

NSU

Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

Department of Counseling

Policies and Procedures Handbook

2022-2023

*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: 8/2022

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. Our clinical psychology program is ranked as one of the highest in the Nation. 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. In short, we will help you unleash your potential to lead.

Just as you are on a journey of growth and self-improvement, so too is NSU. The university has launched a Campaign to Preeminence with a goal of being 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. The end date for this campaign is 2025 – before many of you will graduate. You will not only see this transformation as it happens, but you will also have the opportunity to be part of it.

This moment represents the start of a new journey, and you will find that the journey is as important as the destination.

Best wishes and Go Sharks. FINS UP!

Sincerely,

A handwritten signature in blue ink that reads "George Hanbury". The signature is fluid and cursive, with the first name "George" and last name "Hanbury" clearly visible.

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)

Student COVID-19 and Vaccine Information

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

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

NSU Student Handbook

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

FLEXIBILITIES IN POLICY

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

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.

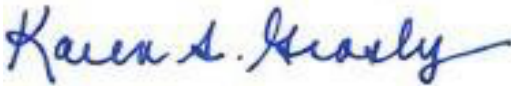
Our College offers a wide range of degree programs, including bachelor's programs in psychology and neuroscience, as well as graduate programs in counseling, clinical, school, experimental, forensic, and general psychology. In addition, the College has doctoral internship and postdoctoral residency programs, 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 2022-2023

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.

Master's Programs

| Fall 2022 – Full Semester | |
|--|--|
| Monday, August 22 | Fall semester classes begin Last day for completing regular registration |
| Sunday, August 28 | End of 100% refund Last day for completing late registration Last day for adding classes |
| Sunday, September 4 | End of 75% refund |
| Monday, September 5 | Labor Day – university offices closed |
| Sunday, September 11 | End of 50% refund |
| Sunday, September 18 | End of 25% refund Last day for dropping classes with refund |
| Sunday, November 20 | Last day to withdraw from classes (no refund) |
| Thursday, November 24 Friday, November 25 | Thanksgiving – university offices closed |
| Sunday, December 11 | Fall semester classes end |
| TBA | Winter Holiday – university offices closed * Subject to university president's discretion and approval |

| Fall I 2022 (8-Week / Intensive Weekend Format) | |
|--|--|
| Monday, August 22 | Fall I classes begin Last day for completing regular registration |
| Sunday, August 28 | End of 100% refund Last day for completing late registration / adding classes |
| Sunday, September 4 | End of 75% refund |
| Monday, September 5 | Labor Day – university offices closed |
| September 9, 10, 11 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| Sunday, September 11 | End of 50% refund |
| September 16, 17, 18 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Sunday, September 18 | End of 25% refund Last day for dropping classes with refund |
| Sunday, September 25 | Last day to withdraw from classes (no refund) |
| September 30, October 1, 2 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| October 14, 15, 16 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Sunday, October 16 | Fall I classes end |

| Fall II 2022 (8-Week / Intensive Weekend Format) | |
|--|--|
| Monday, October 17 | Fall II classes begin Last day for completing regular registration |
| Sunday, October 23 | End of 100% refund Last day for completing late registration / adding classes |
| Sunday, October 30 | End of 75% refund |
| November 4, 5, 6 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Sunday, November 6 | End of 50% refund |
| Sunday, November 13 | End of 25% refund Last day for dropping classes with refund |
| Sunday, November 20 | Last day to withdraw from classes (no refund) |
| Thursday, November 24 Friday, November 25 | Thanksgiving – university offices closed |
| December 2, 3, 4 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling</i>) |
| December 9, 10, 11 | Intensive weekend-format class meeting (<i>School Psychology</i>) |
| Sunday, December 11 | Fall II semester classes end |

| Fall II 2022 (8-Week / Intensive Weekend Format) | |
|--|--|
| Monday, October 17 | Fall II classes begin Last day for completing regular registration |
| Sunday, October 23 | End of 100% refund Last day for completing late registration / adding classes |
| Sunday, October 30 | End of 75% refund |
| November 4, 5, 6 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Sunday, November 6 | End of 50% refund |
| Sunday, November 13 | End of 25% refund Last day for dropping classes with refund |
| Sunday, November 20 | Last day to withdraw from classes (no refund) |
| Thursday, November 24 Friday, November 25 | Thanksgiving – university offices closed |
| December 2, 3, 4 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling</i>) |
| December 9, 10, 11 | Intensive weekend-format class meeting (<i>School Psychology</i>) |
| Sunday, December 11 | Fall II semester classes end |

| Winter 2023 – Full Semester | |
|------------------------------------|--|
| TBA | Winter Holiday – university offices closed * Subject to university president's discretion and approval |
| Wednesday, January 4 | Winter semester classes begin Last day for completing regular registration |
| Tuesday, January 10 | End of 100% refund Last day for completing late registration / adding classes |
| Monday, January 16 | Martin L. King, Jr. Day – university offices closed |
| Tuesday, January 17 | End of 75% refund |
| Tuesday, January 24 | End of 50% refund |
| Tuesday, January 31 | End of 25% refund Last day for dropping classes with refund |
| February 27 – March 5 | Spring Break |
| Sunday, April 9 | Last day to withdraw from classes (no refund) |
| Sunday, April 30 | Winter semester classes end |

| Winter I 2023 (8-Week / Intensive Weekend Format) | |
|--|--|
| Wednesday, January 4 | Winter I classes begin Last day for completing regular registration |
| Tuesday, January 10 | End of 100% refund Last day for completing late registration / adding classes |
| Monday, January 16 | Martin L. King, Jr. Day – university offices closed |
| Tuesday January 17 | End of 75% refund |
| Tuesday, January 24 | End of 50% refund |
| January 27, 28, 29 | Intensive weekend-format class meeting <i>(Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology)</i> |
| Tuesday, January 31 | End of 25% refund Last day for dropping classes with refund |
| Sunday, February 5 | Last day to withdraw from classes (no refund) |
| February 24, 25, 26 | Intensive weekend-format class meeting <i>(Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology)</i> |
| Sunday, February 26 | Winter I classes end |

| Winter I 2023 (8-Week / Intensive Weekend Format) | |
|--|--|
| Wednesday, January 4 | Winter I classes begin Last day for completing regular registration |
| Tuesday, January 10 | End of 100% refund Last day for completing late registration / adding classes |
| Monday, January 16 | Martin L. King, Jr. Day – university offices closed |
| Tuesday, January 17 | End of 75% refund |
| Tuesday, January 24 | End of 50% refund |
| January 27, 28, 29 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Tuesday, January 31 | End of 25% refund Last day for dropping classes with refund |
| Sunday, February 5 | Last day to withdraw from classes (no refund) |
| February 24, 25, 26 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Sunday, February 26 | Winter I classes end |

| Winter II 2023 (8-Week / Intensive Weekend Format) | |
|---|---|
| Monday, March 6 | Winter II classes begin Last day for completing regular registration |
| Sunday, March 12 | End of 100% refund Last day for completing late registration / adding classes |
| March 17, 18, 19 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| Sunday, March 19 | End of 75% refund |
| March 24, 25, 26 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling</i>) |
| Sunday, March 26 | End of 50% refund |
| March 30, April 1, 2 | Intensive weekend-format class meeting (<i>School Psychology</i>) |
| Sunday, April 2 | End of 25% refund Last day for dropping classes with refund |
| Sunday, April 9 | Last day to withdraw from classes (no refund) |
| April 14, 15, 16 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| April 21, 22, 23 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling</i>) |
| April 28, 29, 30 | Intensive weekend-format class meeting (<i>School Psychology</i>) |
| Sunday, April 30 | Winter II semester classes end |

| Winter II 2023 (8-Week / Intensive Weekend Format) | |
|---|---|
| Monday, March 6 | Winter II classes begin Last day for completing regular registration |
| Sunday, March 12 | End of 100% refund Last day for completing late registration / adding classes |
| March 17, 18, 19 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| Sunday, March 19 | End of 75% refund |
| March 24, 25, 26 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling</i>) |
| Sunday, March 26 | End of 50% refund |
| March 30, April 1, 2 | Intensive weekend-format class meeting (<i>School Psychology</i>) |
| Sunday, April 2 | End of 25% refund Last day for dropping classes with refund |
| Sunday, April 9 | Last day to withdraw from classes (no refund) |
| April 14, 15, 16 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| April 21, 22, 23 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling</i>) |
| April 28, 29, 30 | Intensive weekend-format class meeting (<i>School Psychology</i>) |
| Sunday, April 30 | Winter II semester classes end |

| Summer 2023 – Full Semester | |
|------------------------------------|--|
| Monday, May 8 | Summer semester classes begin Last day for completing regular registration |
| Sunday, May 14 | End of 100% refund Last day for completing late registration / adding classes |
| Sunday, May 21 | End of 75% refund |
| Sunday, May 28 | End of 50% refund |
| Monday, May 29 | Memorial Day – university offices closed |
| Sunday, June 4 | End of 25% refund Last day for dropping classes with refund |
| Tuesday, July 4 | Independence Day – university offices closed |
| Sunday, July 23 | Last day to withdraw from classes (no refund) |
| Sunday, August 13 | Summer semester classes end |

| Summer 2023 – Full Semester | |
|------------------------------------|--|
| Monday, May 8 | Summer semester classes begin Last day for completing regular registration |
| Sunday, May 14 | End of 100% refund Last day for completing late registration / adding classes |
| Sunday, May 21 | End of 75% refund |
| Sunday, May 28 | End of 50% refund |
| Monday, May 29 | Memorial Day – university offices closed |
| Sunday, June 4 | End of 25% refund Last day for dropping classes with refund |
| Tuesday, July 4 | Independence Day – university offices closed |
| Sunday, July 23 | Last day to withdraw from classes (no refund) |
| Sunday, August 13 | Summer semester classes end |

| Summer I 2023 (8-Week / Intensive Weekend Format) | |
|--|--|
| Monday, May 8 | Summer I classes begin Last day for completing regular registration |
| Sunday, May 14 | End of 100% refund Last day for completing late registration / adding classes |
| Sunday, May 21 | End of 75% refund |
| Sunday, May 28 | End of 50% refund |
| Monday, May 29 | Memorial Day – university offices closed |
| June 2, 3, 4 | Intensive weekend-format class meeting <i>(Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology)</i> |
| Sunday, June 4 | End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes |
| June 23, 24, 25 | Intensive weekend-format class meeting <i>(Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology)</i> |
| Sunday, June 25 | Summer I classes end |

| Summer II 2023 (8-Week / Intensive Weekend Format) | |
|---|--|
| Monday, June 26 | Summer II semester classes begin Last day for completing regular registration |
| Sunday, July 2 | End of 100% refund Last day for completing late registration / adding classes |
| Tuesday, July 4 | Independence Day – university offices closed |
| Sunday, July 9 | End of 75% refund |
| July 14, 15, 16 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| Sunday, July 16 | End of 50% refund |
| July 21, 22, 23 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Sunday, July 23 | End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes |
| August 4, 5, 6 | Clinical Mental Health Counseling (<i>Main Campus</i>) intensive weekend format course |
| August 11, 12, 13 | Intensive weekend-format class meeting (<i>Clinical Mental Health Counseling–Regional Campuses, School Counseling, School Psychology</i>) |
| Sunday, August 13 | Summer II semester classes end |

M.S. in Counseling (Online Programs)

Fall 2022

August 22 – December 11, 2022

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

October 21-23: Residential Institute – Orlando
(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)

Winter 2023

January 4– April 30, 2023

February 10-12: Residential Institute – Ft. Lauderdale
*(Online Clinical Mental Health Counseling students and
School Counseling students enrolled in PYCL 0511)*

February 17-19: Residential Institute – Orlando
*(Online Clinical Mental Health Counseling students and
School Counseling students enrolled in PYCL 0511)*

Summer 2023

May 8 – August 13, 2023

June 9-11: Residential Institute – Ft. Lauderdale & Orlando
(Online Clinical Mental Health Counseling students enrolled in PYCL 0511)

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

| Fall 2022 |
|--|
| Session I: August 22 – October 16 September 16, 17, 18 October 14, 15, 16 |
| Session II: October 17 – December 11 November 4, 5, 6 December 2, 3, 4 |
| Winter 2023 |
| Session I: January 4 – February 26 January 27, 28, 29 February 24, 25, 26 |
| Session II: March 6 – April 30 March 24, 25, 26 April 21, 22, 23 |
| Summer 2023 |
| Session I: May 8 – June 25 June 2, 3, 4 June 23, 24, 25 |
| Session II: June 26 – August 13 July 21, 22, 23 August 11, 12, 13 |

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 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).

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.

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 is a temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. A student may request a leave when he or she can demonstrate an extenuating circumstance beyond the realm of his or her control. A request for leave due to poor academic performance, financial issues, or to delay the return of unearned Title IV funds is not considered an extenuating circumstance.

Federal guidelines state the maximum period of time allowed for an approved LOA is 180 days within a 12-month period. If the student is granted one LOA, and then is granted a second LOA, the total period of

both LOAs cannot exceed 180 days within the 12-month period. Prior to an LOA approval, the university must determine there is a reasonable expectation the student will return from the leave.

Conditions for a Leave of Absence

All approved LOAs (status and dates) must be reported to the National Student Clearinghouse (NSC).

A student who was approved for a leave for less than 180 days but fails to return to the university when the LOA is over will be reported as withdrawn to the NSC as of the last date of attendance.

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

A student is expected to return at the end of his or her approved LOA. A student returning from an LOA is required to complete the courses they started prior to the leave. The university cannot impose additional charges or disburse additional financial aid until the student has earned the Title IV financial aid previously paid for the courses.

Requesting a Leave of Absence

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

To receive an approved LOA:

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

Students, where possible, should seek advisement from their program director or advisor when considering a leave.

The Leave of Absence Request Form and policy statement can be found here: [Leave of Absence Policy \(nova.edu\)](http://nova.edu/LeaveofAbsencePolicy).

Excused Absences for Participation in Co-Curricular Activities

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

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.**

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.

Tuition and Fees

Master's tuition for 2022–2023 will be charged at the rate of \$865 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 | \$865 per credit hour |
| Application Fee | \$50 (non-refundable) |
| Late Payment Fee | \$100 per semester |
| Student Services Fee | \$600 per semester (4 or more credits) \$300 per semester (under 4 credits) |
| Textbooks | \$80-200 per course (approximate cost) |
| Official Transcript Fee | \$19.50/\$17.00 (<i>printed/electronic</i>) |
| Student Health Insurance Fee (12-month coverage period) | \$2092 coverage August 1, 2022 thru July 31, 2023 (<i>Student Health Insurance Plan Details, Rates, and Waiver Deadlines are Published at nova.edu/studentinsurance.</i>) |
| Professional Liability Insurance | \$10 per semester |
| Fingerprinting/Background Checks | Fee determined by agency |
| <u>CMHC Students Only:</u> | |
| Counselor Preparation Comprehensive Exam | \$ 150 per attempt for CMHC students only |
| CMHC Practicum/Internship Liability Insurance | \$40-105 per year (practicum & internship students only) |
| <u>ABA Students Only:</u> | |
| 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.**

Indebtedness to the University

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

These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated University. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

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

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 counseling@nova.edu.

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).

Course Audit Policy

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

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

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

Requirements for Course Audit

- A course may only be audited with the written approval from the instructor and Department Chair/Director after determining if the student has met any prerequisites tied to the course.
- Students wishing to audit a course must complete the Course Audit Request Form found at [Course Audit Policy \(nova.edu\)](#).
- A course can only be audited on a space-available basis. The registration will not be processed until all non-audit students are registered.
- Students are not able to register to audit a course through their SharkLink account. The registration(s) must be processed through their advisor or program office.
- An audit course does not affect a student's part-time or full-time enrollment status and does not count toward the determination of continuous enrollment.
- An "AU" grade will be posted to the student's academic record and will appear on the academic transcript for any audited course(s) but will not affect the student's attempted credits, earned credits, and grade point average (GPA).
- Students must identify themselves to their instructor as auditing students and discuss the parameters of participating in class discussions and completing assignments and exams.
- Evaluation of course work is at the discretion of the instructor.
- An audited course cannot be changed to a letter grade once the course has begun (or vice versa). If a letter grade is required, a student must retake the course and pay full tuition and all applicable fees.
- An audited course(s) does not fulfill degree or certificate requirements.
- Except for students participating in the Lifelong Learning Institute, the cost of an audit course will be 100 percent of the course tuition cost as well as the University Student Services Fee, the Registration Fee, and any additional applicable fees.
- Financial aid (e.g., scholarships, grants, discounts, and loans) will not be available to cover the cost of an audit course. Audited courses will not be counted toward a student's financial aid eligibility.
- Instructors may request the Department Chair/Director to officially withdraw a student who is auditing a course if the student is interfering with learning in the class. A tuition refund will be considered in accordance with the semester/term refund schedule dates.

- Any course required for the completion of the student's program/degree can only be audited after it has been previously passed. In other words, students may audit a course as a "refresher" but not as a "practice run."

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 (**Final Decision of Dispute Process**)

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

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

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.

DRUG AND ALCOHOL POLICY

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

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

DRUG AND BACKGROUND SCREENINGS

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

College of Psychology Drug Screening

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

College of Psychology Background Screening

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

College of Psychology or affiliate clinical training facilities to obtain background check(s) pursuant to this policy.

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

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

STUDENT, INTERN, OR RESIDENT CONTINUING DUTY TO DISCLOSE

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

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

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>.**

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 spring/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.

DEGREE RESCISSION POLICY

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

The rescission recommendation is presented to the Provost and President for review and support. The decision to rescind the degree is the responsibility of the President of the University with the approval of the NSU Board of Trustees.

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

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

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

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

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

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

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 Maltz Building 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. Students who reside in Florida should review requirements in case they should relocate to another state.

School Counseling Certification

Nova Southeastern University, College of Psychology, Master of Science in 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). Students seeking certification outside of Florida should understand the requirements of the state in which they will pursue certification and determine if any restrictions exist before enrolling in the M.S. in Counseling academic program. It is also recommended that students who seek certification in Florida understand the differences if they should relocate.

The American School Counselor Association's [website provides information on the certification requirements in](https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements) the US and Territories: <https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements>. School counselors are certified and credentialed by the state in which they reside and must abide by their state's requirements.

NSU's School Counseling concentration is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is pursuing recognition from the American School Counseling Association (ASCA). 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 other states and territories outside of Florida. Further, these requirements can change frequently and often without notice.

If you have trouble obtaining the information you need, or if you have any other questions, please contact Daiana Castro at (954) 262-5891 or daiana@nova.edu for assistance.

Clinical Mental Health Counseling Licensure

Nova Southeastern University, College of Psychology, Master of Science in Counseling, Clinical Mental Health Counseling Concentration meets the educational degree completion requirements for licensure in the state of Florida as a Licensed Mental Health Counselor (LMHC), and certification requirements for the National Certified Counselor (NCC) credential from the National Board for Certified Counselors. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted an 8-year accreditation to the M.S. in Counseling, Clinical Mental Health Counseling (CMHC) concentration at Nova Southeastern University.

Students seeking licensure outside of Florida should understand the requirements of the state/country in which they will pursue licensure and determine if any restrictions exist before enrolling in the M.S. in Counseling academic program. It is also recommended that students who seek licensure in Florida understand the differences if they should relocate.

Several states have unique licensing requirements, and thus this information is subject to change without notice. Please note that placements cannot be made in the state of New York or outside of the United States or its Territories.

Students seeking licensure in California and Ohio may be required to complete an additional course per those state's specific statutes. We advise you to contact your state licensing and certification body to ensure the degree will meet requirements [for licensure in the state in which you seek to](#) be licensed. For licensing board contact information and approval status, please see <http://www.nbcc.org/Search/StateBoardDirectory>.

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.

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.

Substance Use and Addiction Counseling Certification

Nova Southeastern University, College of Psychology, Master of Science in Counseling, Substance Abuse Counseling and Substance Abuse Counseling and Education Concentrations meet the educational degree completion requirements for certification through the Florida Certification Board.

The Florida Certified Board has multilevel certifications that allow addictions professionals to work and bill through Medicare, specifically the Florida Master's Level Addiction Professional (MCAP). The Masters of Science in Counseling, Substance Abuse Counseling or the Substance Abuse Counseling and Education degree will qualify for the academic portion.

The Florida Certification Board will only accept applications post master's degree. The FCB requires 4000 experience hours which can be earned within 5 years prior to the application and/or 5 years after the application. All practicum hours will count toward the 4000 hour requirement.

Students seeking licensure in the state of Florida through the Department of Health as a Licensed Mental Health Counselor should be advised that the Master of Science in Counseling, Substance Abuse Counseling and Substance Abuse Counseling and Education do not meet requirements for licensure as a Licensed Mental Health Counselor.

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>.

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.

Applied Behavior Analysis Certification & Licensure

Nova Southeastern University, College of Psychology, Master of Science in Counseling, Applied Behavior Analysis Concentration has been verified by The Association of Behavior Analysis International (ABAI) as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) examination.

Certification as a BCBA is necessary in order to practice Applied Behavior Analysis (ABA) in the United States. Currently, only 36 states (Alabama, Alaska, Arizona, Connecticut, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming) 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, Idaho, Maine, Minnesota, Nebraska, New Hampshire, New Mexico, Pennsylvania, South Carolina, and West Virginia.

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.

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, Online/ Miami/Palm Beach/ Out of State Placement Coord. | Brenda Levine, M.S., LMHC | (954) 262-5799 brenda.levine@nova.edu |
| Program Coordinator, Main Campus/School Counseling/ Orlando/Tampa Bay | Daiana Castro, MS | (954)262-5891 daiana@nova.edu |
| Academic Coordinator | Safiye Gonzalez | (954) 262-5709 sgonzalez1@nova.edu |
| Academic Coordinator III | Patricia Zawoyski | (954) 262-5720 zawoyski@nova.edu |
| Administrative Asst. II | Nancy Quesada | (954) 262-5740 qnancy@nova.edu |

Regional Campus Site Coordinators

| | | |
|------------|----------------------|------------------------------------|
| Miami | Mayra Diaz, M.Ed. | (W) 305-275-2625 md1079@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 | Kelsey Truncale, MSL | (W) 813-574-5287 kkaplane@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 Council for the Accreditation of Educator Preparation (CAEP). 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 (Synchronous Online) |
| PYCL 0507 | Research and Evaluation for Counselors (Asynchronous Online) |
| PYCL 0510 | Career Development and College Planning (Asynchronous Online) |
| PYCL 0511 | Introduction to Counseling Techniques (Online with a Required In-Person Residential Institute) |
| PYCL 0512 | Human Growth and Development (Asynchronous Online) |
| PYCL 0515 | Principles of School Counseling (Asynchronous Online) |
| PYCL 0550 | Contemporary Clinical Interventions (Synchronous Online) |
| PYCL 0560 | Appraisal & Evaluation in School Counseling (Asynchronous Online) |
| PYCL 0571 | Ethical, Legal, & Professional Issues for School Counselors (Asynchronous Online) |

| | |
|-----------|--|
| PYCL 0585 | Psychology of Exceptional & At-Risk Children (Asynchronous Online) |
| PYCL 0632 | Social and Cultural Foundations of Counseling (Synchronous Online) |
| PYCL 0635 | Group Theory and Practice (Online with a Required In-Person Residential Institute) |
| PYCL 0665 | School Consultation Skills (Synchronous Online) |
| PYCL 0685 | School Counseling Practicum (Synchronous Online) |
| PYCL 0688 | School Counseling Internship (Synchronous Online) |
| PYCL 0689 | Continuing School Counseling Internship (Synchronous Online) |

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 online with courses delivered in a synchronous and asynchronous format. Two courses of the required 16 in the curriculum will be delivered online with a residential institute (PYCL 0511 and PYCL 0635). 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 (Professional Education Test and Subject Area Exam in School 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 counseling 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 in coursework as degree seeking students. Students will be notified to contact a Program Coordinator should they receive a first grade below B minus (B-). Should a non-degree seeking 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.

Some school districts may require additional documentation such as proof of immunizations (including but not limited to COVID-19 vaccination), health screenings, etc. Students are expected to comply with the school district and the timelines including incurring the cost of possible fees. The University is not required to provide alternative sites for practicums or internships should students be placed at a school that requires COVID-19 or other immunizations. Students' failure to comply with the immunization requirements for practicum or internship may result in the delay of program completion and/or the inability to satisfy the graduation requirements.

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 courses are offered in the synchronous online 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 online at the time designated by the instructor. 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 HIPAA training certificate must be completed during PYCL 0571: Ethical, Legal, and Professional Issues for School Counselors and is required for practicum and internship.

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.

RESIDENTIAL INSTITUTE

School Counseling students completing their degree in the **online format** and who entered the program during the Fall 2022 term and beyond are required to complete two three-day residency experiences at either the NSU Fort Lauderdale/Davie campus or the NSU Orlando campus.

After successful completion of the pre-requisite course PYCL 0503 Counseling Theories for School Counseling, the **mandatory residency weekend will be required as a component of PYCL 0511 Introduction to Counseling Techniques.** 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.

After successful completion of the pre-requisite courses PYCL 0503 Counseling Theories for School Counseling and PYCL 0511 Introduction to Counseling Techniques, a second **mandatory residency weekend will be required as a component of PYCL 0635 Group Theory and Practice.** 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.

Students must register for the sections of PYCL 0511 and PYCL 0635 that correspond 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 and PYCL 0635.

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.

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 School 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 School 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.**

2022-23 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 | |

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 (SO) PYCL 0507 (AO) | PYCL 0511 (RI) PYCL 0515 (AO) | PYCL 0632 (SO) PYCL 0571 (AO) RED 0550 OR TSOL 0510 |
| Regular Full-Time Year 2 | | |
| Fall Semester 1 | Winter Semester 2 | Summer Semester 3 |
| PYCL 0635 (RI) PYCL 0665 (SO) PYCL 0512 (AO) Review Practicum Application Deadlines | PYCL 0510 (AO) PYCL 0685 (SO), ++ (Practicum Field Placement, 10 hrs/wk) | PYCL 0550 (SO) PYCL 0560 (AO) Review FDOE Exit Exam Deadlines |
| Regular Full-Time Year 3 | | |
| Fall Semester 1 | Winter Semester 2 | Summer Semester 3 |
| PYCL 0585 (AO) PYCL 0688 (SO), ++ (Internship Field Placement, 20 hrs/wk) OR PYCL 0688/0689 (SO) ++ (Internship Field Placement, 40 hrs/wk; Recommended) FDOE Exit Exams | PYCL 0689 (SO) (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 (SO) PYCL 0507 (AO) PYCL 0512 (AO) | PYCL 0511 (RI) PYCL 0515 (AO) PYCL 0585 (AO) | PYCL 0550 (SO) PYCL 0571 (AO) PYCL 0665 (SO) 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 0635 (RI) PYCL 0560 (AO) PYCL 0685 (SO) ++ (Practicum Field Placement, 10 hrs/wk) Review FDOE Exit Exam Deadlines | PYCL 0510 (AO) PYCL 0632 (SO) PYCL 0688/0689 (SO) ++ (Internship Field Placement, 40 hrs/wk; Recommended) FDOE Exit Exams | |

**Delivery format for each course is noted. AO=asynchronous online; SO=synchronous online; RI=hybrid residential institute with in-person requirements*

++ 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.7/27/2022

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 foundational courses 27 credit hours + 33 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 counseling 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 in coursework as degree seeking students. Students will be notified to contact a Program Coordinator should they receive a first grade below B minus (B-). Should a non-degree seeking 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/internship application form to initiate the placement process. **Students who submit an application to start practicum/internship will**

have completed the prerequisite coursework required prior to starting practicum. The application and deadline dates are published in the Student Center in Canvas under Practicum and Internship Information. It is important that students list the correct address for placement as the application is routed to the designated Practicum Coordinator for that area. It is advised that students who reside outside of the South Florida area apply several months before the deadline date. Students must resubmit an application if there is a delay to a subsequent term.

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 courses will be held during the week via synchronous online classes. In the regional campus format, practicum/internship is scheduled only once during the curriculum for each cohort, and typically after a minimum of 10 courses have been scheduled. Currently, for students in the regular 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 campus 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 online class via videoconference during the posted class meeting times. Sections meet during the week at varying times, as listed in Self Service Banner. Online students who enroll in PYCL 0681 remain with the same instructor for PYCL 0682. Online students who reside outside of Florida or in the Florida Panhandle and North Central Florida will be required to take an active role in locating community agencies by completing a site form listing sites of interest after applying for practicum/internship. These sites are generally community mental health centers that employ a licensed supervisor.

A major criterion for practicum site selection is the ability of the site to provide the student with supervised, therapeutic counseling experiences that will satisfy the minimum direct/indirect hour requirement. Sites are generally community mental health, non-profit agencies, hospitals, or universities. The site must employ a Master's level supervisor with relevant certifications and/or licenses, a minimum of two years of pertinent professional experience in mental health counseling, and requisite training in supervision. The NSU representative will contact the agency on behalf of the student and determine approval of the site and to provide information about NSU's expectations, requirements, and evaluation procedures.

Students may be required to travel or relocate in order to fulfill the practicum/internship requirement if a site cannot be located. Some areas/states may have less availability of sites which could extend the degree period until a site can be secured. Students who reside in South Florida or near a NSU Campus generally have many sites available to them and will be provided with a site list.

Please note that placements cannot be made in the state of New York or outside of the United States or its Territories.

Students have an ongoing responsibility to report any address changes via Self-Service Banner/Webstar while enrolled.

Please see the Disclosure section located in this handbook.

*****Immediate placement at a practicum site is not 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.

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.

Please be advised that most sites require a student to undergo a background screening that may include, but not be limited to, fingerprinting and/or drug testing. Some sites may require additional documentation such as proof of immunizations (including but not limited to COVID-19 vaccination), health screenings, etc. Students are expected to comply with agency procedures and timelines including incurring the cost of possible fees. The University is not required to provide alternative sites for clinical practicums or internships should students be placed at a site that requires COVID-19 or other immunizations. Students' failure to comply with the immunization requirements for practicum or internship sites may result in the delay of program completion and/or the inability to satisfy the graduation requirements.

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 (KPIs), 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 are required to 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 at 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.

For students who graduated January 10, 2019 or thereafter, registered intern letters reporting practicum/internship hours to the State of Florida are no longer required. Students should apply to become a registered intern **after graduation wherein an official transcript with a degree conferral date can be ordered and provided to the State of Florida.**

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: Students seeking licensure outside of Florida should understand the requirements of the state/country in which they will pursue licensure and determine if any restrictions exist before enrolling in the M.S. in Counseling academic program. It is also recommended that students who seek licensure in Florida understand the differences if they should relocate.

Several states have unique licensing requirements, and thus this information is subject to change without notice. Please note that placements cannot be made in the state of New York or outside of the United States or its Territories.

Students seeking licensure in California and Ohio may be required to complete an additional course per those state's specific statutes. We advise you to contact your state licensing and certification body to ensure the degree will meet requirements [for licensure in the state in which you seek to](#) be licensed. For licensing board contact information and approval status, please see <http://www.nbcc.org/Search/StateBoardDirectory>.

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.

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. More information about program graduate's eligibility for licensure is located [HERE](#).

2022-23 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 _____
(name)

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, dispositional requirements, and dismissal policies in the Department of Counseling Policies and Procedures Handbook.*

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

| | Credit Hrs. | Requirements | Term | Grade |
|--|-------------|--|------|-------|
| PYCL 0582 Human Sexuality | 3 | | | |
| PYCL 0584 Diagnosis & Treatment of Adult Psychopathology | 3 | | | |
| PYCL 0586 Diagnosis & Treatment of Child & Adolescent Psychopathology | 3 | | | |
| PYCL 0612 Substance Abuse (Prerequisites: PYCL 0502, 0511) | 3 | | | |
| PYCL 0645 Couples and Family Counseling Strategies (Prerequisites: PYCL 0502, 0511, 0584) | 3 | | | |
| PYCL 0660 Community Mental Health | 3 | | | |
| PYCL 0666 Case Conceptualization & Treatment Strategies (Prerequisites: PYCL 0502, 0511, 0584) | 3 | | | |
| PYCL 0669 Advanced Treatment Interventions (Prerequisites: PYCL 0502, 0511, 0584, 0666) | 3 | | | |
| **PYCL 0680 Counseling Practicum (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) |
| Review CPCE Application Deadlines | CPCE (Exit Exam) | |

*Regional campus schedules may vary based on course offerings.

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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) |
| 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

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 Counseling 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 in coursework as degree seeking students. Students will be notified to contact a Program Coordinator should they receive a first grade below B minus (B-). Should a non-degree seeking 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 form to initiate the placement process. **Students who submit an application to start the practicum will have completed the prerequisite coursework required prior to starting practicum.** The application and deadline dates are published in the Student Center in Canvas. It is important that students list the correct address for placement as the application is routed to the designated Practicum Coordinator for that area. It is advised that students who reside outside of the South Florida area apply several months before the deadline date. Students must resubmit an application if there is a delay to a subsequent term.

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.

Please note that placements cannot be made in the state of New York or outside of the United States or its Territories.

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

Students have an ongoing responsibility to report any address changes via Self-Service Banner/Webstar while enrolled.

The student must file an application for practicum and receive approval prior to registering for a practicum. The student is required to complete the HIPAA training certificate as part of the PYCL 0570 class and is a requirement for practicum.

Please be advised that most sites require a student to undergo a background screening that may include, but not be limited to, fingerprinting and/or drug testing. Some sites may require additional documentation such as proof of immunizations (including but not limited to COVID-19 vaccination), health screenings, etc. Students are expected to comply with agency procedures and timelines including incurring the cost of possible fees. The University is not required to provide alternative sites for clinical practicums or internships should students be placed at a site that requires COVID-19 or other immunizations. Students' failure to comply with the immunization requirements for practicum or internship sites may result in the delay of program completion and/or the inability to satisfy the graduation requirements.

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.

Nova Southeastern University, College of Psychology, Master of Science in Counseling, Substance Abuse Counseling and Substance Abuse Counseling and Education Concentrations meet the educational degree completion requirements for certification through the Florida Certification Board.

Students seeking licensure in the state of Florida through the Department of Health as a Licensed Mental Health Counselor should be advised that the Master of Science in Counseling, Substance Abuse Counseling and Substance Abuse Counseling and Education do not meet requirements for licensure as a Licensed Mental Health Counselor.

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)

The Florida Certified Board has multilevel certifications that allow addictions professionals to work and bill through Medicare, specifically the Florida Master's Level Addiction Professional (MCAP). The Masters of Science in Counseling, Substance Abuse Counseling or the Substance Abuse Counseling and Education degree will qualify for the academic portion.

The Florida Certification Board will only accept applications post master's degree. The FCB requires 4000 experience hours which can be earned within 5 years prior to the application and/or 5 years after the application. All practicum hours 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>.

**2022-23 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 | <input type="checkbox"/> Assessment Plan KPI | | |
| PYCL 0608 Psychological Testing for Individual Evaluation (Prerequisite: PYCL 0507) | 3 | | | |
| 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; 63 credits total if all 9 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 0502 Counseling Theories and Practice
2. PYCL 0507 Research and Evaluation for Counselors
3. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
4. ABA 0711 Concepts 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 Counseling 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 in coursework as degree seeking students. Students will be notified to contact a Program Coordinator should they receive a first grade below B minus (B-) in a PYCL course or a B in an ABA course. Should a non-degree seeking 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 practicum will complete and submit a practicum form to initiate the placement process. **Students who submit an application to start the practicum will have completed the prerequisite coursework required prior to starting practicum.** The application and deadline dates are published in the Student Center in Canvas. It is important that students list the correct address for placement as the application is routed to the designated Practicum Coordinator for that area. It is advised that students who reside outside of the South Florida area apply several months before the deadline date. Students must resubmit an application if there is a delay to a subsequent term.

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 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.

Please be advised that most sites require a student to undergo a background screening that may include, but not be limited to, fingerprinting and/or drug testing. Some sites may require additional documentation such as proof of immunizations (including but not limited to COVID-19 vaccination), health screenings, etc. Students are expected to comply with agency procedures and timelines including incurring the cost of possible fees. The University is not required to provide alternative sites for field work should students be placed at a site that requires COVID-19 or other immunizations. Students' failure to comply with the immunization requirements for practicum or internship sites may result in the delay of program completion and/or the inability to satisfy the graduation requirements.

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 as part of the PYCL 0570 class and is a requirement for field work.

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.

Nova Southeastern University, College of Psychology, Master of Science in Counseling, Applied Behavior Analysis Concentration has been verified by The Association of Behavior Analysis International (ABAI) as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) examination.

Certification as a BCBA is necessary in order to practice Applied Behavior Analysis (ABA) in the United States. Currently, only 36 states (Alabama, Alaska, Arizona, Connecticut, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming) 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, Idaho, Maine, Minnesota, Nebraska, New Hampshire, New Mexico, Pennsylvania, South Carolina, and West Virginia.

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.

If you have trouble obtaining the information you need, or if you have any other questions, please contact VCS Coordinator Dr. Emmy Maurilus at em986@nova.edu / 954-262-6922 for assistance.

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>

2022-23 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 0761 Fieldwork in ABA I (Elective) (Prerequisite: ABA 0711, ABA 0712) | 3 | | | |
| ABA 0771 Fieldwork in ABA II (Elective) (Prerequisite: ABA 0761) | 3 | | | |
| ABA 0781 Fieldwork in ABA III (Elective) (Prerequisite: ABA 0771) | 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, 0761, 0771, & 0781 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 0761, 0771, and 0781 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> | States Currently Requiring License for ABA Practice (https://www.bacb.com/u-s-licensure-of-behavior-analysts/): Alabama, Alaska, Arizona, Connecticut, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming (updated 7/2022) |
| | |

Student's Professional Involvement & Activities: ☐ BACB ☐ ABAI ☐ 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 0761 (Fieldwork in ABA I - Elective) Review BCBA Exam Application Deadlines | ABA 0756* ABA 0771 (Fieldwork in ABA II - Elective) | PYCL 0645 ABA 0781 (Fieldwork in ABA III - Elective) |

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 0761 (Fieldwork in ABA I - Elective) Review BCBA Exam Application Deadlines | PYCL 0645 PYCL 0631 ABA 0771 (Fieldwork in ABA II - Elective) | ABA 0731* ABA 0756* ABA 0781 (Fieldwork in ABA III - Elective) |

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).**
- * **These courses are rotated (not offered every semester). 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 ***

Daiana Castro, M.S., Program Coordinator

Safiye Gonzalez, Academic Coordinator

Patricia Zawoyski, Academic Coordinator III

Nancy Quesada, Administrative Assistant II

* 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.

Arie T. Greenleaf, Ph.D., University of Iowa, professor. therapeutic effects of nature; counseling in clinical and educational settings, including K-12 schools, 2-and 4-year university counseling centers, mental health agencies, and private practice.

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

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

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

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

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

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.

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

Ashlei Petion, Ph.D., Georgia State University, assistant professor. Counseling with adolescents and families to promote healthy familial relationships that contribute to healthy, strong communities; generational trauma and healing in Black communities.

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

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

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

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

Jessica Tinstman Jones, Ph.D., University of Central Florida, assistant professor. Crisis intervention training and services; suicide prevention with a focus on Military families and youth mental health; outcomes of youth and adulthood experiences of bullying; teacher and educator training to address mental health with students; and mental health services for Military populations

Galaxina Wright, Ph.D., University of Central Florida, assistant professor. Career counseling and education within social services for low-income populations; college career counseling; and career-related barriers that impact individuals and families, with an emphasis towards populations that identify with low SES and underrepresented communities.

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.

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

Faheema Abdool-Ghany, Ph.D.
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