and regional campuses (Internet-Based Test/IBT) is **\$75 and may be subject to change**. The current cost of the off-campus exam (Computer-Based Test/CBT at a Pearson VUE Center) is **\$150 and may be subject to change**.

Students enrolled in **PYCL 0681 Counseling Internship I** are eligible to sit for the exam. Students will access the exam registration link for the CPCE via the Department of Counseling Student Center in Canvas.

The exam will need to be repeated upon an unsuccessful attempt. The exam cost is assessed for each attempt. A student has the ability to repeat the exam as many times as needed; however, they must complete their program within five years from the date of first enrollment (see Time Limit Requirements). Students with an unsuccessful attempt may be approved to repeat the exam once during the same academic term at a Pearson VUE Center, provided that the first attempt was completed prior to the campus-based exam date, and the student completes the repeated attempt prior to the end of the current academic term. Students who defer any repeated exam attempts to future terms will be held to the standards and procedures in place for the term in which they sit for the exam.

The CPCE is currently offered on the main campus and the regional campuses every semester (Fall, Winter, and Summer), and may be subject to change. Online students **residing outside of Florida** have the option of completing the exam at any of the available campus-based locations **or** at a Pearson VUE Center. Information concerning exam format and content is located in the Department of Counseling Student Center in Canvas.

**The deadline to register coincides with the registration dates for the respective term, and will be posted accordingly. Failure to adhere to the established deadline will require the student to delay the exam until the next semester.** If the student missed the deadline and cannot wait until the subsequent semester to take the exam, he/she must submit an appeal to the Department Chair to waive the deadline. There must be extenuating circumstances for the appeal to be approved. If the Department Chair approves the appeal, the student will be informed of the steps necessary to take the exam at a Pearson Vue Center, which means incurring the current cost of \$150.

## RESIDENTIAL INSTITUTE

Clinical Mental Health Counseling students completing their degree in the **online format** and who entered the program during the Fall 2018 term and beyond are required to complete a three-day residency experience at either the NSU Fort Lauderdale/Davie campus or the NSU Orlando campus.

After successful completion of the pre-requisite course PYCL 0502 Counseling Theories and Practice, the **mandatory residency weekend will be required as a component of PYCL 0511 Introduction to Counseling Techniques and for matriculation (degree candidacy) into the program.** The remainder of the course will be conducted in the hybrid format via Canvas based on the course syllabus. Please refer to the Clinical Mental Health Counseling Matriculation Requirements for information about degree candidacy.

**Students must register for the section of PYCL 0511 that corresponds with the dates and location of their selected residency weekend.** Please refer to the Academic Calendar for Residential Institute dates and locations. Transferring sections after the Drop/Add deadline will not be permitted. Students will be unable to receive a passing grade in the course without Residential Institute attendance.

Transportation and accommodations will be the student's expense. Students from other concentrations and formats will not be permitted to register for the designated Residential Institute sections of PYCL 0511.

More information, including the Residential Institute Acknowledgement Form, is located on the Department of Counseling website and in the Department of Counseling Student Center in Canvas.

## **CLINICAL MENTAL HEALTH COUNSELING LICENSURE AND CERTIFICATION**

**A degree conferred by any College of Psychology program, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment.**

**Students are responsible for verifying periodically their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject to change without notice.**

Students interested in pursuing national counseling certification should review requirements of the National Board for Certified Counselors at [www.nbcc.org](http://www.nbcc.org).

### **State of Florida Licensure for Mental Health Counselors**

Students interested in licensure as a mental health counselor in Florida (LMHC) should request a copy of licensure requirements from the:

Department of Health  
Board of Clinical Social Work, Marriage and Family Therapy,  
and Mental Health Counseling  
Medical Quality Assurance  
4052 Bald Cypress Way  
Bin # C08  
Tallahassee, Florida 32399-3258  
(850) 245-4474  
Or visit their Web site at: [www.doh.state.fl.us/mqa](http://www.doh.state.fl.us/mqa)

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

**Those students wishing to fulfill State of Florida requirements for licensure (effective January 1, 2001) may elect the option to fulfill the additional required practicum and internship hours (total 1000 hours) as required by Chapter 491, Florida Statutes. Students should meet with their on-site supervisor to ascertain whether additional hours are available above and beyond the minimum required for practicum/internship.**

## **MCAP Certification**

The M.S. in Counseling Clinical Mental Health Counseling concentration is considered equivalent masters level work for Florida Certification Board's Masters Level Substance Abuse Credential (MCAP). Upon graduation students must submit transcript to verify completion of MHC masters to FCB board. All Practicum hours at any rehabilitation site will count toward the 4000 hours requirement. More information can be found at Florida Certification Board: [www.flcertificationboard.org](http://www.flcertificationboard.org).

## **State Authorization of Distance Learning**

Federal and state regulations require that institutions of higher education comply with state laws regarding distance learning. Students that have any questions related to state authorization should contact their College advisor or NSU's Office of Licensure and State Relations. More information may be located at <http://www.nova.edu/academics/distance-education.html>

**Clinical Mental Health Counseling Students:** Illinois and New York regulate internship placements of students completing clinical training in online programs. Additionally, international practicum/internship placements are not available. Students planning to reside in either of these states or abroad during their practicum/internship should contact their academic advisor for clarification on the student's specific plans. Some states may have additional regulations related to licensure eligibility and requirements. Current state statutes should be reviewed at <http://www.nbcc.org/directory>.

**2019-20 Planned Program of Study: Clinical Mental Health Counseling Concentration (60 credits)**  
**Nova Southeastern University Master of Science in Counseling**

**Student Name:** \_\_\_\_\_  
**NSU ID:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Street Address:** \_\_\_\_\_  
**City/State/Zip Code:** \_\_\_\_\_  
**Student Email:** \_\_\_\_\_@mysnu.nova.edu

**Advisor Name:** \_\_\_\_\_  
**Campus/Format:**  
☐ Fort Lauderdale/David Campus  
☐ Online  
☐ Regional Campus \_\_\_\_\_

**Required Foundational Counseling Courses (27 hrs.)**



(For course descriptions please consult your handbook.)

	Credit Hours	Requirements	Term Taken	Grade Earned
*PYCL 0502 Counseling Theories and Practice	3	<input type="checkbox"/> Orientation <input type="checkbox"/> Dispositions		
*PYCL 0507 Research and Evaluation for Counselors	3	<input type="checkbox"/> Research Article Critique KPI		
*PYCL 0511 Introduction to Counseling Techniques (Prerequisite: PYCL 0502)	3	<input type="checkbox"/> Skills Video KPI		
*PYCL 0570 Ethical, Legal & Professional Issues for Counselors (Prerequisite: PYCL 0502)	3	<input type="checkbox"/> HIPAA Certificate KPI		
PYCL 0512 Human Growth & Development	3	<input type="checkbox"/> Human Devel. Paper KPI		
PYCL 0608 Psychological Testing for Individual Evaluation (Prerequisite: PYCL 0507)	3	<input type="checkbox"/> Assessment Plan KPI		
PYCL 0631 Career & Lifestyle Assessment	3	<input type="checkbox"/> Career Theory Applic. KPI		
PYCL 0632 Social & Cultural Foundations of Counseling	3	<input type="checkbox"/> Ethnographic Interview KPI		
PYCL 0635 Group Theory & Practice (Prerequisites: PYCL 0502, 0511)	3	<input type="checkbox"/> Group Plan KPI <input type="checkbox"/> Dispositions		

\*Courses required for matriculation. Review matriculation policies, minimum grade requirements, dispositional requirements, and dismissal policies in the Department of Counseling Policies and Procedures Handbook. ☐

**Required Clinical Mental Health Counseling Concentration Courses (33 hrs.)**

	Credit Hrs.	Requirements	Term	Grade
PYCL 0582 Human Sexuality	3			
PYCL 0584 Diagnosis & Treatment of Adult Psychopathology	3			
PYCL 0586 Diagnosis & Treatment of Child & Adolescent Psychopathology	3			
PYCL 0612 Substance Abuse (Prerequisites: PYCL 0502, 0511)	3			
PYCL 0645 Couples and Family Counseling Strategies (Prerequisites: PYCL 0502, 0511, 0584)	3			
PYCL 0660 Community Mental Health	3			
PYCL 0666 Case Conceptualization & Treatment Strategies (Prerequisites: PYCL 0502, 0511, 0584)	3			
PYCL 0669 Advanced Treatment Interventions (Prerequisites: PYCL 0502, 0511, 0584, 0666)	3			
**PYCL 0680 Counseling Practicum (150 hours total/40 direct) (Prerequisites: PYCL 0502, 0507, 0511, 0570, 0584, 0586, 0635, & 0666 with a grade of B- or better)	3	<input type="checkbox"/> Dispositions <input type="checkbox"/> Logs <input type="checkbox"/> Midterm Eval <input type="checkbox"/> Final Eval		
PYCL 0681 Counseling Internship I (Prerequisite: PYCL 0680 with a grade of B- or better; 300 hours total/120 direct)	3	<input type="checkbox"/> KPI Quiz <input type="checkbox"/> Logs <input type="checkbox"/> Midterm Eval <input type="checkbox"/> Final Eval		
PYCL 0682 Counseling Internship II (Prerequisite: PYCL 0681 with a grade of B- or better; 300 hours total/120 direct)	3	<input type="checkbox"/> Capstone KPI <input type="checkbox"/> Logs <input type="checkbox"/> Midterm Eval <input type="checkbox"/> Final Eval		

\*\* Requires student to initiate Practicum Application and Approval process approximately 5 months prior to intended course start. **Deadlines: January 15<sup>th</sup> for Summer start; April 15<sup>th</sup> for Fall start; & September 15<sup>th</sup> for Winter start.** Instructions located in Department of Counseling Student Center in Canvas.

**Exit Exam**

**Date Passed**

**Counselor Preparation Comprehensive Examination** (includes content in Foundational Counseling Courses)

Student's Involvement in Professional Organizations: ☐ ACA ☐ FCA ☐ CSO ☐ Other: \_\_\_\_\_

Participation in seminars, conferences, and other activities that Contribute to Personal and Professional Growth: ☐ Yes ☐ No List: \_\_\_\_\_

KPI = Key Performance Indicator; Dispositions = Assessment of Student Dispositions



**Recommended Course Sequence: Clinical Mental Health Counseling Concentration (60 credits)**  
**Nova Southeastern University Master of Science in Counseling**

**FULL-TIME RECOMMENDED COURSE SEQUENCE (6 credits per term):**

Full-Time Year 1		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0502*	PYCL 0511	PYCL 0635
PYCL 0507	PYCL 0570	PYCL 0584
Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0586	PYCL 0631	PYCL 0666
PYCL 0512	PYCL 0632	PYCL 0660
	Review Practicum Application Deadlines	
Full-Time Year 3		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0612	PYCL 0669	PYCL 0582
PYCL 0608	PYCL 0645	PYCL 0682 (Internship Field Placement, 20 hrs/wk)
PYCL 0680 (Practicum Field Placement, 10 hrs/wk)	PYCL 0681 (Internship Field Placement, 20 hrs/wk)	
Review CPCE Application Deadlines	CPCE (Exit Exam)	

\*Regional campus schedules may vary based on course offerings.

**ACCELERATED FULL-TIME RECOMMENDED COURSE SEQUENCE (9-12 credits per term):**

Intensive Full-Time Year 1		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0502	PYCL 0511	PYCL 0635
PYCL 0507	PYCL 0584	PYCL 0586
PYCL 0512	PYCL 0570	PYCL 0666
PYCL 0631	PYCL 0632	PYCL 0660
	Review Practicum Application Deadlines	
Intensive Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0612	PYCL 0669	PYCL 0582
PYCL 0608	PYCL 0645	PYCL 0682 (Internship Field Placement, 20 hrs/wk)
PYCL 0680 (Practicum Field Placement, 10 hrs/wk)	PYCL 0681 (Internship Field Placement, 20 hrs/wk)	
Review CPCE Application Deadlines	CPCE (Exit Exam)	

**IMPORTANT NOTES:**

- Students must complete all degree requirements within 5 years of date of enrollment.
- After matriculation, students are required to be in continuous enrollment each term. Students who register for fewer than 6 credits/term should review financial aid implications. Students who fail to enroll in courses **MUST** have an approved Leave of Absence or will be dismissed from graduate study.
- Given the rigor of graduate study in a professional clinical training program, students should work with their Academic Advisor to plan a reasonable course of study based on individual student circumstances (e.g., employment, family obligations).

M.S in Counseling

Substance Abuse Counseling  
Concentration

Substance Abuse Counseling  
and Education Concentration



## **SUBSTANCE ABUSE COUNSELING AND SUBSTANCE ABUSE COUNSELING AND EDUCATION CONCENTRATIONS**

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The Master's in Counseling Program with a Substance Abuse Counseling (SAC) concentration or Substance Abuse Counseling and Education (SACE) concentration, housed under the College of Psychology at Nova Southeastern University, offers an innovative academic program designed for the working professional actively involved in or entering the field of substance abuse counseling or related fields. The program offers individuals the opportunity to earn a fully online degree in counseling with concentrations in Substance Abuse Counseling or Substance Abuse Counseling and Education. The online program is particularly designed to serve the training needs of administrators and practitioners who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities.

The master's in counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. The online instruction offers accessibility and flexibility along with a quality educational opportunity for the mature independent student.

The Substance Abuse Counseling or Substance Abuse Counseling and Education concentrations are designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of counseling, which has experienced a great deal of growth over the past decades, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues. The Substance Abuse Counseling or Substance Abuse Counseling and Education concentration curriculum meets the academic requirements for certification as a Florida Certified Addictions Professional and Florida Masters Level Addiction Professional through the Florida Certification Board.

This program will prepare students to become competent providers of substance abuse services in a multicultural and diverse society through:

1. understanding their professional identity in their area of concentration, including roles, functions and relationships with other providers
2. possessing a strong background in the history, philosophy, ethical standards and policy issues related to their area
3. gaining specialized knowledge and skills needed to provide service delivery in mental health, substance abuse, or applied behavior analysis.
4. having a strong background in the nature and needs of individuals at all developmental levels
5. understanding and respecting the influences of varied backgrounds and experiences of individuals in a pluralistic society
6. understanding the contextual basis for assessment and intervention and becoming effective consumers of research
7. applying knowledge and skills to the treatment of individuals, families and groups
8. designing and implementing prevention services

## **SUBSTANCE ABUSE COUNSELING CURRICULUM AND DEGREE COMPLETION REQUIREMENTS**

**Master's Degree in Counseling, Substance Abuse Counseling (SAC) Concentration (48 credit hours total) and Substance Abuse Counseling and Education (SACE) Concentration Curriculum (60 credit hours total)**

### **Substance Abuse Counseling (SAC) Concentration Requirements (48 credits total)**

#### **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

#### **Substance Abuse Counseling Concentration Requirements (Additional 15 credits)**

- SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings
- SA 0720 Issues in Clinical Supervision
- SA 0730 Treatment of Co-occurring Disorders
- SA 0740 Psychopharmacology of Illicit and Licit Drugs
- SA 0770 Substance Abuse Counseling Practicum I
- SA 0780 Substance Abuse Counseling Practicum II **Elective**

### **Substance Abuse Counseling and Education (SACE) Concentration Requirements (60 credits total)**

#### **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

#### **Substance Abuse Counseling and Education Concentration Requirements (Additional 27 credits)**

- SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings
- SA 0720 Issues in Clinical Supervision
- SA 0730 Treatment of Co-occurring Disorders
- SA 0740 Psychopharmacology of Illicit and Licit Drugs
- SA 0750 Prevention Programming and Education
- SA 0770 Substance Abuse Counseling Practicum I
- SA 0780 Substance Abuse Counseling Practicum II
- SA 0790 Substance Abuse Counseling Practicum III

- Clinical Mental Health Counseling Concentration Elective (PYCL 0582 Human Sexuality suggested if pursuing MCAP certification)

The Master of Science degree program in Counseling with a concentration in Substance Abuse Counseling requires 48 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track). The Master of Science degree program in Counseling with a concentration in Substance Abuse Counseling and Education requires 60 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track + 12 credit hours substance abuse advanced track which includes a 3 credit elective from the Clinical Mental Health Counseling concentration).

The M.S. in Counseling with concentrations in Substance Abuse Counseling and Substance Abuse Counseling and Education is offered in the online format, and may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements).

A student must complete all courses for the degree with a grade point average of at least 3.0, including satisfactory completion of practicum and internship.

Course work in the counseling program can be taken in any sequence. The student should exercise care to ensure that matriculation requirements and other course prerequisites are met and should seek advisement from the appropriate academic advisor or faculty member as needed.

Students who have achieved matriculation status (completed the four designated courses for their concentration) and would like to add or change an eligible concentration must complete a specialty track request form and submit to the master's program office for approval. In each concentration, students must satisfactorily complete all curriculum requirements for selected concentrations before the degree can be conferred. Dual concentrations may not be available in all concentrations and formats. Consult a program advisor for further details.

## **SUBSTANCE ABUSE COUNSELING MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)**

### **Substance Abuse Counseling and Substance Abuse Counseling and Education Concentrations**

Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or first two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0507 Research and Evaluation for Counselors
3. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
4. SA 0710 Foundations of Substance Abuse/Mental Health Counseling in Community Settings

During the formal review for matriculation, the students' academic, behavioral, interpersonal, and professional performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a B minus (B-) or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate study. Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in a College of Psychology program.

## **ACADEMIC STANDING (FOLLOWING MATRICULATION)**

The grading policy for all graduate programs in the College of Psychology requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

### **Probation**

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of F is received.
3. Three concurrent incompletes (I) appear on the transcript.

The student, the master's program administration, and the Department Chair will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Academic probation may affect the student's financial aid status.

### **Dismissal**

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below B minus (B-) are received.
3. Two grades of F are received.

## **ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)**

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator should he/she receive a first grade below B minus (B-). Should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate studies and must wait one year (three academic terms) to reapply.

## **SUBSTANCE ABUSE COUNSELING PRACTICUM REQUIREMENTS**

Practicum is conceived to be that phase of the master's in counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor to function within a clinical setting. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the

more didactic portion of the counseling program. Practicum experiences are designed to provide students with a sequential, supervised field experience in an appropriate clinical setting. Students will be required to complete the designated clinical training (field) experiences in their concentration. If more than one clinical training experience is required in a concentration, students are required to complete the practicum in continuous semesters. Students should be aware that some clinical training sites require evenings and weekends as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks. If the student elects to intern more than the required hours per week, it should be discussed during the initial interview with the site. In addition, the student is required to attend the regularly scheduled class meetings. Students may elect to complete additional hours as required for licensure or certification in their state.

Students eligible to begin practicum will complete and submit a practicum application form to the master's in counseling program office by the announced deadline (form is available on the College of Psychology website [www.psychology.nova.edu](http://www.psychology.nova.edu)). Students will be notified by the program office of their approval or rejection to begin practicum. Those students approved to begin practicum will be provided with instructions regarding application for site approval and placement several months in advance of the term start. If a student is requesting placement outside of Florida or not near an NSU regional campus, the student is responsible for providing information on appropriate agencies in their local or surrounding areas. The student cannot complete his or her practicum experience in a private practice. If the student would like to do his or her practicum at the same site where he or she is employed, it must be completed in a different department/unit, must involve completely different duties, and must be supervised by a qualified professional unrelated to his or her present position. The student must receive permission from the program coordinator before requesting a placement in the place of his or her employment. An NSU representative will contact the agency on behalf of the student. While many students can complete the requirement while working, they should be prepared to make whatever arrangements are necessary to complete this requirement including a leave of absence, adjustment of the work schedule, etc. Practicum and internship time must not be compensated.

### **Substance Abuse Counseling (SAC) Practicum**

One semester of practicum is required. The practicum spans a 15-week semester. The student will spend a minimum of 160 hours (approx. 11 hrs/week) with a minimum of 75 hours of direct client contact in a community agency setting and participate in a practicum seminar class. Students may elect to take an additional practicum to gain more experience and to satisfy certification requirements.

### **Substance Abuse Counseling and Education (SACE) Practicum**

Three consecutive semesters of practicum are required to afford students the opportunity of working with a variety of client populations over time. Each practicum spans a 15-week semester, on average. The student will spend a minimum of 160 hours (approx. 11 hrs/week) with a minimum of 75 hours of direct client in a community agency setting and participate in a practicum seminar class each semester.

**Some states may require more practicum hours than required by Nova Southeastern University for licensure/certification. Students wishing to meet their respective state requirements for practicum may increase hours during the regular scheduled practicum or add additional practicum courses to meet state requirements.**

**It is the student's responsibility to check your respective state or local statutes and requirements for supervised practicum experiences in your selected discipline.**

**Students are responsible for the cost of their own fingerprinting and background checks for practicum and internships.**

**For online students, practicum and internship schedules are a departure from the asynchronous format. Students will be required to register for a section and be available for the live, synchronous class via Canvas during the posted class meeting times. Sections meet during the week at varying times, as listed in WebSTAR.**

**\*\*\*Immediate placement at a practicum site may not be guaranteed\*\*\***

#### **Substance Abuse Counseling (SAC) Practicum Prerequisites**

To be eligible for SA 0770 Substance Abuse Counseling Practicum I, students must have completed the following prerequisite courses:

PYCL 0502 Counseling Theories and Practice

PYCL 0507 Research and Program Evaluation

PYCL 0570 Legal, Ethical and Professional Issues for Counselors\*\*

PYCL 0584 Diagnosis and Treatment of Adult Psychopathology

PYCL 0612 Substance Abuse

SA 0740 Psychopharmacology of Illicit and Licit Drugs\*

**\*SA 0740 must be completed with a grade of B minus (B-) or better**

**\*\* HIPAA training is required as part of PYCL 0570. A certificate will be issued to the student upon completion.**

#### **Substance Abuse Counseling and Education (SACE) Practicum Prerequisites**

SA 0770 Practicum I

**The student must file an application for practicum and receive approval prior to registering for a practicum. The student will submit their HIPAA training certificate with the practicum application. Approval for practicum will not be given without documentation of the HIPAA certificate.**

**Students are responsible for the cost of their own fingerprinting and background checks for practicum and internships.**

Further practicum instructions will be provided to students prior to practicum registration.

### **COMPETENCY ATTAINMENT**

As part of a systematic assessment of each Substance Abuse Counseling student's progress throughout the program, faculty will examine student learning in relation to demonstration of a combination of knowledge and skills, as well as professional dispositions. Competency-based assessments, in the form of Key Performance Indicators (KPI's), are embedded in the Substance Abuse Counseling coursework. Students who do not meet the required competency will be required to remediate the competency in order to receive a passing grade for that particular course. The instructor will assign a plan for remediating the KPI assessment, and the student is responsible for completing the tasks outlined in the remediation plan. Detailed assignment information and associated grading rubrics are located in the designated course syllabi.

### **SUBSTANCE ABUSE COUNSELING LICENSURE AND CERTIFICATION**

**A degree conferred by any College of Psychology program, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment.**

**Students are responsible for verifying periodically their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject to change without notice.**

Students interested in pursuing national addictions certification should review requirements of the National Association for Addiction Professionals at [www.naadac.org](http://www.naadac.org) and the Master Addictions Counselor through the National Board for Certified Counselors at <https://www.nbcc.org/certification/mac>.

### **Florida Certified Addiction Professional (CAP) and Florida Master's Level Addiction Professional (MCAP)**

PYCL 0582 Human Sexuality (from the Clinical Mental Health Counseling concentration) is required as an elective to meet all MCAP academic requirements. All practicum hours at any rehabilitation site will count toward the 4000 hours requirement.

Reciprocity may be offered to those in other States and internationally by receiving an endorsement from the International Certification and Reciprocity Consortium (IC&RC) is an organization of Alcohol and Drug counselor credentialing bodies that offer reciprocal level credentials and examinations in various boards at the State level, internationally in other countries, though the armed services and Indian Health services. Approval for this endorsement is determined by these IC&RC boards on a jurisdictional level. Local boards can be found at [www.internationalcredentialing.org](http://www.internationalcredentialing.org) for more information.

For information regarding the CAP and MCAP requirements, students should review the requirements for certification at <http://flcertificationboard.org/certification/available-certifications/>

**2019-20 Planned Program of Study: Substance Abuse Counseling/SAC (48 credits)  
and Substance Abuse Counseling and Education/SACE (60 credits) Concentrations  
Nova Southeastern University Master of Science in Counseling**

Student Name: \_\_\_\_\_  
NSU ID: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Street Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_  
Student Email: \_\_\_\_\_@mysu.nova.edu  
Advisor Name: \_\_\_\_\_

**33 Credit Hours: Required Core Counseling Courses**



(For course descriptions please consult your handbook.)

	Credit Hours	Requirements	Term Taken	Grade Earned
*PYCL 0502 Counseling Theories and Practice	3	<input type="checkbox"/> Orientation <input type="checkbox"/> Dispositions		
*PYCL 0507 Research and Evaluation for Counselors	3	<input type="checkbox"/> Research Article KPI		
PYCL 0512 Human Growth & Development	3	<input type="checkbox"/> Human Devel. Paper KPI		
*PYCL 0570 Ethical, Legal & Professional Issues for Counselors (Prerequisite: PYCL 0502)	3	<input type="checkbox"/> HIPAA Certificate KPI		
PYCL 0584 Diagnosis & Treatment of Adult Psychopathology	3			
PYCL 0608 Psychological Testing for Individual Evaluation (Prerequisite: PYCL 0507)	3	<input type="checkbox"/> Assessment Plan KPI		
PYCL 0612 Substance Abuse (Prerequisite: PYCL 0502)	3			
PYCL 0631 Career & Lifestyle Assessment	3	<input type="checkbox"/> Career Theory Applic. KPI		
PYCL 0632 Social & Cultural Foundations of Counseling	3	<input type="checkbox"/> Ethnographic Interview KPI		
PYCL 0635 Group Theory & Practice (Prerequisite: PYCL 0502)	3	<input type="checkbox"/> Group Plan KPI <input type="checkbox"/> Dispositions		
PYCL 0645 Couples & Family Counseling Strategies (Prereq: PYCL 0502, 0584)	3			

**Additional 15 Credit Hrs Required: Substance Abuse Counseling Concentration Courses**

	Credit Hrs.	Requirements	Term	Grade
*SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings	3			
SA 0720 Issues in Clinical Supervision	3			
SA 0730 Treatment of Co-occurring Disorders	3			
SA 0740 Psychopharmacology of Illicit and Licit Drugs	3			
**SA 0770 Substance Abuse Counseling Practicum I (Prerequisites: PYCL 0502, 0507, 0584, 0570, 0612; SA 0740 with a grade of B minus or better)	3			
SA 0780 Substance Abuse Counseling Practicum II Elective	3			

**Additional 12 Credit Hours Required: Substance Abuse Couns. & Educ. Concentration Courses**

	Credit Hrs.	Requirements	Term	Grade
SA 750 Prevention Programming and Education	3			
SA 780 Substance Abuse Counseling Practicum II (Prereq: SA 770 with a grade of B minus or better)	3			
SA 790 Substance Abuse Counseling Practicum III (Prereq: SA 780 with a grade of B minus or better)	3			
Clinical Mental Health Counseling Concentration Elective***	3			

\*Courses required for matriculation. Review matriculation policies, minimum grade requirements, dispositional requirements, and dismissal policies in the Department of Counseling Policies and Procedures Handbook.

\*\* Requires student to initiate Practicum Application and Approval process approximately 5 months prior to intended course start. **Deadlines: January 15<sup>th</sup> for Summer start; April 15<sup>th</sup> for Fall start; & September 15<sup>th</sup> for Winter start.** Instructions located in Department of Counseling Student Center in Canvas. SA 0740 & 0770 must be completed with a grade of B- or better. For SACE, SA 0780 and SA 0790 must be completed with a grade of B- or better.

\*\*\* CMHC Elective Options Include: PYCL 0511, 0582, 0586, & 0660

Student's Professional Involvement & Activities: ☐ ACA ☐ IAAOC ☐ NAADAC ☐ Other: \_\_\_\_\_



**Recommended Course Sequence: Substance Abuse Counseling (48 credits) and Substance Abuse Counseling and Education (60 credits) Concentrations**  
**Nova Southeastern University Master of Science in Counseling**

**FULL-TIME RECOMMENDED COURSE SEQUENCE (6-9 credits per term):**

Full-Time Year 1		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0502 PYCL 0507	PYCL 0512 or SA 0710 PYCL 0570	PYCL 0635 or SA 0710 PYCL 0584
Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
SA 0720 or SA 0740 PYCL 0608	SA 0720 or SA 0740 PYCL 0612 Review Practicum Application Deadlines	SA 0730 or SA 0740 PYCL 0632 PYCL 0645 Review MCAP Exam Application Deadlines
Full-Time Year 3		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0631 SA 0730 SA 0770 (Practicum Field Placement I) MCAP Exam (Optional Certification Exam)	<i>For Continuing SACE Students:</i> SA 0780 (Practicum Field Placement II: Elective for SAC, Required for SACE) SA 0750	<i>For Continuing SACE Students:</i> SA 0790 (Practicum Field Placement III) CMHC Elective (PYCL 0582 Recommended)

**ACCELERATED FULL-TIME RECOMMENDED COURSE SEQUENCE (9-12 credits per term):**

Intensive Full-Time Year 1		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0502 PYCL 0507 PYCL 0512 PYCL 0584	SA 0710 PYCL 0612 PYCL 0570 SA 0740	PYCL 0635 SA 0720 PYCL 0645 PYCL 0632 Review Practicum Application Deadlines
Intensive Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0608 SA 0730 SA 0770 (Practicum Field Placement I) Review MCAP Exam Application Deadlines	PYCL 0631 <i>For Continuing SACE Students:</i> SA 0780 (Practicum Field Placement II: Elective for SAC, Required for SACE) MCAP Exam (Optional Certification Exam)	<i>For Continuing SACE Students:</i> SA 0750 SA 0790 (Practicum Field Placement III) CMHC Elective (PYCL 0582 Recommended)

**IMPORTANT NOTES:**

- Students must complete all degree requirements within 5 years from date of enrollment.
- After matriculation, students are required to be in continuous enrollment each term. Students who register for fewer than 6 credits/term should review financial aid implications. Students who fail to enroll in courses **MUST** have an approved Leave of Absence or will be dismissed from graduate study.
- Given the rigor of graduate study in a professional clinical training program, students should work with their Academic Advisor to plan a reasonable course of study based on individual student circumstances (e.g., employment, family obligations).
- SAC/SACE Concentration Courses are rotated. Please refer to the Course Concentration Offering Guides provided in the MS Counseling Student Center for exact rotation.

M.S in Counseling

Applied Behavior Analysis  
Concentration

## **APPLIED BEHAVIOR ANALYSIS CONCENTRATION**

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The Master's in Counseling Program with an Applied Behavior Analysis concentration, housed under the College of Psychology at Nova Southeastern University, is an innovative academic program designed for the working professional actively involved in or entering the field of Applied Behavior Analysis (ABA). The program offers individuals the opportunity to earn a fully online degree in counseling with a concentration in Applied Behavior Analysis.

The master's in counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. The online instruction offers accessibility and flexibility along with a quality educational opportunity for the mature independent student.

The Applied Behavior Analysis concentration is designed for those students interested in becoming credentialed as a Board Certified Behavior Analyst (BCBA) through the Behavior Analyst Certification Board (BACB). Increased recognition of the field of ABA as an empirically validated discipline has led to an identifiable need to prepare well educated professionals in this field. The program is focused on developing behavior-analytic competent practitioners, scholars, and instructors who are solidly grounded in basic principles derived from the systematic study of behavior. As such, students in this program will be expected to take on a dynamic behaviorist perspective and inform their practice with current research findings. The mission of this program is to develop strong practitioners informed by science, supervisors, and consultants who will contribute to the advancement of the field of Applied Behavior Analysis. The Applied Behavior Analysis concentration is a BACB verified course sequence that meets the academic and experience requirements for certification.

This program will prepare students to become competent providers of Applied Behavior Analysis services in a multicultural and diverse society through:

1. understanding their professional identity in their area of concentration, including roles, functions and relationships with other providers
2. possessing a strong background in the history, philosophy, ethical code and policy issues related to their area
3. gaining specialized knowledge and skills needed to provide service delivery in Applied Behavior Analysis
4. understanding and respecting the influences of varied backgrounds and experiences of individuals in a pluralistic society
5. understanding the contextual basis for assessment and intervention and becoming effective consumers of research
6. applying knowledge and skills to the treatment of individuals, families and groups
7. designing and implementing prevention services

### **APPLIED BEHAVIOR ANALYSIS CURRICULUM AND DEGREE COMPLETION REQUIREMENTS**

#### **Master's Degree in Counseling, Applied Behavior Analysis (BCBA) Concentration Curriculum**

The Behavior Analyst Certification Board, Inc.<sup>®</sup> (BACB) has approved the following as a verified course sequence that meets coursework and experience requirements for eligibility to take the BCBA Examination. Students wishing to fulfill BACB requirements for professional certification should contact the BACB for specific information and advisement. It is recommended that students register with the BACB at

<https://gateway.bacb.com/Account/Login.aspx> in order to receive monthly newsletters and stay well-informed of credentialing requirements. Please check with an academic advisor regarding course planning and selection.

**Applied Behavior Analysis (BCBA) Concentration Requirements (51 credits total; 63 credits total if all 12 credits 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 0710 Principles of Applied Behavior Analysis
- ABA 0720 Applications of Applied Behavior Analysis
- ABA 0730 Behavior Assessment Models in Applied Behavior
- ABA 0740 Evaluating Interventions in Applied Behavior Analysis
- ABA 0750 Professional Issues in Applied Behavior Analysis
- ABA 0755 Ethical Conduct for Applied Behavior Analysts

**Optional Electives Required for BCBA Examination Eligibility (Additional 12 credits)**

- ABA 0760 Practicum in Applied Behavior Analysis I (**Elective**)
- ABA 0770 Practicum in Applied Behavior Analysis II (**Elective**)
- ABA 0780 Advanced Practicum in Applied Behavior Analysis I (**Elective**)

**Non-Degree Applied Behavior Analysis**

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

- ABA 0710 Principles of Applied Behavior Analysis
- ABA 0720 Applications of Applied Behavior Analysis
- ABA 0730 Behavioral Assessment Models in Applied Behavior Analysis
- ABA 0740 Evaluating Interventions in Applied Behavior Analysis
- ABA 0750 Professional Issues in Applied Behavior Analysis
- ABA 0755 Ethical Conduct for Applied Behavior Analysts

The M.S. in Counseling with concentrations in Applied Behavior Analysis is offered in the online format only and may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements.).

A student must complete all required courses for the degree with a grade point average of at least 3.0, including satisfactory completion of elective courses.

Course work in the counseling program can be taken in any sequence. The student should exercise care to ensure that matriculation requirements and other course prerequisites are met and should seek advisement from the appropriate academic advisor or faculty member as needed.

**Students who have achieved matriculation status (completed the four designated courses for their concentration) and would like to add or change an eligible concentration must complete a specialty track request form and submit to the master's program office for approval. In each concentration, students must satisfactorily complete all curriculum requirements for selected concentrations before the degree can be conferred. Dual concentrations may not be available in all concentrations and formats. Consult a program advisor for further details.**

## **APPLIED BEHAVIOR ANALYSIS MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)**

### **Applied Behavior Analysis (BCBA)**

Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or first two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0507 Research and Evaluation for Counselors
3. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
4. ABA 0710 Principles of ABA

During the formal review for matriculation, the students' academic, behavioral, interpersonal, and professional performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a B minus (B-) or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate study. Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in a College of Psychology program.

## **ACADEMIC STANDING (FOLLOWING MATRICULATION)**

The grading policy for all graduate programs in the College of Psychology requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

### **Probation**

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of F is received.

3. Three concurrent incompletes (I) appear on the transcript.

The student, the master's program administration, and the Department Chair will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Academic probation may affect the student's financial aid status.

### **Dismissal**

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below B minus (B-) are received.
3. Two grades of F are received.

### **ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)**

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator should he/she receive a first grade below B minus (B-). Should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate studies and must wait one year (three academic terms) to reapply.

### **APPLIED BEHAVIOR ANALYSIS PRACTICUM REQUIREMENTS**

Practicum is conceived to be that phase of the master's in counseling program in which a trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in ABA is generally viewed as an experience that assists the prospective behavior analyst to function within a clinical setting. It serves as a bridge between theory and practice. It is the first opportunity for the trainee to apply what he or she has learned from the academic courses in the counseling program.

Practicum courses are electives designed to provide students with a supervised experience in an appropriate clinical setting. Students electing this option will be required to complete the designated clinical training experiences in their concentration. Students should be aware that some clinical training sites require evenings and weekends as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks. Students will be required to meet BACB standards for experience. In addition, students are required to attend the regularly scheduled class meetings. Students may elect to complete additional hours as required for licensure or certification in their state.

Students eligible to begin practicum will complete and submit a practicum application form to the master's in counseling program office by the announced deadline (form is available on the College of Psychology website [www.psychology.nova.edu](http://www.psychology.nova.edu)). Students will be notified by the program office of their approval or rejection to begin practicum. Those students approved to begin practicum will be provided with instructions regarding application for site approval several months in advance of the term start. If a student is requesting placement outside of Florida or not near an NSU regional campus, the student is responsible for providing information on appropriate agencies in their local or surrounding areas. Practicum training facilities will be student-centered and provide adequate resources for training. If the student would like to do his or her practicum at the same site where he or she is employed, it must be completed in a different department/unit, must involve completely different duties, and must be supervised by a qualified professional unrelated to his or her present position. The student must receive permission from the program administrator before requesting a practicum placement in the place of his or her employment. An NSU representative will contact

the agency on behalf of the student. While many students can complete the requirement while working, they should be prepared to make whatever arrangements are necessary to complete this requirement including a leave of absence, adjustment of the work schedule, etc. Practicum time must not be compensated.

### **Applied Behavior Analysis Practicum**

Three semesters of practicum are offered as electives to help students gain clinical training experience under the supervision of a Board Certified Behavior Analyst. The practicum experience also helps to facilitate students' interest of meeting requirements for certification with the BACB. Students will work closely with a clinical training coordinator to identify and secure a practicum placement. Students will be provided with a list of approved practicum sites, and they will submit a rank order of training sites that they are interested attending. Students may also identify possible practicum sites for review and approval for a practicum placement. The clinical training coordinator will contact the site and determine what types of support and supervision will be needed and secure affiliation agreements with the practicum site. In order to be approved to begin practicum training, students will be required to interview with the site of interest and receive a formal invitation to receive supervised training (as per the agreed upon affiliation agreement) at the site. The student must complete all prerequisite didactic coursework satisfactorily. In addition, students will execute a supervision agreement with both their onsite supervisor and their faculty supervisor before starting to accrue experience hours. Lastly, students will need to successfully complete NSU's HIPAA training and receive background screening clearance. During clinical training, students will complete 20 hours per week in the first semester and 25 hours per week in the second and third semesters to meet the requirements. When applying to take the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the Experience Verification Form signed by their supervisor. Students may choose to pursue independent fieldwork and supervision privately through their place of employment or through contracting with a local BCBA. If a student chooses this option, the student will coordinate his or her own experience outside the university. For more information regarding specific requirements for certification please consult the BACB at [www.bacb.com](http://www.bacb.com).

**Some states may require more practicum hours than required by Nova Southeastern University for licensure/certification. Students wishing to meet their respective state requirements for practicum may increase experience and supervision hours during the regular scheduled practicum or add additional practicum courses to meet state requirements.**

**It is the student's responsibility to check your respective state or local statutes and requirements for supervised practicum experiences in your selected discipline.**

**Students are responsible for the cost of their own fingerprinting and background checks for practicum.**

**For online students, practicum schedules are a departure from the asynchronous format. Students will be required to register for a section and be available for the live, synchronous class via Canvas during the posted class meeting times. Sections meet during the week at varying times, as listed in WebSTAR.**

**\*\*\*Immediate placement at a practicum site may not be guaranteed\*\*\***

### **Applied Behavior Analysis Practicum Prerequisites**

1. ABA 0710 Principles of Applied Behavior Analysis (must be completed with a grade of B minus (B-) or better)



2. HIPAA training (required as part of PYCL 0570; a certificate will be issued to the student upon completion.)

**The student must file an application for practicum and receive approval prior to registering for a practicum. The student will submit their HIPAA training certificate with the practicum application. Approval for practicum will not be given without documentation of the HIPAA certificate.**

## **COMPETENCY ATTAINMENT**

As part of a systematic assessment of each ABA student's progress throughout the program, faculty will examine student learning in relation to demonstration of a combination of knowledge and skills, as well as professional dispositions. Competency-based assessments, in the form of Key Performance Indicators (KPI's), are embedded in the ABA coursework. Students who do not meet the required competency will be required to remediate the competency in order to receive a passing grade for that particular course. The instructor will assign a plan for remediating the KPI assessment, and the student is responsible for completing the tasks outlined in the remediation plan. Detailed assignment information and associated grading rubrics are located in the designated course syllabi.

## **APPLIED BEHAVIOR ANALYSIS LICENSURE AND CERTIFICATION**

**A degree conferred by any College of Psychology program, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment.**

**Students are responsible for verifying periodically their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject to change without notice.**

### **Behavior Analyst Certification Board (BACB)**

For information regarding the requirements for certification in Applied Behavior Analysis, students should review the requirements for certification at <http://www.bacb.com>



**2019-20 Planned Program of Study: Applied Behavior Analysis Concentration (51-60 credits)**  
**Nova Southeastern University Master of Science in Counseling**

**Student Name:** \_\_\_\_\_

**NSU ID:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

**City/State/Zip Code:** \_\_\_\_\_

**Student Email:** \_\_\_\_\_ **@mysu.nova.edu**

**Advisor Name:** \_\_\_\_\_

**33 Credit Hours: Required Core Counseling Courses** (For course descriptions please consult your handbook.) **Credit Hours** **Requirements** **Term** **Grade**

*PYCL 0502 Counseling Theories and Practice	3	<input type="checkbox"/> Dispositions		
*PYCL 0507 Research and Evaluation for Counselors	3	<input type="checkbox"/> Research Article Critique KPI		
PYCL 0512 Human Growth & Development	3	<input type="checkbox"/> Human Devel. Paper KPI		
*PYCL 0570 Ethical, Legal & Professional Issues for Counselors (Prerequisite: PYCL 502)	3	<input type="checkbox"/> HIPAA Certificate KPI		
PYCL 0584 Diagnosis & Treatment of Adult Psychopathology	3			
PYCL 0608 Psychological Testing for Individual Evaluation (Prerequisite: PYCL 507)	3	<input type="checkbox"/> Assessment Plan KPI		
PYCL 0612 Substance Abuse (Prerequisite: PYCL 502)	3			
PYCL 0631 Career & Lifestyle Assessment	3	<input type="checkbox"/> Career Theory Applic. KPI		
PYCL 0632 Social & Cultural Foundations of Counseling	3	<input type="checkbox"/> Ethnographic Interview KPI		
PYCL 0635 Group Theory & Practice (Prerequisite: PYCL 502)	3	<input type="checkbox"/> Group Plan KPI <input type="checkbox"/> Dispositions		
PYCL 0645 Couples and Family Counseling Strategies (Prereq: PYCL 502, 584)	3			

**\*\*\*Additional 18 Credit Hours Required: Applied Behavior Analysis Concentration Courses** **Credit Hours** **Requirements** **Term** **Grade**

*ABA 0710 Principles of Applied Behavior Analysis (Prerequisite: ABA Program Orientation Quiz)	3			
ABA 0720 Applications of Applied Behavior Analysis (Prerequisite: ABA 710)	3			
ABA 0730 Behavior Assessment Models in Applied Behavior Analysis (Prerequisite: ABA 710)	3			
ABA 0740 Evaluating Interventions in Applied Behavior Analysis	3			
ABA 0750 Professional Issues in Applied Behavior Analysis (Prerequisite: ABA 710)	3			
ABA 0755 Ethical Conduct for Applied Behavior Analysts (Prerequisite: ABA 710)	3			

**+ Optional Additional 9 Credit Hours** **Credit Hours** **Requirements** **Term** **Grade**

**ABA 0760 Practicum in Applied Behavior Analysis I (Elective) (Prerequisite: ABA 0710)	3			
ABA 0770 Practicum in Applied Behavior Analysis II (Elective) (Prerequisite: ABA 0760)	3			
ABA 0780 Practicum in Applied Behavior Analysis III (Elective) (Prerequisite: ABA 0770)	3			

\*Courses required for matriculation. Review matriculation policies, minimum grade requirements, dispositional requirements, and dismissal policies in the Student Handbook. ☐

\*\* Requires student to initiate Practicum Application and Approval process approximately 5 months prior to intended course start. **Deadlines: January 15<sup>th</sup> for Summer start; April 15<sup>th</sup> for Fall start; & September 15<sup>th</sup> for Winter start.** Instructions located in Department of Counseling Student Center in Canvas. ABA 710, 760, 770, & 780 must be completed with a grade of B- or better.

\*\*\*The Behavior Analyst Certification Board® has verified this course sequence as meeting the eligibility requirements for the Board Certified Behavior Analyst examination

<b>Supervised Clinical Experience Options:</b>	<input type="checkbox"/> Independent Fieldwork (1500 hours) <input type="checkbox"/> University Practicum (1000 hours)
<b>Certification &amp; Licensure Advising:</b> <i>As states continue to create new legislation regarding licensure, please be aware that this list may not be exhaustive. Be sure to check with the licensing board of your state to determine licensure requirements.</i>	<u>States Currently Requiring License for ABA Practice (2/2019):</u> Alabama, Alaska, Arizona, Connecticut, Hawaii, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New York, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin

Student's Professional Involvement & Activities: ☐ BACB ☐ ABAA ☐ ACA ☐ Other: \_\_\_\_\_



**Recommended Course Sequence: Applied Behavior Analysis Concentration (51-60 credits)**

**Nova Southeastern University Master of Science in Counseling**

**FULL-TIME RECOMMENDED COURSE SEQUENCE (6 credits per term):**

Full-Time Year 1		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 502 PYCL 507 ABA 710	ABA 710 PYCL 570	ABA 720 PYCL 635 PYCL 584
Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 512 PYCL 608	ABA 720 PYCL 631 Review Practicum Application Deadlines	ABA 730 ABA 755 PYCL 632
Full-Time Year 3		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
ABA 740 PYCL 612 ABA 760 (Elective Practicum I in ABA) Review BCBA Exam Application Deadlines	ABA 750 ABA 770 (Elective Practicum II in ABA)	PYCL 645 ABA 780 (Elective Practicum III in ABA)

**INTENSIVE FULL-TIME RECOMMENDED COURSE SEQUENCE (9-12 credits per term):**

Intensive Full-Time Year 1		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 502 PYCL 507 PYCL 512 PYCL 631	ABA 710 PYCL 584 PYCL 570 PYCL 632 Review Practicum Application Deadlines	PYCL 635 ABA 730 ABA 755 PYCL 608
Intensive Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 612 ABA 720 ABA 760 (Elective Practicum I in ABA) Review BCBA Exam Application Deadlines	PYCL 645 ABA 740 ABA 770 (Elective Practicum II in ABA)	ABA 750 ABA 780 (Elective Practicum III in ABA)

**IMPORTANT NOTES:**

- BCBA exam eligibility requirements will change on January 1, 2022. This recommended course sequence is considered the 4<sup>th</sup> edition VCS, which will no longer be offered after the Summer 2021 semester. Students seeking to take the BCBA exam (5<sup>th</sup> edition) on or after January 1, 2022 should contact Dr. Emmy Maurilus ([em986@nova.edu](mailto:em986@nova.edu)) for advisement.
- Students must complete all degree requirements within 5 years from date of enrollment.
- After matriculation, students are required to be in continuous enrollment each term. Students who register for fewer than 6 credits/term should review financial aid implications. Students who fail to enroll in courses **MUST** have an approved Leave of Absence or will be dismissed from graduate study.
- Given the rigor of graduate study in a professional clinical training program, students should work with their Academic Advisor to plan a reasonable course of study based on individual student circumstances (e.g., employment, family obligations).
- ABA Concentration Courses are rotated. Please refer to the Course Concentration Offering Guides provided in the MS Counseling Student Center for exact rotation.

## **Master of Science in Counseling Programs Course Descriptions Index**

### **ABA 0710 Principles of Applied Behavior Analysis (3 credits)**

This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of the field of ABA and its relation to education and psychology, basic vocabulary and concepts in the field, strategies for measuring behavior, and basic strategies for increasing and decreasing behaviors of students in a variety of settings.

### **ABA 0720 Applications of Applied Behavior Analysis (3 credits)**

This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis. It will focus on assessment strategies, behavioral intervention strategies and change procedures, and methods of accountability in ABA interventions. In addition, focus will be placed on making decisions regarding treatment for individuals with a variety of challenges.

**Prerequisites:** ABA 0710

### **ABA 0730 Behavior Assessment Models in Applied Behavior (3 credits)**

This course will focus on conducting behavior analytic assessments in order to identify targets for behavior change programs. Additionally, the class will cover the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of developmental disabilities, behavioral medicine, treatment of autism/developmental disabilities, organizational behavior management, and education. Principles and research in each area will be addressed and participants will employ a variety of strategies from each area in the course assignments.

**Prerequisites:** ABA 0710

### **ABA 0740 Evaluating Interventions in Applied Behavior Analysis (3 credits)**

This course will focus on evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of measurement and assessment strategies for determining the effectiveness of interventions on a single-subject and small group design. Additional focus will be placed on the interpretation of the research literature to make sound decisions about assessment and intervention strategies for a variety of populations.

### **ABA 0750 Professional Issues in Applied Behavior Analysis (3 credits)**

This course will focus on issues of professionalism for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change and to enhance work as a consultant will be the underlying basis for the course. **Prerequisites:** ABA 0710

### **ABA 0755 Ethical Conduct for Applied Behavior Analysts (3 credits)**

This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional settings. The Behavior Analyst Certification Board's current professional and ethical standards will be reviewed, explored and applied. Additional focus will be given to common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies and guidelines for resolving ethical issues. **Prerequisite:** ABA 0710

**ABA 0760 Practicum in Applied Behavior Analysis I (3 credits) (ELECTIVE)**

This introductory practicum is designed to meet the supervision requirements for the BCBA or BCaBA certification. Students must participate at least 20 hours per week in a clinical experience that requires the application of ABA principles. **Students will be responsible for ensuring they receive at least 1 hour of supervision weekly from their onsite supervisor, as required by the Behavior Analyst Certification Board. Students will also be responsible for attending and participating in weekly group supervision sessions online with the Practicum Instructor, also required by the Behavior Analyst Certification Board.** Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor during the online sessions. **Prerequisites: ABA 0710**

**ABA 0770 Practicum in Applied Behavior Analysis II (3 credits) (ELECTIVE)**

This practicum is the continuation of ABA 0760 and designed to meet the supervision requirements for the BCBA or BCaBA certification. Students must participate at least 25 hours per week in a clinical experience that requires the application of ABA principles. **Students will be responsible for ensuring they receive at least 1 ½ hours of supervision weekly from their onsite supervisor, as required by the Behavior Analyst Certification Board. Students will also be responsible for attending and participating in weekly group supervision sessions online with the Practicum Instructor, also required by the Behavior Analyst Certification Board.** Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor during the online sessions. **Prerequisites: ABA 0710, ABA 0760**

**ABA 0780 Advanced Practicum in Applied Behavior Analysis I (3 credits) (ELECTIVE)**

This practicum is the continuation of ABA 0770 and designed to meet the supervision requirements for the BCBA certification. Students must participate at least 25 hours per week in a clinical experience that requires the application of ABA principles. **Students will be responsible for ensuring they receive at least 1 ½ hours of supervision weekly from their onsite supervisor, as required by the Behavior Analyst Certification Board. Students will also be responsible for attending and participating in weekly group supervision sessions online with the Practicum Instructor, also required by the Behavior Analyst Certification Board.** Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor during the online sessions. **Prerequisites: ABA 0710, ABA 0760, ABA 0770**

**PYCL 0502 – Counseling Theories and Practice (3 credits)**

This course provides a foundation and overview of the fields of psychotherapy and counseling. It reviews the various theories and techniques of counseling that are consistent with current professional research and practice in the field of clinical mental health counseling. Additional topics include professional roles and functions, credentialing, and general ethics in clinical mental health.

**PYCL 0503 – Counseling Theories for School Counseling (3 credits)**

This course provides a foundation and overview of theories relevant to the fields of counseling and psychotherapy. The course focuses on the theories and techniques that are consistent with current professional research and practice in school counseling.

**PYCL 0507 – Research and Evaluation for Counselors (3 credits)**

This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It covers basic statistics, research designs, and program evaluation within the counseling and educational fields. It provides experience in developing accountability measures and in reading research and evaluating reports applicable to multicultural populations.

**PYCL 0510 Career Development and College Planning (3 credits)**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes in school settings. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

**PYCL 0511 – Introduction to Counseling Techniques (3 credits)**

This course is an overview of basic counseling skills. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and the impact of the counselor on the counseling process will be covered. **Prerequisite: PYCL 0502 or PYCL 0503 for School Counseling students.**

**PYCL 0512 – Human Growth and Development (3 credits)**

This course covers how developmental maturation and social learning impacts individuals across the lifespan. Theory and research in social development and learning are covered in topics for mental health and school counselors.

**PYCL 0515 Principles of School Counseling (3 credits)**

This course covers the history, philosophy, functions, management, and operation of comprehensive school counseling programs in elementary and secondary schools with emphasis on the role of the professional school counselor.

**PYCL 0550 Contemporary Clinical Interventions (3 credits)**

This course focuses on an understanding of critical psychological, academic, and socioeconomic issues when working with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, teen pregnancy, and other issues affecting the well-being and academic success of students. Primary and secondary prevention strategies will be examined for suitable school-based interventions. **Prerequisite: PYCL 0503**

**PYCL 0560 Appraisal and Evaluation in School Counseling (3 credits)**

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, achievement, and personality are reviewed. Issues involved with standardized and non-standardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from the school counseling perspective. Issues of ethical test use and use with culturally diverse students are also addressed. **Prerequisite: PYCL 0507**

**PYCL 0570 – Ethical, Legal, and Professional Issues for Counselors (3 credits)**

This course covers standards for ethical, legal, and professional conduct in counseling. It considers ethical and legal decisions that mental health counselors must make. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, practice, and placement data are discussed in relation to counseling a variety of populations in multiple settings. **Prerequisite: PYCL 0502**

**PYCL 0571 – Ethical, Legal, and Professional Issues for School Counselors (3 credits)**

This course covers standards for ethical, legal, and professional conduct in counseling. It considers ethical and legal decisions that school counselors must make. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, practice, and placement data are discussed in relation to counseling a variety of populations in multiple settings. **Prerequisite: PYCL 0503**

**PYCL 0582 – Human Sexuality (3 credits)**

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

**PYCL 0584 – Diagnosis and Treatment of Adult Psychopathology (3 credits)**

This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major *DSM-5* disorders, supplemented with theoretical considerations of etiology and treatment approaches including the use of psychopharmacological interventions.

**PYCL 0585 Psychology of Exceptional and At-Risk Children (3 credits)**

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the school counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**PYCL 0586 – Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)**

This course provides an introduction to the specific *DSM-5* disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used behavioral and psychopharmacological interventions with psychologically troubled youth.

**PYCL 0608 – Psychological Testing for Individual Evaluation (3 credits)**

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. **Prerequisite: PYCL 0507**

**PYCL 0612 – Substance Abuse (3 credits)**

This course investigates the etiology of substance-related and addictive disorders. Attention is given to assessment and treatment in both individual and family therapy approaches. The course examines the role of co-occurring disorders in diagnosis and treatment planning and the role of the professional counselor in working with this population. **Prerequisites: PYCL 0502; PYCL 0511**

**PYCL 0631 – Career and Lifestyle Assessment (3 credits)**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

**PYCL 0632 – Social and Cultural Foundations of Counseling (3 credits)**

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of counseling and educational settings. Finally, it reviews counseling issues and strategies for counseling diverse clients.

**PYCL 0635 – Group Theory and Practice (3 credits)**

This course addresses group theory and practice in multiple settings with a variety of diverse populations and age groups. Major themes include group dynamics, group process, and group states for mental health and school counselors. **Prerequisites for clinical mental health counselors: PYCL 0502; PYCL 0511 - For school counselors: PYCL 0503; PYCL 0511**

**PYCL 0645 – Couples and Family Counseling Strategies (3 credits)**

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and culturally sensitive therapeutic interventions. It is designed to develop specific intervention competencies. **Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584.**

**PYCL 0660 – Community Mental Health (3 credits)**

Principles, theories, and practices of community needs assessment and community interventions are reviewed with a focus on the history, events, and attitudes that led to the development of community mental health delivery systems. This course surveys the design and utilization of public and private programs, networks and facilities within the mental health continuum of care, as well as the interplay of public and private funding and service utilization. This course acquaints students with the various approaches (prevention, consultation) and techniques (needs assessment, program evaluation) used by counselors in community settings across diverse populations.

**PYCL 0665 School Consultation Skills (3 credits)**

This course focuses on developing specific techniques in consultation, leadership, and advocacy. It integrates the various aspects of a developmental comprehensive school counseling program with particular reference to problem-solving and the utilization of available data and resources.

**PYCL 0666 – Case Conceptualization and Treatment Strategies (3 credits)**

This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Clinical interviews, case studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions, which address those difficulties in a culturally sensitive manner. **Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584.**

**PYCL 0669 – Advanced Treatment Interventions (3 credits)**

This course will present advanced training in counseling approaches and techniques. Students will learn more about an integrative approach to counseling to further the development of their own personal counseling model. Students will integrate their knowledge of case conceptualization, treatment planning, and diagnosis with the practice of counseling techniques. Presentations, recorded role-plays, and case studies will be utilized. **Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584; PYCL 0666.**

**PYCL 0680 – Counseling Practicum (3 credits)**

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. **Prerequisites: PYCL 0502; PYCL 0507; PYCL 0511; PYCL 0570; PYCL 0584; PYCL 0586; PYCL 0635; PYCL 0666 with a grade of B minus (B-) or better.** The student must file an application for practicum and receive approval prior to registering for a practicum.

**PYCL 0681 – Counseling Internship (3 credits)**

This course is an extension of Counseling Practicum. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues, as well as development of a personal theory of clinical mental health counseling. **Prerequisite: PYCL 0680 with a grade of B minus (B-) or better.**

**PYCL 0682 – Continuing Counseling Internship (3 credits)**

This course is a continuation of Counseling Internship. **Prerequisite: PYCL 0681 with a grade of B minus (B-) or better.**

**PYCL 0685 School Counseling Practicum (3 credits)**

This course provides students with knowledge and exposure to educational K-12 settings and requires an in-school field experience.

**PYCL 0688 School Counseling Internship (3 credits)**

Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, student are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process. **Prerequisites: PYCL 0503; PYCL 0511; PYCL 0512; PYCL 0515; PYCL 0550; PYCL 0571; PYCL 0635; PYCL 0665; PYCL 0685 with a grade of B minus (B-) or better and consent of adviser.**

**PYCL 0689 Continuing School Counseling Internship (3 credits)**

This course is a continuation of School Counseling Internship I. Student will be expected to develop more advanced skills in working with students and families in school settings. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. **Prerequisite: PYCL 0688 with a grade of B minus (B-) or better.**

**SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 credits)**

This course will examine the public policy prevention strategies, treatment philosophies, and legislative history of rehabilitation. Emphasis will be placed on federal legislation, state laws and social action and their impact on the historical, current and future trends in the development of organizational models and the delivery services in rehabilitative settings.

**SA 0720 Issues in Clinical Supervision (3 credits)**

This course is designed to familiarize the student with the many issues facing those who undertake the professional practice of mental health and substance abuse counseling. This course will cover ethical, legal and professional issues in clinical supervision as well as theoretical models, supervision interventions and approaches. Other factors inherent in the development of a professional identity will be addressed.

**SA 0730 Treatment of Co-occurring Disorders (3 credits)**

This course will describe the philosophies, theory and practices in the diagnosis, treatment, and recovery and relapse prevention for individuals diagnosed with co-occurring disorders.

**SA 0740 Psychopharmacology of Illicit and Licit Drugs (3 credits)**

This course will review the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptomology, assessment measure for addicts and dual diagnosis, along with a thorough examination of the DSM-5.

**SA 0750 Prevention Programming and Education (3 credits)**

This course will describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of prevention programming.

**SA 0770 Substance Abuse Counseling Practicum I (3 credits)**

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: PYCL 0502; PYCL 0507; PYCL 0584; PYCL 0570; PYCL 0612; SA 0740 with a grade of B minus (B-) or better.**



**SA 0780 Substance Abuse Counseling Practicum II (3 credits)**

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: SA 0770 with a grade of B minus (B-) or better.**

**SA 0790 Substance Abuse Counseling Practicum III (3 credits)**

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **SA 0780 with a grade of B minus (B-) or better.**

## **COUNSELING PROGRAMS ADMINISTRATION**

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### **Department of Counseling Administration**

Karen S. Grosby, Ed.D., Dean

Tara Jungersen, Ph.D., LMHC Department Chair

Elda Kanzki-Veloso, Ph.D., LMHC Clinical Training Coordinator, Tri-County Programs\*

Shannon Karl, Ph.D., LMHC Clinical Training Coordinator, Regional Campus Programs\*\*

Brenda Levine, M.S., LMHC Program Coordinator (Fort Lauderdale, Miami, Palm Beach Campuses\*\*\*)

Natasha C. Stubbs, M.S., Program Coordinator (Fort Lauderdale, Tampa, Orlando Campuses)

Connie Sokolowski, Program Manager (Fort Lauderdale and Regional Campuses)

Patricia Zawoyski, Program Manager (Online Program)

Nancy Quesada, Administrative Assistant II

Junine Pompilus, Administrative Assistant I

\* Fort Lauderdale, Miami, Palm Beach Catchment Areas

\*\* Central, Southwest, and North Florida Catchment Areas

\*\*\* Out of State Placement Coordinator

## **DEPARTMENT OF COUNSELING FACULTY PROFESSIONAL INTERESTS**

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### **Full-Time Faculty**

**Cierra R. Davis, Ph.D.**, James Madison University, assistant professor. Student mentorship; spirituality; cultural competency; counselor wellness; minority student support.

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

**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.

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

**Elda Kanzki-Veloso, Ph.D.**, Barry University, associate 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.

**Justin Maki, Ph.D.**, Auburn University, assistant professor. Counselor education and supervision, LGBTQ issues in counseling, career counseling, emotional intelligence, social justice and advocacy.

**W. Bradley McKibben, Ph.D.**, University of North Carolina at Greensboro, assistant professor. Clinical supervision, professional counselor development.

**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.

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

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

**Ariann Robino, Ph.D.**, Virginia Polytechnic Institute and State University, assistant professor. Animal-assisted interventions, substance abuse and addictions, criminal justice, human development, wellness, assessment and evaluation.

**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.

**Eric S. Thompson, Ph.D.**, University of Florida, assistant 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, assistant 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.

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

**William L. Day, Ph.D., LMHC**, Florida State University. Counselor education and supervision; counseling with adolescents and adults; development and management of private practice; ethical and multicultural issues in counseling; psychopharmacology; nature-nurture considerations; life-span development; political advocacy for the counseling profession.

**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.

### **Contributing Faculty**

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

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

**William Dorfman, Ph.D., ABPP**, Ohio State University, professor emeritus. 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.

**W. Alex Edmonds, Ph.D.** Educational psychology, emotional intelligence, self-efficacy, collective-efficacy, biofeedback, psychophysiology and performance, research designs.

**Donna Hillier, Psy.D.** Nova Southeastern University. Director of academics at the Mailman Segal Center for Human Development and director of training for the NSU Psychology Post-Doctoral Residency Program. Clinical training, supervision and professional development; psychotherapy case conceptualization; stress management; eating disorders.

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

**John E. Lewis, Ph.D.,** Syracuse University, professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

**Emmy Maurilus, Ph.D., BCBA-D,** Columbia University, assistant professor. Applied behavior analysis education and supervision, teaching as applied behavior analysis, verbal behavior development theory, conditioned reinforcement, and teacher training.

**Timothy R. Moragne, Psy.D.,** Wright State University, professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

**Scott Poland, Ed.D.,** Ball State University, professor. Professional experience has included leading national crisis teams and primary interests are suicide intervention, crisis intervention, youth violence, self-injury, school safety and delivery of psychological and counseling services in schools.

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

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

**Barry A. Schneider, Ph.D.,** Columbia University, professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; medical psychotherapy; rare neurological disorders.

**Mark B. Sobell, Ph.D., ABPP,** University of California at Riverside, professor. Substance use disorders, especially alcohol use disorders; behavior therapy; motivational interventions; treatment outcome evaluation; public health approach; processes of persuasion and behavior change; philosophy of science.

## Adjunct Faculty

Leslie Barnes-Young, Ph.D.  
University of Akron

Sohani Barrientos, Psy.D.  
Nova Southeastern University

Brian Becraft, Psy.D.  
Nova Southeastern University

Carolyn Berger, Ph.D.  
University of Florida

Stephanie Camejo, Psy.D.  
Nova Southeastern University

Melody Campbell, Ed.D.  
Nova Southeastern University

Michael Carifio, Ph.D.  
Auburn University

Stephanie Carroll, Ph.D.  
Auburn University

Laura Clevenger, Ph.D.  
Capella University

Laura Cohen, Ph.D.  
Florida Atlantic University

Noreen Commella, Psy.D.  
Nova Southeastern University

James Conti, Ph.D.  
University of Massachusetts Amherst

Arthur Cox, DSW  
Columbia University

David Cox, Psy.D.  
Nova Southeastern University

Jason Craig, Ed.D., BCBA  
Nova Southeastern University

John Crocitto, Ed.D.  
George Washington University

Joy Davis, Ed.D.  
Nova Southeastern University

Nathalie de Fabrique, Psy.D.  
Nova Southeastern University

Melissa DeVincentis, Ph.D.  
Nova Southeastern University

Janessa Dominguez, Ph.D.  
Nova Southeastern University

Raymonde Dormezil-Neal, Psy.D.  
Nova Southeastern University

Lori Eickleberry, Ph.D.  
Nova Southeastern University

Silvia Garcia-Molinet, Psy.D.  
Carlos Albizu University

Vincent Geigel, Ed.D.  
University of Central Florida

Kevin Glavin, Ph.D.  
Kent State University

Manny Gonzalez-Abreu, Ph.D.  
Nova Southeastern University

Mitchell Gordon, Ph. D.  
Nova University

Charlene M. Grecsek, Ed.D.  
University of Sarasota

Martin Greengrass, Ph.D.  
University of Connecticut

Rick Gunsallus, Ph.D.  
American Academy of Clinical Sexology

Miranda Howard, Ph.D.  
Barry University

Albert Inclan, Ph.D.  
University of Florida

Nicole Milano Jimenez, Psy.D.  
Nova Southeastern University

Michael Kane, Ph.D.  
Florida Atlantic University

Jodi Katz, Psy.D.  
Nova Southeastern University

Neil Kenney, Psy.D.  
Nova Southeastern University

Roseanne Lesack, Ph.D.  
Fordham University

Cristina Magalhaes, Ph.D.  
Nova Southeastern University

Craig Marker, Ph.D.  
University of Virginia

Kimberly Martin-Donald, Ph.D.  
University of Florida

Limor Mishkit-Ast, Ph.D.  
Nova Southeastern University

Terri Mortensen, Psy.D.  
Argosy University

David Nevel, Ed.D.  
Nova Southeastern University

Julie O'Brien, Ed.D.  
Argosy University

Joanne Oestmann, Ed.D.  
University of Sarasota

Gihan Omar, Psy.D.  
Florida Institute of Technology

Kristin Page, Ph.D.  
University of Florida

Agatha D. Parks-Savage, Ed.D.  
The College of William & Mary

Jennifer Paul, Ph.D.  
Florida Atlantic University

Alison Polly, Ed.D.  
Nova Southeastern University

Josephine Rodriguez, Ph.D.  
Barry University

Stephen Rudin, Ed.D.  
University of Illinois

Lisa Saponaro, Ph.D.  
University of Memphis

Randi Schietz, Ph.D.  
Florida Atlantic University

Adam Schulman, Ph.D.  
Nova Southeastern University

Kenneth Shamlan, Ph.D.  
University of Southern Maine

Daniel Shapiro, Ed.D.  
Nova Southeastern University

Tara Sheehan, Ph.D.  
Florida International University

George Shephard, Psy.D.  
Nova Southeastern University

Meggen Sixbey, Ph.D.  
University of Florida

Thomas Smith, Ph.D.  
Barry University

Kenneth Smylie, Ph.D.  
University of Florida

Dominic Sottolano, Ph.D.  
Ball State University

Victor Wallen, Ph.D.  
Florida International University

Michelle Watts, Ph.D.  
University of South Florida

Stacey Wein, J.D.  
University of Miami

Camellia Westwell, Psy.D.  
Nova Southeastern University

Ellen Whelan, Psy.D.  
Nova Southeastern University

Ayala Winer, Ph.D.  
Nova Southeastern University

David Womack, Ed.D.  
Nova Southeastern University

Shannon Worton, Psy.D.  
Nova Southeastern University

Marlene Zychowicz, Ed.D.  
Northern Illinois University



## Important Contact Information

Dean's Office	Karen Grosby, Ed.D.	(954) 262-5701
	Yvette Coello	(954) 262-5712 ycoellp@nova.edu

Clinics	Davie (Main Campus)	(954) 262-5730
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### Department of Counseling Programs:

Department Chair	Tara Jungersen, Ph.D., LMHC	(954) 262-5764 tj290@nova.edu
Tri-County Clinical Coord.	Elda Kanski-Veloso, Ph.D., LMHC	(954) 262-5804 veloso@nova.edu
Regional Campus Clinical Coord.	Shannon Karl, Ph.D., LMHC	(954) 262-5725 shannon.karl@nova.edu
Program Coordinator	Brenda Levine, M.S., LMHC	(954) 262-5799 brenda.levine@nova.edu
Program Coordinator	Natasha Stubbs, M.S.	(954) 262-5891 ns183@nova.edu
Program Manager	Connie Sokolowski	(954) 262-5709 cs1747@nova.edu
Program Manager	Patricia Zawoyski (Online Prog.)	(954) 262-5720 zawoyski@nova.edu
Administrative Asst. II	Nancy Quesada	(954) 262-5740 qnancy@nova.edu
Administrative Assistant I	Junine Pompilus (Online Prog.)	(954) 262-5704 jp1443@nova.edu

### Other Important Contacts:

College of Psych. Student Employment, Marie Stokes	(954) 262-5782
College of Psych. Student Government Association	(954) 262-5909
Accounts Receivable	(954) 262-5200
Library, Research and Tech. Ctr.	(954) 262-4601
NSU Bookstore	(954) 262-4750 bksnsubooks@bncollege.com
Public Safety (Main Campus)	(954) 262-8999
Enrollment and Student Services	
Bursar	(954) 262-5200
Registrar's Office	(954) 262-7200
Degree Applications	(954) 262-7226/7
Financial Aid	(954) 262-3380
Grades	(954) 262-7235
International Students	(954) 262-7240/1
Transcripts	(954) 262-7225
Loan Deferrals	(954) 262-7251
Veterans' Affairs	(954) 262-7236

**NOTE: Toll free number: 1-800-541-6682, ext. 2xxxx (last 4 digits of telephone number)**

## NSU REGIONAL CAMPUSES CONTACT INFORMATION

### **Miami:**

Nova Southeastern University  
Miami Regional Campus  
8585 SW 124 Avenue  
Miami, FL 33183  
(305) 275-2600  
Fax: (305) 274-8075  
Email: [nsu-miami@nova.edu](mailto:nsu-miami@nova.edu)

### **Palm Beach:**

Nova Southeastern University  
Palm Beach Regional Campus  
11501 North Military Trail  
Palm Beach Gardens, FL 33410  
(561) 805-2100  
Fax: (561) 805-2170  
Email: [nsu-westpalmbeach@nova.edu](mailto:nsu-westpalmbeach@nova.edu)

### **Orlando:**

Nova Southeastern University  
Orlando Regional Campus  
4850 Millenia Blvd.  
Orlando, FL 32829  
(407) 264-5600  
Fax: (407) 264-5656  
Email: [nsu-orlando@nova.edu](mailto:nsu-orlando@nova.edu)

### **Tampa:**

Nova Southeastern University  
Tampa Bay Regional Campus  
3400 Gulf to Bay Blvd.  
Clearwater, FL 33759  
(813) 574-5200  
Fax: (813) 574-5280  
Email: [nsu-tampa@nova.edu](mailto:nsu-tampa@nova.edu)

## **Regional Campus Important Telephone Numbers**

Master's Programs Office

1-800-541-6682 x25740  
954-262-5740

Office hours are:

Monday - Thursday  
Friday

8:00am - 7:30pm  
8:00am - 5:00pm

## **Site Coordinators**

Main Campus (SC only)	Natasha Stubbs, M.S.	(W) 954-262-5891 ns183@nova.edu
Miami	Daisy Barroso, M.S.	(C) 954-328-5957 dbarroso@nova.edu
Orlando	Toni Ballone, Ed.D.	(W) 407-264-5613 carneval@nova.edu
Palm Beach	Nancy Quesada, B.S.	(C) 954-559-9797 qnancy@nova.edu
Tampa	Barbara Lash, M.S.	(C) 813-230-2925 andersn@nova.edu

## **Practicum Coordinators**

Fort Lauderdale (School Counseling)	Carol Knight, M.S.	(H) 941-776-1042
Jacksonville (area online students)	June Latney, MSW	(W) 904-945-3248
North Florida	Irene Toto, M.S., LMHC	(C) 904-631-2746
Orlando/Central Florida	Jennifer Salzburg, M.S., LMHC	(C) 407-756-3677
Tampa/SW Florida	Barbara Lash, M.S., LMHC	(H) 813-230-2925

## College of Psychology Phone List

COLLEGE OF PSYCHOLOGY				REVISED 8/22/19			
F/T & CLINICAL FACULTY	Phone	Email	Room	FACULTY (89 TOTAL)	Phone	Email	Room
Acevedo, Amarilis	25741	aa1011	1076	Schneider, Barry	25742	schneidb	1077
Argüelles-Borge, Soledad	25820	soledada	2040	Schnur, Leonard	25731	schnur	1102
Banks, Jonathan	27965	jb2676	Prkr 241	Seifer, Robert	25681	seiferro	1078
Black, Ryan	25794	blackrya	2039	Shapiro, David	25705	shapirod	2036
Boucher, Leanne	28469	lb1079	Prkr 223	Shigeto, Aya	28006	as1959	Prkr 238
Brochu, Paula	25870	pbrochu	1080	Simco, Ed	25744	ed	2030A
Burns, Myron	27914	myron.burns	Prkr 229	Sobell, Linda	25811	sobelll	1054
Burns, W. Joe	25708	burns	2028A	Sobell, Mark	25747	sobellm	1061
Campbell, Stephen	25759	stephcam	2067	Starratt, Valerie	27674	vs311	Prkr 236
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Sternglanz, Weylin	28177	sterngla	Prkr 240
Cash, Gene	25703	cralph	2063	Stripling, Ashley	25762	astripling	1027A
Collins, Matt	28101	wc292	Prkr 222	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Craddock, Travis	22868	tcraddock	CCR 440	Tartar, Jaime	28192	tartar	Prkr 231
Cuc, Alexandru	25889	calex	2064	ter Maat, Mercedes	25728	termaat	2079
Davidtz, Jennifer	25817	jdavidtz	1036	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Davis, Cierra	25603	cdavis1	2037A	Thayer, Kayla	25880	kg119	1027
DeLucia, Christian	25810	cdelucia	1081	Thompson, Eric	25691	ethompson	2034
De Piano, Frank	23766	depiano	OC	Thompson, Isabel	25602	ithompson	2040A
Dorfman, William	25710	dorfman	1117	Tomozawa, Yukari	25755	tomozawa	1100A
Dunagan, Mindy	25781	mdunagan	2031	Valenzuela, Jessica	25737	jv637	1028
Ellis, Amy	25902	Amy.Ellis	1124	Valley-Gray, Sarah	25783	valleygr	2073
Faust, Jan	25713	jfaust	1062	Van Hasselt, Vincent	25752	vanhasse	1079
Feldman, David	25651	dfeldman	2032	Voltaire, Michael	28190	mvoltair	Prkr 230
Fernandez, Mercedes	27804	mf934	Prkr 242	Waguespack, Angela	25719	waguespa	2070
Fimiani, Maria	25689	mf245	1057	Walker, Lenore	25724	walkerle	2030A
Fins, Ana	25897	anaifins	2026B	<b>RECRUITMENT/ADM</b>			
Formoso, Diana	25772	formoso	2068	Arango, Marci (ADM)	23006	marango	Mailman 228
Garcia-Lavin, Barbara	27917	garciala	2026A	Boros, Paula	25874	pb756	2014
Gibson, Douglas	25652	gibsondp	1065	Gayle, Gregory	25903	ggayle1	2078A
Gold, Steven	25714	gold	1074	Gold, Debbie	27441	dgold1	MSC 1214
Golden, Charles	25715	goldench	1055	Guanche, Chris	27132	cguanche	Mailman 307
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Hubbell, Jessica	25832	jhubbell	2010
Hillier, Donna (ABA)	27264	donnangu	MSC 2226	Kalam, Sherene (ADM)	25721	kalamd	2083
Iarussi, Melanie	25734	miarussi	2038	Noriega, Anthony	26902	anorieg0	Mailman 307
Jones, Kristen	25884	cunningh	1101	Perez, Carlos	25702	perez	2026C
Jungersen, Tara, Chair	25764	tj290	2024	<b>CLINICAL PSYCHOLOGY</b>			
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/2079	Neemar, Gita	25726	gneemar	2020
Karl, Shannon	25725	shannon.karl	ORL 221D/2079	Vassell, Cavell	25749	cavell.vassell	2026
Katell, Alan	25723	katell	2072	<b>MASTERS PROGRAMS</b>			
Kennedy, Thomas	25807	ktom	1085	Levine, Brenda	25799	bl174	2077A
Kibler, Jeffrey	25879	kibler	1072	Pompilius, Junine	25704	jp1443	2081
Kochen, William	25654	wkochen	Prkr 248	Quesada, Nancy	25740	qnancy	2081
Landy, Justin	25653	jlandy	Prkr 247	Sokolowski, Connie	25709	cs1747	2081
Lashley, Lisa	25886	lkohn	1111	Stubbs, Natasha	25891	ns183	2081B
Lewis, John, Chair	25729	lewis	2023	Zawoyski, Pat	25720	zawoyski	2081
Ma, Mindy	27934	mmindy	Prkr 243	<b>SCHOOL PSYCHOLOGY</b>			
Maki, Justin	25605	jmaki	2037	O'Sullivan, Suzanne	25826	osulliva	2081
Martinez, Ana	25831	anamarti	1037	<b>UNDERGRADUATE/MASTERS</b>			
McKibben, Bradley	25847	wmckibben	2073A				
Menon, Madhavi	27988	madhavi	Prkr 239	Schenck, Regina	25757	rschenck	2014
Messer, Steve	25792	sm1851	1073	<b>SUPPORT STAFF</b>			
Moragne, Timothy	25735	moragne	1075	Allen, Bill (Finance)	25785	whallen	MSC 2259
Munoz, James R.	28070	jm2701	Prkr 237	Berner, Kirk (Student Support)	25727	kirk	2018
Nierenberg, Barry	25732	nierenbe	1056	Coello, Yvette (Dean's Office)	25712	ycloellp	2020
Owens, Anna	25904	aowens1	2041	Consalvo, Toni (Finance)	27114	ctoni	MSC 2259
Paro, Carly	25736	cparo1	Flex/Tampa	Dyni, Craig	24963	cdyni	2028
Poland, Scott	25881	spoland	1063	Freyre, Erised (EVAL)	25816	freyre	2017
Powell, Patrick	25787	ppowell1	2060	Izzi, Doreen (Clinic)	25788	gainesde	1071
Quintar, Bady	25751	badyq	2066	Kriss, Marilyn (WP)	25763	krissm	2014
Razza, Timothy	28096	razzatim	Prkr 257	Lores, Diana	25761	dlores	2029
Reitman, David	25717	reitmand	2035	Munoz, Lee (Student Support)	25803	mleonisa	2020
Robino, Ariann	25606	arobino	2081A	Palmer, Stacy (WP)	25765	stacpalm	2015A
Salivar, Emily Georgia	25895	esalivar	1083A	Sloane, Nathalie (Devel)	27123	nsloane	MSC 2235
Scheyd, Glenn, Chair	27991	scheydj	Prkr 226	Stokes, Marie (HR)	25782	mdstokes	2016
<b>Office Desktop and Canvas Problems -</b>				<b>Maltz Computer Classroom Problems -</b>			
1. Create a ticket using the NSU Service Manager-Icon on computer desktop				1. Call/see monitor in 2059, ext. 24954			
2. Call ext. 20777 to have Statagic Support create a ticket for you				2. Call Marilyn or Stacy, ext. 25763			
Parker Classroom Tech Support - 24983				Testing Library - 25940			
Public Safety - 28999				NSU Student Counseling -27050			

## **NOTES**