

NSU

Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

Department of Counseling

Policies and Procedures Handbook

2021-2022

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook at
www.nova.edu/student-handbook

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

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

Revised: 7/2021

PRESIDENT'S LETTER



Welcome to Nova Southeastern University! As the president of NSU, it is my honor to welcome you into our Shark family.

Our goal is to provide you with a quality education that will prepare you for a rewarding future in your career, your community, and your life. Within all our programs, you will learn from the expertise of our diverse faculty. Your hands-on, immersive program will challenge you in new ways that you have not experienced before. Over time, you will grow academically and personally as you work with professors and your peers. You will push past any limits you have set for yourself as you learn the skills that will allow you to dominate your chosen profession.

There is much more to life at NSU than going to class, so I encourage you to explore your interests with our on-campus clubs, organizations, and internship opportunities. Your course at NSU is yours to chart, and I am confident that you will make the best choices and have enriching experiences.

This moment represents the start of a new journey, and I would like to remind you that the journey is as important as the destination. Soon enough, you will be completing your degree, and I assure you, by the time you finish, with the knowledge and experience you gleaned at NSU, you will have unleashed your potential to be a leader.

Go Sharks, and FINS UP!

Sincerely,

A handwritten signature in blue ink that reads "George Hanbury". The signature is stylized and cursive.

George L. Hanbury II, Ph.D.
President and CEO
Nova Southeastern University

ACCREDITATION

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

NON-DISCRIMINATION STATEMENT

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, Title IX, and the Florida Civil Rights Act), it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This nondiscrimination policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

NSU VISION 2025 STATEMENT

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

NSU MISSION STATEMENT

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

NSU CORE VALUES

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

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

CORONAVIRUS (COVID-19)

Due to the evolving nature of COVID-19, updates to academic and safety protocols will be reflected on the following web page: nova.edu/coronavirus.

DEAN'S MESSAGE

I am pleased to extend you a warm welcome to Nova Southeastern University and the College of Psychology. Our goal is to guide you through a rich and transformative journey where you will grow personally, academically, and socially on the road to becoming major contributors to our global society. We strive to provide students with the support and opportunities necessary to develop skills needed to impact institutions and quality of life for individuals, families, and communities.

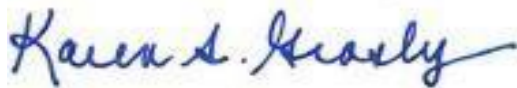
Our College offers a wide range of degree programs, including bachelor's programs in psychology and neuroscience, as well as graduate programs in counseling, clinical, school, experimental, forensic, and general psychology. In addition, the College has doctoral internship and postdoctoral residency programs,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

The scope of psychology, counseling, neuroscience, and related fields is expansive, as our disciplines describe and explain the effects of psychological processes from the level of individual brain cells to the scale of complex social interactions. The areas of expertise our faculty collectively possess are similarly diverse. Regardless of the specific field or subfield of study, however, our students benefit from the greater involvement that small classes provide and from the related opportunities for research collaborations and experiential placements in community settings.

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

On behalf of myself and the faculty of the College of Psychology, I encourage you to explore everything the College has to offer, and look forward to working with you as you harness the best within yourself and take full advantage of the NSU Edge!

Sincerely,

A handwritten signature in blue ink that reads "Karen S. Grosby". The signature is fluid and cursive, with a long horizontal stroke at the end.

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

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**DEPARTMENT OF COUNSELING
COLLEGE OF PSYCHOLOGY
ACADEMIC CALENDAR 2021-2022
Master's Programs**

Fall 2021 – Full Semester	
Monday, August 23	Fall semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 29	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 5	End of 75% refund
Monday, September 6	Labor Day – university offices closed
September 10, 11, 12	Master's on-campus intensive weekend format course
Sunday, September 12	End of 50% refund
Sunday, September 19	End of 25% refund Last day for dropping classes with refund
October 1, 2, 3	Master's on-campus intensive weekend format course
Sunday, November 21	Last day to withdraw from classes (no refund)
Thursday, November 25 Friday, November 26	Thanksgiving – university offices closed
Sunday, December 12	Fall semester classes end
TBA	Winter Holiday – university offices closed * Subject to university president's discretion and approval

Fall I 2021 (8-Week / Intensive Weekend Format)	
Monday, August 23	Fall I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 29	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 5	End of 75% refund
Monday, September 6	Labor Day – university offices closed
Sunday, September 12	End of 50% refund
Sunday, September 19	End of 25% refund Last day for dropping classes with refund
September 24, 24, 26	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, September 26	Last day to withdraw from classes (no refund)
October 15, 16, 17	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, October 17	Fall I classes end

Fall II 2021 (8-Week / Intensive Weekend Format)	
Monday, October 18	Fall II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, October 24	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 31	End of 75% refund
Sunday, November 7	End of 50% refund
Sunday, November 8	End of 25% refund Last day for dropping classes with refund
November 12, 13, 14	Intensive weekend-format class meeting (<i>School Psychology Clinical Mental Health Counseling, School Counseling</i>)
Sunday, November 21	Last day to withdraw from classes (no refund)
Thursday, November 25 Friday, November 26	Thanksgiving – university offices closed
December 10, 11, 12	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, December 12	Fall II semester classes end

Winter 2022 – Full Semester	
TBA	Winter Holiday – university offices closed * Subject to university president's discretion and approval
Monday, January 3	Winter semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 9	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 16	End of 75% refund
Monday, January 17	Martin L. King, Jr. Day – university offices closed
Sunday, January 23	End of 50% refund
Sunday, January 30	End of 25% refund Last day for dropping classes with refund
February 28 – March 4	Spring Break
March 25, 26, 27	Master's on-campus intensive weekend format course
Sunday, April 10	Last day to withdraw from classes (no refund)
April 22, 23, 24	Master's on-campus intensive weekend format course
Sunday, May 1	Winter semester classes end

Winter I 2022 (8-Week / Intensive Weekend Format)	
Monday, January 3	Winter I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 9	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 16	End of 75% refund
Monday, January 17	Martin L. King, Jr. Day – university offices closed
Sunday, January 23	End of 50% refund
January 28, 29, 30	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, January 30	End of 25% refund Last day for dropping classes with refund
Sunday, February 6	Last day to withdraw from classes (no refund)
February 25, 26, 27	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, February 27	Winter I classes end

Winter II 2022 (8-Week / Intensive Weekend Format)	
Monday, March 7	Winter II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, March 13	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 20	End of 75% refund
Sunday, March 27	End of 50% refund
April 1, 2, 3	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, April 3	End of 25% refund Last day for dropping classes with refund
Sunday, April 10	Last day to withdraw from classes (no refund)
April 29, 30, May 1	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, May 1	Winter II semester classes end

Summer 2022 – Full Semester	
Monday, May 9	Summer semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 22	End of 75% refund
Sunday, May 29	End of 50% refund
Monday, May 30	Memorial Day – university offices closed
Sunday, June 5	End of 25% refund Last day for dropping classes with refund
Monday, July 4	Independence Day – university offices closed
July 15, 16, 17	Master's on-campus intensive weekend format course
Sunday, July 24	Last day to withdraw from classes (no refund)
August 5, 6, 7	Master's on-campus intensive weekend format course
Sunday, August 14	Summer semester classes end

Summer I 2022 (8-Week / Intensive Weekend Format)	
Monday, May 9	Summer I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 22	End of 75% refund
Sunday, May 29	End of 50% refund
Monday, May 30	Memorial Day – university offices closed
June 3, 4, 5	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, June 5	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 24, 25, 26	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, June 26	Summer I classes end

Summer II 2022 (8-Week / Intensive Weekend Format)	
Monday, June 27	Summer II semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, July 3	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, July 4	Independence Day – university offices closed
Sunday, July 10	End of 75% refund
Sunday, July 17	End of 50% refund
July 22, 23, 24	Intensive weekend-format class meeting (<i>School Psychology Clinical Mental Health Counseling, School Counseling</i>)
Sunday, July 24	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 12, 13, 14	Intensive weekend-format class meeting (<i>School Psychology, Clinical Mental Health Counseling, School Counseling</i>)
Sunday, August 14	Summer II semester classes end

M.S. in Counseling (Online Programs)

Fall 2021
<p style="text-align: center;">August 23 – December 12, 2021</p> <p style="text-align: center;">October 1-3: Residential Institute – Location TBA <i>(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)</i></p> <p style="text-align: center;">October 22-24: Residential Institute – Location TBA <i>(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)</i></p>
Winter 2022
<p style="text-align: center;">January 3 – May 1, 2022</p> <p style="text-align: center;">February 11-13: Residential Institute – Location TBA <i>(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)</i></p> <p style="text-align: center;">February 18-20: Residential Institute – Location TBA <i>(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)</i></p>
Summer 2022
<p style="text-align: center;">May 9 – August 14, 2022</p> <p style="text-align: center;">June 10-12: Residential Institute – Ft. Lauderdale & Orlando <i>(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)</i></p>

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

Fall 2021
Session I: August 23 – October 17 September 24, 25, 26 October 15, 16, 17
Session II: October 18 – December 12 November 12, 13, 14 December 10, 11, 12
Winter 2022
Session I: January 3 – February 27 January 28, 29, 30 February 25, 26, 27
Session II: March 7 – May 1 April 1, 2, 3 April 29, 30, May 1
Summer 2022
Session I: May 9 – June 26 June 3, 4, 5 June 24, 25, 26
Session II: June 27 – August 14 July 22, 23, 24 August 12, 13, 14

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

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 fulltime 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 one month prior to term start. Requests will be considered with respect to available seat space in the desired concentration and/or format and depending on course availability. 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.

Addresses & Contact Information

Due to state-specific licensure guidelines, it is important to make sure that student contact information on-file is up to date and have knowledge of licensure state-specifics. It is the responsibility of the student to keep the Department of Counseling up to date via Self-Service Banner/WebSTAR regarding their current mailing address, phone number, email address, and emergency contact information. Any questions should be directed to counseling@nova.edu.

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: <https://ssb.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 Self-Service Banner/WebSTAR (<https://ssb.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.

University Fees

NSU fees are annually approved by the Board of Trustees—in the spring—for the upcoming academic year. Rates are subject to change without notice. The below fees are assessed for all NSU students. Additional fees, such as acceptance, access, late registration, and lab fees, may be assessed by the student's college and/or program.

University Student Services Fee

NSU offers to all students—on campus, online, clinical or hybrid—the same quality education and many opportunities for student benefits depending on the student's choice of educational modality. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students. These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

Tuition and Fees

Master's tuition for 2021–2022 will be charged at the rate of \$840 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	\$840 per credit hour
Application Fee	\$50 (non-refundable)
Registration Fee	\$30 per semester
Late Payment Fee	\$100 per semester
Student Services 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
Official Transcript Fee	\$17 per transcript
Student Health Insurance Fee (12-month coverage period)	\$2068 coverage August 1, 2021 thru July 31, 2022 <i>(Student Health Insurance Plan Details, Rates, and Waiver Deadlines are Published at nova.edu/studentinsurance.)</i>
Practicum Fee	\$750 (Online Counseling Students-ONE TIME FEE)
Professional Liability Insurance	\$10 per semester
Fingerprinting/Background Checks	Fee determined by agency
CMHC Students Only:	
Counselor Preparation Comprehensive Exam	\$ 150 per attempt for CMHC students only
CMHC Practicum/Internship Liability Insurance	\$40-105 per year (practicum & internship students only)
ABA Students Only:	
ABA Fieldwork Liability Insurance	\$18-35 per year (fieldwork students only; recommended)
Behavior Development Solutions Modules	\$338 per 6-month license \$398 per 12-month license \$498 per 24-month license \$598 per 36-month license \$698 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 (Connie Sokolowski)

Online Programs: 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:

Grade	Points or Percentage Earned	Quality Points
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
I	Incomplete	-
PR	Progressing	-
W	Withdraw	-

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.**

A "PR" (Progressing) grade indicates that clinical or research activities are ongoing. It is used for practicum and internship.

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.

**The ABA program does not issue minus grades.

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

In the case of a grade dispute or other appeals relating directly to a student's academic performance, an administrator may not substitute his/her judgment for the performance appraisal of the faculty member rendering the grade or assessing the students' work.

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 0790 Substance Abuse Counseling Practicum III

Applied Behavior Analysis: ABA 0711 Concepts and Principles of Applied Behavior Analysis I, ABA 0712 Concepts and Principles of Applied Behavior Analysis II, ABA 0761 Fieldwork in ABA I, ABA 0771 Fieldwork in ABA II, ABA 0781 Fieldwork in ABA III

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

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 14th day of class will be marked as non-attending and may be withdrawn from coursework in accordance with University Registrar and Roster Reconciliation policies.

FORCE MAJEURE

NSU's duties and obligations to the student shall be suspended immediately, without notice, during all periods that the university is closed or ceases or curtails operations because of force majeure events including, but not limited to, any fire or any casualty, flood, earthquake, lightning, explosion, strikes, lockouts, prolonged shortage of energy supplies, riots or civil commotion, act(s) of God, hurricane, war, governmental action, act(s) of terrorism, epidemic, pandemic, or any other event beyond the university's control. If such an event occurs, NSU's duties and obligations to the student will be postponed until such time as the school, in its sole discretion, may safely reopen or resume operations. Under no circumstances, except as otherwise required by Federal or State statute, will NSU be obligated to refund any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location or service affected by any such force majeure event.

IMAGE USE STATEMENT

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

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

CLASSROOM RECORDING POLICY

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

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

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

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

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

RELIGIOUS HOLIDAYS POLICY

A student with a personal religious belief, requesting to be excused from class or an educational activity for a work-restricted religious holiday, shall notify the NSU Assistant Dean for Student Development, Benjamin O. Johnson Ph.D. at BJ379@nova.edu or (954) 262-7281 within three (3) calendar days after the start of the semester. See the *NSU Student Handbook*, Religious Holidays policy section. Visit nova.edu/studentconduct/religious-holiday-policy.html for more information.

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>
[Scholarships | Psychology | Nova Southeastern University](#)

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 Counseling, School Counseling Concentration meets the educational degree completion requirements for certification in the state of Florida and is a state-approved program by the Florida Department of Education (DOE). Further, Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE). Candidates who do not hold an active and valid professional teaching certificate will be required to complete additional coursework or submit documentation as required by the state. At this time, the College of Psychology cannot confirm whether its Master of Science in Counseling degree with a Concentration in School Counseling meets all of the educational, licensure, and certification requirements in all states and territories. Further, these requirements can change frequently and often without notice.

The American School Counselor Association's website provides information on the certification requirements in the US and Territories: <https://schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements> We advise you to contact your state certification and licensing body to ensure the degree will meet requirements for certification or licensure in the state in which you seek to be certified or licensed. <https://schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>. If you have trouble obtaining the information you need, or if you have any other questions, please contact the master's program office at (954) 262-5740 or counseling@nova.edu, for assistance.

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. Each state has unique licensure requirements and so it is essential that you obtain licensure information for each state. 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 for assistance.

Nova Southeastern University, College of Psychology, Master of Counseling, Substance Abuse Counseling and Substance Abuse Counseling and Education Concentrations cannot be confirmed whether they meet the educational degree completion requirements for licensure in the states that offer licensure. Florida does not currently offer licensure in Substance Abuse nor do these concentrations meet the educational degree requirements for licensure as a Licensed Mental Health Counselor. The state of Florida does offer Florida Certified Addictions 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 hour 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). 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, through 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 for more information. For information regarding the Florida CAP and MCAP requirements, students should review the requirements for certification at <http://flcertificationboard.org/certification/available-certifications/>. Students interested in pursuing national addictions certification should review requirements of the National Association for Addiction Professionals at www.naadac.org and the Master Addictions Counselor through the National Board for Certified Counselors at <https://www.nbcc.org/certification/mac>. 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 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.

Certification as a BCBA is necessary in order to practice Applied Behavior Analysis (ABA) in the United States. Currently, only 31 states (Alabama, Louisiana, New Jersey, Tennessee, Alaska, Maryland, New York, Texas, Arizona, Massachusetts, North Dakota, Utah, Connecticut, Michigan, Ohio, Vermont, Hawaii, Mississippi, Oklahoma, Virginia, Iowa, Missouri, Oregon, Washington, Kansas, Montana, Rhode Island, Wisconsin, Kentucky, Nevada, South Dakota) require professional licensure in addition to certification as a BCBA to practice within those respective states. Professional licensure is not currently required in the following states: Arkansas, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Maine, Minnesota, Nebraska, New Hampshire, New Mexico, North Carolina, Pennsylvania, South Carolina, West Virginia, Wyoming.

Standards for professional licensure can vary drastically by state. These requirements can change frequently and often without notice. Some authorities only recently passed laws requiring behavior analysts to be licensed have not yet implemented an application system, and thus this information is subject to change without notice. Students should contact their applicable state licensing authority to familiarize themselves with the specific professional licensure requirements of the state they are seeking licensure. The BACB provides a U.S. Licensure Behavior Analyst Directory of the states that have passed legislation to regulate behavior analyst and direct link to state regulatory board website at <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>

At this time, the College of Psychology cannot confirm whether its Master of Science in Counseling degree with its ABA concentration meets all of the educational and licensure requirements in any of the 50 states, the District of Columbia and the US protectorates, as defined in 34 CFR §600.2. 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.

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) 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), 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). 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	Melanie Iarussi, Ph.D., LMHC	(954) 262-5734 miarussi@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 Manager	Connie Sokolowski	(954) 262-5709 cs1747@nova.edu
Academic Coordinator III	Patricia Zawoyski	(954) 262-5720 zawoyski@nova.edu
Administrative Asst. II	Nancy Quesada	(954) 262-5740 qnancy@nova.edu
Administrative Assistant I	Junine Pompilus	(954) 262-5704 jp1443@nova.edu

Regional Campus Site Coordinators

Miami	Brenda Levine	(W) 954-262-5799 brenda.levine@nova.edu
Orlando	Toni Ballone, Ed.D	(W) 407-264-5613 carneval@nova.edu
Palm Beach	Nancy Quesada, B.S.	(C) 561-485-9135 qnancy@nova.edu
Tampa Bay	Pending	(W) 954-262-5740 counseling@nova.edu

Counseling

Master's Program

COUNSELING PROGRAM

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

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/online hybrid format. Selected courses will be offered in-person in the intensive weekend format, while other courses will be offered in the online format. See the School Counseling Planned Program of Study for more information.

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 synchronous online 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 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) Test, and (2) Subject Area Exam (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. Official 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 professional 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 will need to take the Guidance and Counseling PK-12 SAE of the

FTCE 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 professional 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 (FDOE). All requirements for certification in the School Counseling subject area 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 School 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.**

2021-22 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"/> Ref. 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 15th for Fall start & September 15th 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 Test (PEdTest) 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 ---OR---	
	---OR--- Reading Instruction (3 credits): RED 550 Foundations of Reading for Content Area Teachers ---AND---	
	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 SUGGESTED COURSE SEQUENCE (6-9 credits per term):**REGULAR HYBRID SC COURSE SEQUENCE (6 credits per term):**

Regular Full-Time Year 1		
Fall Semester 1	Winter Semester 2	Summer Semester 3
PYCL 0503 + PYCL 0507 ^	PYCL 0511 + PYCL 0515 ^	PYCL 0635 + PYCL 0571 ^ RED 0550 OR TSOL 0510
Regular Full-Time Year 2		
Fall Semester 1	Winter Semester 2	Summer Semester 3
PYCL 0665 + PYCL 0512 ^ Review Practicum Application Deadlines	PYCL 0550 + PYCL 0632 + PYCL 0685 ^ (Practicum Field Placement, 10 hrs/wk)	PYCL 0560 + PYCL 0510 ^ Review FDOE Exit Exam Deadlines
Regular Full-Time Year 3		
Fall Semester 1	Winter Semester 2	Summer Semester 3
PYCL 0585 + PYCL 0688 ^, ++ (Internship Field Placement, 20 hrs/wk) OR 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)	

Continued on next page

ACCELERATED HYBRID SC SUGGESTED COURSE SEQUENCE (9 credits per term):

Accelerated Full-Time Year 1		
<i>Fall Semester 1</i>	<i>Winter Semester 2</i>	<i>Summer Semester 3</i>
PYCL 0503 + PYCL 0507 ^ PYCL 0512 ^	PYCL 0511 + PYCL 0515 ^ PYCL 0585 +	PYCL 0635 + PYCL 0571 ^ PYCL 0560 + RED 0550 OR TSOL 0510 Review Practicum Application Deadlines
Accelerated Full-Time Year 2		
<i>Fall Semester 1</i>	<i>Winter Semester 2</i>	
PYCL 0665 + PYCL 0510 ^ PYCL 0685 ^, ++ (Practicum Field Placement, 10 hrs/wk) Review FDOE Exit Exam Deadlines	PYCL 0550 PYCL 0632 + PYCL 0688/0689 ^, ++ (Internship Field Placement, 40 hrs/wk; Recommended) FDOE Exit Exams	

+ = 8-week Ground-based Intensive Weekend Format Offered at Regional Campuses (FTL, TPA, ORL)

^ = 15-week Online Format

++ 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:

- **Seat space in courses is limited. Students should register in their desired courses as soon as they are eligible to register.**
- **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.7/20/2021

M.S. in Counseling

Clinical Mental Health
Counseling Concentration

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

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 Bay 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. Requests will be considered with respect to available seat space in the desired concentration and/or format and depending on course availability.

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.

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. Requests will be considered with respect to available seat space in the desired concentration and/or format and depending on course availability. 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. **To guarantee seat availability in the practicum course, students must register for the course no later than one month prior to 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 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, for students in the standard pace, Practicum is scheduled to begin in the fall semester, with Internship following in the winter and summer semesters. For students in the accelerated pace, Practicum is scheduled to begin in the winter semester, with Internship following in the summer and fall 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 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 Self Service Banner/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 students are required to complete the Counselor Preparation Comprehensive Examination (CPCE) and earn a passing score prior to graduation. The CPCE is a standardized multiple-choice examination that covers the eight common core areas of counseling: *Assessment and Testing, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Human Development, Professional Counseling Orientation and Ethical Practice, Research and Program Evaluation, and Social and Cultural Diversity*. The passing score is determined by the Department of Counseling for each academic year. Information about exam format, suggested study materials, and passing scores is located in the Department of Counseling Student Center in Canvas.

Students enrolled in **PYCL 0681 Counseling Internship I** are eligible to sit for the CPCE. ***Students should register for the exam when enrolled in PYCL 0680: Counseling Practicum.*** Students can access the Department's CPCE registration link and registration deadlines in the Department of Counseling Student Center in Canvas. After registering with the Department, students will receive instructions to register with the Center for Credentialing Education (CCE). Upon approval from CCE, students schedule to take the CPCE through Pearson OnVUE or a Pearson VUE Center. The current cost of the exam (Computer-Based Test-CBT) is **\$150 and may be subject to change**.

Students who do not earn a passing score on the CPCE will need to retake the exam. Students have up to two additional attempts (3 attempts total) during the 6-month testing authorization granted by the Center for Credentialing and Education (CCE). The exam cost is assessed for each attempt. If a student does not pass the CPCE on their third attempt, the student's best scores in each of the eight sections across the three attempts will be used to calculate a "superscore." If the student's superscore meets or exceeds the required passing score for the academic year in which the student attempted the exam for the third time, then the student has successfully completed the CPCE requirement. If the superscore does not meet or exceed the required passing score, then the student will work with program faculty to devise a remediation plan prior to retaking the exam a fourth time. Each subsequent attempt will then be evaluated using the superscore method, inclusive of all previous attempts. 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. A student may 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).

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 online format via Canvas, with some synchronous, online class meetings 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.

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

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

Effective July 1, 2020: Chapter 491, Florida Statutes have been amended to no longer require 1000 hours to meet the requirements for licensure in the state of Florida. Clinical Mental Health Counseling students completing NSU's practicum and internship requirements of 750 hours (including at least 280 direct client services) will meet this requirement.

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.

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>.

2021-22 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: _____@mysu.nova.edu

Advisor Name: _____
Campus/Format:
☐ Main 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 KPI <input type="checkbox"/> O*Net 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, 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 (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)	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)	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 15th for Summer start; April 15th for Fall start; & September 15th 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: _____
 Annual Student Review in LiveText every February ☐ Yes

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

Suggested Course Sequence: Clinical Mental Health Counseling Concentration (60 credits)

Nova Southeastern University Master of Science in Counseling

FULL-TIME SUGGESTED 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 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
	PYCL 0608	PYCL 0612
	Review Practicum Application Deadlines	
Full-Time Year 3		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0669	PYCL 0645	PYCL 0582
PYCL 0680 (Practicum Field Placement, 10 hrs/wk)	PYCL 0681 (Internship Field Placement, 20 hrs/wk)	PYCL 0682 (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 SUGGESTED 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:

- Seat space in courses is limited. Students should register in their desired courses as soon as they are eligible to register.
- 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

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). 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 Self-Service Banner/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 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)

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 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/>

**2021-22 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 15th for Summer start; April 15th for Fall start; & September 15th 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: _____

Suggested 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 SUGGESTED 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 SUGGESTED 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:

- Seat space in courses is limited. Students should register in their desired courses as soon as they are eligible to register.
- 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 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

The Applied Behavior Analysis concentration, housed under the Fischler College of Education and School of Criminal Justice 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 an Association for Behavior Analysis International (ABAI) verified course sequence that meets the academic 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 Association for Behavior Analysis International has approved the following as a verified course sequence that meets coursework requirements for eligibility to take the BCBA examinations. 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 (54 credits total; 66 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 21 credits)

- ABA 0711 Concepts and Principles of Applied Behavior Analysis I
- ABA 0712 Concepts and Principles of Applied Behavior Analysis II
- ABA 0721 Applied Behavior Analysis Assessment and Application
- ABA 0731 Applied Behavior Analysis Assessment and Delivery Models
- ABA 0741 Evaluating Interventions in Applied Behavior Analysis
- ABA 0751 Supervision and Management in Applied Behavior Analysis
- ABA 0756 Ethical and Professional Issues in Applied Behavior Analysis

Optional Electives* The ABA fieldwork course sequence partially fulfills clinical training requirements for BCBA certification.

(Additional 12 credits)

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

Non-Degree Applied Behavior Analysis

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

- ABA 0711 Concepts and Principles of Applied Behavior Analysis I
- ABA 0712 Concepts and Principles of Applied Behavior Analysis II
- ABA 0721 Applied Behavior Analysis Assessment and Application
- ABA 0731 Applied Behavior Analysis Assessment and Delivery Models
- ABA 0741 Evaluating Interventions in Applied Behavior Analysis
- ABA 0751 Supervision and Management in Applied Behavior Analysis
- ABA 0756 Ethical and Professional Issues in Applied Behavior Analysis

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

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 0502Counseling Theories and Practice
2. PYCL 0507Research and Evaluation for Counselors
3. PYCL 0570Ethical, Legal, and Professional Issues for Counselors
4. ABA 0711Concepts and Principles of Applied Behavior Analysis I

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-) in the PYCL matriculation courses, one grade below a B minus (B-) in a PYCL matriculation course and one grade below a B in an ABA matriculation course, 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-) in PYCL courses, a second grade below B in ABA courses, 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 in PYCL courses; one or more grades below a B minus (B-) are received in PYCL courses and one or more grades below a B in ABA courses; or more than 2 grades below B are received in ABA courses.
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-) in a PYCL course or a B in an ABA course. 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 FIELDWORK REQUIREMENTS

Fieldwork is conceived to be that phase of the master's in counseling program in which a trainee is able to crystallize their 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.

Fieldwork courses are electives designed to provide degree-seeking students with a supervised experience in an appropriate clinical setting. The ABA fieldwork course sequence partially fulfills clinical training requirements for BCBA certification. 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 clinical training. In addition, students are required to attend the regularly scheduled class meetings.

Students eligible to begin fieldwork will complete and submit a fieldwork 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). Students will be notified by the program office of their approval or rejection to begin fieldwork. Those students approved to begin fieldwork will be provided with instructions regarding application for site approval several months in advance of the term start. Students will be responsible for submitting a list of their preferred fieldwork sites in rank order. If their site(s) of interest is not included in the list of NSU affiliated training facilities, students will be required to submit supplementary information regarding the site(s) for review. Fieldwork training facilities will be student-centered and provide adequate resources for training. If the student would like to participate in fieldwork 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 provide documentation supporting his/her request. Should the request be granted, 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. Fieldwork must not be compensated.

Applied Behavior Analysis Fieldwork

Three semesters of fieldwork are offered as electives to help students gain clinical training experience under the supervision of a Board Certified Behavior Analyst. Students will work closely with the program administrator to identify and secure a fieldwork placement. Students will be provided with a list of approved fieldwork sites, and they will submit a rank order of training sites that they are interested in attending. Students may also identify possible fieldwork sites for review and approval for a fieldwork 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 fieldwork site. In order to be approved to begin fieldwork 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 successfully complete all prerequisite coursework. 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. Students will complete 25 hours per week of clinical training during fieldwork. Students may choose to complete 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 independent of the university. For more information regarding specific requirements for certification please consult the BACB at www.bacb.com.

Some states may mandate additional hours than required by Nova Southeastern University for licensure. Students wishing to meet their respective state training requirements may increase clinical training hours (no more than 130 per month) during the regularly scheduled fieldwork course. It is the student's responsibility to review and understand respective state or local statutes and requirements for supervised fieldwork experiences in their selected discipline.

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

Fieldwork 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 Self-Service Banner/WebSTAR.

*****Please note placement at a fieldwork site is not guaranteed*****

Applied Behavior Analysis Fieldwork Prerequisites

1. ABA 0711 and ABA 0712 Principles and Concepts of Applied Behavior Analysis I and II (must be completed with a grade of 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 fieldwork and receive approval prior to registering for fieldwork. Students will submit their HIPAA training certificate with the fieldwork application. Approval for fieldwork 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.

Fieldwork is a time for students to practice and build on their clinical skills. If by the end of the semester, the student has not demonstrated proficiency in the use of the basic ABA skills, the student will receive an appropriate grade reduction. Students must earn a grade of B or higher in all fieldwork courses. Students may be referred to professional standing if there are concerns regarding his/her level of competency.

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. The BACB provides a U.S. Licensure Behavior Analyst Directory of the states that have passed legislation to regulate behavior analyst and direct link to state regulatory board website at <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>.

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>

2021-22 Planned Program of Study: Applied Behavior Analysis Concentration (54-63 credits)
Nova Southeastern University Master of Science in Counseling

Student Name: _____ City/State/Zip Code: _____
 NSU ID: _____ Phone #: _____ Student Email: _____@mysu.nova.edu
 Street Address: _____ 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 21 Credit Hours Required: Applied Behavior Analysis Concentration Courses	Credit Hours	Requirements	Term	Grade
*ABA 0711 Concepts and Principles of Applied Behavior Analysis I (Prerequisite: ABA Program Orientation Quiz)	3			
ABA 0712 Concepts and Principles of Applied Behavior Analysis II	3			
ABA 0721 Applied Behavior Analysis Assessment and Application (Prerequisites: ABA 0711, ABA 0712)	3			
ABA 0731 Applied Behavior Analysis Assessment and Delivery Models (Prerequisites: ABA 0711, ABA 0712)	3			
ABA 0741 Evaluating Interventions in Applied Behavior Analysis (Prerequisites: ABA 0711, ABA 0712)	3			
ABA 0751 Supervision and Management in Applied Behavior Analysis (Prerequisites: ABA 0711, ABA 0712)	3			
ABA 0756 Ethical and Professional Issues in Applied Behavior Analysis (Prerequisites: ABA 0711, ABA 0712)	3			
Optional Additional 9 Credit Hours	Credit Hours	Requirements	Term	Grade
**ABA 0760 Practicum in Applied Behavior Analysis I (Elective) (Prerequisite: ABA 0711, ABA 0712)	3			
ABA 0770 Practicum in Applied Behavior Analysis II (Elective) (Prerequisite: ABA 0760)	3			
ABA 0780 Adv. Practicum in Applied Behavior Analysis I (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 15th for Summer start; April 15th for Fall start; & September 15th for Winter start. Instructions located in Department of Counseling Student Center in Canvas. ABA 0711, 0712, 0760, 0770, & 0780 must be completed with a grade of B or better.

***The Association for Behavior Analysis International® has verified the above courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

Practicum	Concentrated Supervised Fieldwork (1,125 hours): Successful completion of ABA 0760, 0770, and 0780 results in partial fulfillment of BACB 2022 concentrated supervised fieldwork requirements.
Certification & Licensure Advising: <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</u> (https://www.bacb.com/u-s-licensure-of-behavior-analysts/): Alabama, Alaska, Arizona, Connecticut, Hawaii, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin (updated 6/2020)

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

Suggested Course Sequence: Applied Behavior Analysis Concentration (54-63 credits)

Nova Southeastern University Master of Science in Counseling

FULL-TIME SUGGESTED 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 ABA 0711	PYCL 0570 ABA 0712	PYCL 0635 PYCL 0584 ABA 0741
Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0512 PYCL 0608 ABA 0721	PYCL 0631 ABA 0751 Review Practicum Application Deadlines	PYCL 0632 ABA 0731
Full-Time Year 3		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0612 ABA 0760 (Elective Practicum I in ABA) Review BCBA Exam Application Deadlines	ABA 0756 ABA 0770 (Elective Practicum II in ABA)	PYCL 0645 ABA 0780 (Elective Practicum III in ABA)

INTENSIVE FULL-TIME SUGGESTED 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 ABA 0711	PYCL 0570 PYCL 0584 PYCL 0632 ABA 0712 Review Practicum Application Deadlines	PYCL 0635 PYCL 0608 ABA 0741 ABA 0751
Intensive Full-Time Year 2		
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
PYCL 0612 ABA 0721 ABA 0760 (Elective Practicum I in ABA) Review BCBA Exam Application Deadlines	PYCL 0645 PYCL 0631 ABA 0770 (Elective Practicum II in ABA)	ABA 0731 ABA 0756 ABA 0780 (Elective Practicum III in ABA)

IMPORTANT NOTES:

- Seat space in courses is limited. Students should register in their desired courses as soon as they are eligible to register.
- 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).
- Please refer to the Course Concentration Offering Guides provided in the MS Counseling Student Center for exact course rotation schedule.

Master of Science in Counseling Programs Course Descriptions Index

ABA 0711 – Concepts and Principles of Applied Behavior Analysis I

This 45-hour graduate-level course is Part I of a two-part series of ABA concepts and principles. Students will study the philosophy and science of applied behavior analysis, an overview of the field of ABA, basic vocabulary and concepts in the field, and basic strategies for increasing and decreasing behaviors of students in a variety of settings. Specifically, this course covers the following BACB Fifth Edition content areas: A: Philosophical Underpinnings and B: Concepts and Principles. **Prerequisites: None**

ABA 0712 – Concepts and Principles of Applied Behavior Analysis II

This 45-hour graduate-level course is Part II of a two-part series of ABA concepts and principles. Students will study the science of applied behavior analysis, the field of ABA, basic vocabulary and concepts in the field, and basic strategies for increasing and decreasing behaviors of students in a variety of settings. Specifically, this course will cover Unit B: Concepts and Principles from the BACB Fifth Edition task list. **Prerequisite (or can be taken in conjunction with): ABA 0711**

ABA 0721 – Applied Behavior Analysis Assessment and Application

This 45-hour graduate-level course will delve into the application of the concepts and principles of applied behavior analysis. It will focus on the current research on behavior assessment strategies, behavioral intervention strategies and change procedures, and methods of accountability in ABA interventions. This course covers BACB Fifth Edition Task List content areas: F: Behavior Assessment, G: Behavior-Change Procedures, and H: Selecting and Implementing Interventions. **Prerequisites: ABA 0711 & ABA 0712**

ABA 0731 – Applied Behavior Analysis Assessment and Delivery Models

This 45-hour graduate-level course will focus on conducting behavior analytic assessments in order to identify targets for behavior change programs. Additionally, the class will explore the variety of delivery models for services within the ABA model. Specifically, the delivery models of behavioral medicine, treatment of autism/developmental disabilities, organizational behavior management, and education will be examined. This course covers BACB Fifth Edition Task List content areas F: Behavior Assessment, G: Behavior-Change Procedures, and H: Selecting and Implementing Interventions. **Prerequisites: ABA 0711 & ABA 0712**

ABA 0741 – Evaluating Interventions in Applied Behavior Analysis

This 45-hour graduate-level course will focus on evaluation strategies used in research and in the ethical provision of interventions. This course covers the following BACB Fifth Edition content areas: C: Measurement, Data Display, and Interpretation and D: Experimental Design. Mastery of this content allows for critical evaluation of research literature resulting in evidenced based decision making on assessment and intervention strategies across a variety of populations. **Prerequisites: ABA 0711 & ABA 0712**

ABA 0751 – Supervision and Management in Applied Behavior Analysis

This 45-hour graduate-level course will focus on applied behavior analysis supervision and management of behavior change agents. It will address the components of effective supervision, as well as the development of performance monitoring, reinforcement, and feedback systems. In addition, focus will be placed on the role of assessment in supervision and management. This course covers the following BACB Fifth Edition content areas: F: Behavior Assessment and I: Personnel Supervision and Management. **Prerequisites: ABA 0711 & ABA 0712**

ABA 0756 – Ethical and Professional Issues in Applied Behavior Analysis

This 45-hour graduate-level course will focus on the ethical practice of applied behavior analysis across clinical, research, and professional settings. It covers content area E: Ethics (*Professional and Ethical Compliance Code for Behavior Analysts*) from the BACB's Fifth Edition Task List. Students will evaluate common ethical dilemmas that arise during clinical research and practice in applied behavior analysis and identify and apply strategies and guidelines for resolving ethical issues. **Prerequisites: ABA 0711 & ABA 0712**

ABA 0761 Fieldwork in Applied Behavior Analysis I (3 credits) (ELECTIVE)

This 45-hour graduate-level course is designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors. **Prerequisites: Completion of ABA 0711 and ABA 0712 with a grade of B or higher.**

ABA 0771 Fieldwork in Applied Behavior Analysis II (3 credits) (ELECTIVE)

This 45-hour graduate-level course is a continuation of ABA 0761. These courses were designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. These courses are spiraled, meaning each successive course builds upon the previous course, thus promoting advanced competencies and skills. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors. **Prerequisites: Completion of ABA 0761 with a grade of B or higher.**

ABA 0781 Fieldwork in Applied Behavior Analysis III (3 credits) (ELECTIVE)

This 45-hour graduate-level course is a continuation of ABA 0771. These courses were designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. These courses are spiraled, meaning each successive course builds upon the previous course, thus promoting advanced competencies and skills. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors. **Prerequisites: Completion of ABA 0761 and ABA 0771 with a grade of B or higher.**

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

Department of Counseling Administration

Karen S. Grosby, Ed.D., Dean

Melanie Iarussi, 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 ***

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

Full-Time Faculty

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

Robert Freund, Ph.D., Florida Atlantic University, assistant professor. Therapeutic working alliance; spirituality in counseling; wellness promotion; LGTBQ+ social justice

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.

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

W. Bradley McKibben, Ph.D., University of North Carolina at Greensboro, associate 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.

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

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

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.

Visiting Faculty

Karen Shatz, Ph.D., Nova Southeastern University, visiting professor. Family counseling; social justice and advocacy; intimate relationships, intimate partner violence; eating disorders; and LGBTQUI+.

Contributing Faculty

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

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

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.

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

Donna Hillier, Psy.D. Nova Southeastern University, assistant professor. Florida licensed psychologist. Professional experience has included directing academic and clinical training programs; Clinical

psychology education and supervision; wellness and prevention; bereavement; early childhood social-emotional development; and psychotherapy with adults via telemental health.

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.

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.

Nurit Sheinberg, Ph.D., Harvard University. Early childhood development evaluation, autism, parental support.

Adjunct Faculty

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

Sohani Barrientos, Psy.D.
Nova Southeastern University

Carolyn Berger, Ph.D.
University of Florida

Todd Bottom, Ph.D.
DePaul University

Stephanie Camejo, Psy.D.
Nova Southeastern University

Michael Carifio, Ph.D.
Auburn University

Gulsah Cetin, Ph.D.
Barry 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

Lisa Cordero, Psy.D.
Carlos Albizu University

Arthur Cox, DSW
Columbia University

John Crocitto, Ed.D.
George Washington University

Joy Davis, Ed.D.
Nova Southeastern University

William L. Day, Ph.D.
Florida State University

Amber Deckard, Psy.D.
Nova Southeastern University

Nathalie de Fabrique, Psy.D.
Nova Southeastern University

Alejandro Diaz, Ph.D.
Florida International University

Janessa Dominguez, Ph.D.
Nova Southeastern University

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

Lori Eickleberry, Ph.D.
Nova Southeastern University

Ellen Flynn, Ph.D.
Seton Hall University

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

Vincent Geigel, Ed.D.
University of Central Florida

Kevin Glavin, Ph.D.
Kent State University

Manuel 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

Nicole Milano Jimenez, Psy.D.
Nova Southeastern University

Elizabeth Lavelle-Wynter, Ed.D.
Nova Southeastern University

Michael Kane, Ph.D.
Florida Atlantic University

Neil Kenney, Psy.D.
Nova Southeastern University

Cristina Magalhaes, Ph.D.
Nova Southeastern University

Justin Maki, Ph.D.
Auburn 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

Yarlie Nicolas, Ph.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

Michaelle Pierre, Ph.D.
Nova Southeastern 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

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University of Florida

Dominic Sottolano, Ph.D.
Ball State University

Michelle Thorn Ed.D.
Nova Southeastern University

Davaa Ulzii, Ed.D.
Nova Southeastern University

Victor Wallen, Ph.D.
Florida International University

Michelle Watts, Ph.D.
University of South Florida

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. Yvette Coello	(954) 262-5701 (954) 262-5712 ycoellp@nova.edu
---------------	--------------------------------------	---

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

Department Chair	Melanie Iarussi, Ph.D., LMHC	(954) 262-5734 miarussi@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 Manager	Connie Sokolowski	(954) 262-5709 cs1747@nova.edu
Academic Coordinator III	Patricia Zawoyski	(954) 262-5720 zawoyski@nova.edu
Administrative Asst. II	Nancy Quesada	(954) 262-5740 nqancy@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 Technology Center	(954) 262-4601
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Bursar	(954) 262-5200
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NSU REGIONAL CAMPUSES CONTACT INFORMATION

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Miami Regional Campus
8585 SW 124 Avenue
Miami, FL 33183
(305) 275-2600
Fax: (305) 274-8075
Email: 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

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

Tampa Bay:

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

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

Miami	Brenda Levine, M.S., LMHC	(W) 954-262-5799 brenda.levine@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 Bay	Pending	(W) 954-262-5740 counseling@nova.edu

Practicum Coordinators

Fort Lauderdale (School Counseling)	Anna Owens, Ph.D.	(W) 954-262-5904
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	Abbey Collins, M.S., LMHC	(C) 727-480-809

COLLEGE OF PSYCHOLOGY				REVISED 8/4/21			
F/T & CLINICAL FACULTY	Phone	Email	Room	FACULTY (96 TOTAL)	Phone	Email	Room
Argüelles-Borge, Soledad	25820	soledada	2040	Sheinberg, Nurit	27136	nurit	MSC 1218/1058
Banks, Jonathan	27965	jb2676	Prkr 241	Shigeto, Aya	28006	as1959	Prkr 238
Black, Ryan	25794	blackrya	1076	Simco, Ed	25744	ed	2030A
Boucher, Leanne	28469	lb1079	Prkr 223	Sobell, Linda	25811	sobelll	1054
Brochu, Paula	25870	pbrochu	2065	Sobell, Mark	25747	sobellm	1061
Burns, Myron	27914	myron.burns	Prkr 229	Starratt, Valerie	27674	vs311	Prkr 236
Burns, W. Joe	25708	burns	2028A	Sternglanz, Weylin	28177	sterngla	Prkr 240
Campbell, Stephen	25759	stephcam	2067	Stripling, Ashley	25762	astripling	1029
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Cash, Gene	25703	cralph	2063	Tartar, Jaime	28192	tartar	Prkr 231
Collins, Matt	28101	wc292	Prkr 222	ter Maat, Mercedes	25728	termaat	1058
Craddock, Travis	22868	tcraddock	CCR 440	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Cuc, Alexandru	25889	calex	2064	Thayer, Kayla	25880	kg119	1027
Davidtz, Jennifer	25817	jdavidtz	1036	Thompson, Eric	25691	ethompson	2034
DeLucia, Christian	25810	cdelucia	1081	Thompson, Isabel	25602	ithompson	2040A
Dorfman, William	25710	dorfman	1117	Valenzuela, Jessica	25737	jb637	1028
Dunagan, Mindy	25781	mdunagan	2031	Valley-Gray, Sarah	25783	valleygr	2073
Ellis, Amy	25902	Amy.Ellis	1034	Van Hasselt, Vincent	25752	vanhasse	1079
Faust, Jan	25713	jfaust	1062	Voltaire, Michael	28190	mvoltair	Prkr 230
Feldman, David	25651	dfeldman	2032	Waguespack, Angela	25719	waguespa	2070
Fernandez, Mercedes	27804	mf934	Prkr 242	Walker, Lenore	25724	walkerle	2030A
Fins, Ana	25897	anaifins	1066	CLINICAL FACULTY	Phone	Email	Room
Formoso, Diana	25772	formoso	2068	Char, Sohani	27194	sb1824	MSC 2239
Freund, Robert	25608	rfreund	2048A	Fimiani, Maria	25689	mf245	1057
Garcia-Lavin, Barbara	27917	garciala	2026A	Lashley, Lisa	25886	lkohn	1111
Gibson, Douglas	25652	gibsondp	1065	Martinez, Ana	25831	anamarti	1037
Gold, Steven	25714	gold	1117	Schnur, Leonard	25731	schnur	1102
Golden, Charles	25715	goldencl	1055	Sheehan, Tara	27128	tarashee	MSC 2236
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Tomozawa, Yukari	25755	tomozawa	1100A
Hillier, Donna (ABA)	27264	donnangu	2079	Worton, Shannon	25884	worton	1101
Iarussi, Melanie, Chair	25734	miarussi	2024	RECRUITMENT/ADM	Phone	Email	Room
Jungersen, Tara	25764	tj290	2036	Gayle, Gregory	25903	ggayle1	2078A
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/1058	Hubbell, Jessica	25832	jhubbell	2010
Karl, Shannon	25725	shannon.karl	ORL 221D/1058	Kalam, Sherene (ADM)	25721	kalamd	2083
Kasi, Iryna	25716	ikasi	1035	Noriega, Anthony	26902	anorieg0	2030
Katell, Alan	25723	katell	2072	Perez, Carlos	25702	perez	2026C
Kennedy, Thomas	25807	ktom	2026B	Rodriguez, Elianne	25898	er1160	2083
Kibler, Jeffrey	25879	kibler	1072	CLINICAL PSYCHOLOGY	Phone	Email	Room
Kochen, William	25654	wkochen	Prkr 248	Espinoza, Esther	25726	eespinoza	2020
Landy, Justin	25653	jlandy	Prkr 247	Vassell, Cavell	25749	cavell.vassell	2026
Layne, Christopher	TBA	TBA	TBA	MASTERS PROGRAMS	Phone	Email	Room
Leopold, Patrice	25605	pleopold	2037	Levine, Brenda	25799	bl174	2077A
Lewis, John, Chair	25729	lewis	2023	Pompilus, Junine	25704	jp1443	2081
Ma, Mindy	27934	mmindy	Prkr 243	Quesada, Nancy	25740	qnancy	2081
McKibben, Bradley	25847	wmckibben	2073A	Sokolowski, Connie	25709	cs1747	2014
Menon, Madhavi	27988	madhavi	Prkr 239	Zawoyski, Pat	25720	zawoyski	2081
Moragne, Timothy	25735	moragne	1075	SCHOOL PSYCHOLOGY	Phone	Email	Room
Munoz, James R.	28070	jm2701	Prkr 237	O'Sullivan, Suzanne	25826	osulliva	2081
Nierenberg, Barry	25732	nierenbe	1056	UNDERGRADUATE/MASTERS	Phone	Email	Room

Owens, Anna	25904	aowens1	2041	Ruggiero, Jeanne	28063	juggier	Prkr 227
Paro, Carly	25736	cparol	Flex/Tampa	Schenck, Regina	25757	rschenck	2014
Poland, Scott	25881	spoland	1063	SUPPORT STAFF	Phone	Email	Room
Powell, Patrick	25787	ppowell1	2060	Berner, Kirk (Student Support)	25727	kirk	2018
Quintar, Bady	25751	badyq	2066	Coello, Yvette (Dean's Office)	25712	ycoellp	2020
Razza, Timothy	28096	razzatim	Prkr 257	Consalvo, Toni (Finance)	27114	ctoni	2017
Reitman, David	25717	reitmand	2035	Crevecoeur, Carise (HR)	25782	crevecoe	2016
Robino, Ariann	25606	arobino	2081A	Freyre, Erised (EVAL)	25816	freyre	2039
Robison, Lisa	25604	TBA	Prkr 245A	Izzi, Doreen (Clinic)	25788	gainesde	1123
Rodriguez, Josephine	25603	Jrodrig2	2037A	Kriss, Marilyn (WP)	25763	krissm	2014
Salivar, Emily Georgia	25895	esalivar	1039	LaFleur, Thomas (Development)	22149	tlaflleur	1082
Scheyd, Glenn, Chair	27991	scheydjr	Prkr 226	Lores, Diana (Project Rise)	25761	dlores	2029
Schneider, Barry	25742	schneidb	1077	Munoz, Lee (Student Support)	25803	mleonisa	2020
Seifer, Robert	25681	seiferro	1040	Palmer, Stacy (HR)	25765	stacpalm	2015A
Shapiro, David	25705	shapirod	1058				
Shatz, Karen	25609	kschatz	2038				

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