

Center for Psychological Studies

**Specialist Program in
School Psychology**

**Policies and Procedures
Handbook
2013-2014**

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook

<http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

**Nova Southeastern University
Center for Psychological Studies
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TABLE OF CONTENTS

<p>Nova Southeastern University 1</p> <p>Mission Statement 2</p> <p>Vision 2020 Statement..... 2</p> <p>Core Values 2</p> <p>Academic Integrity 2</p> <p>Notices of Accreditation, Membership and Nondiscrimination..... 3</p> <p>Tobacco-Free Policy..... 4</p> <p>President’s Message..... 5</p> <p>Dean’s Message 7</p> <p>Academic Calendar 9</p> <p>Introduction to the Center for Psychological Studies 13</p> <p>Reservation of Power..... 13</p> <p>Center Philosophy..... 14</p> <p>Academic Programs..... 14</p> <p style="padding-left: 20px;">Master of Science Counseling Programs 14</p> <p style="padding-left: 20px;">Other Master of Science Programs 16</p> <p style="padding-left: 20px;">School Psychology Programs 16</p> <p style="padding-left: 20px;">Clinical Psychology Programs..... 17</p> <p style="padding-left: 20px;">Concentrations/Tracks 18</p> <p style="padding-left: 20px;">Joint Doctoral/MBA 19</p> <p style="padding-left: 20px;">Other Doctoral Programs 19</p> <p>Training Programs 19</p> <p style="padding-left: 20px;">Institute of Trauma and Victimization 19</p> <p style="padding-left: 20px;">Southeast Institute for Cross-Cultural Counseling 20</p> <p style="padding-left: 20px;">Psychology Services Center Internship Program..... 20</p> <p style="padding-left: 20px;">Consortium Internship Program 20</p> <p style="padding-left: 20px;">Continuing Education Series 20</p> <p style="padding-left: 20px;">Professional Development Institute 21</p> <p>Research..... 21</p> <p style="padding-left: 20px;">Computer/Statistical Lab 21</p> <p>Clinical Services 22</p> <p>Specialty Clinical Training Programs 23</p> <p>Specialist Program in School Psychology 27</p> <p style="padding-left: 20px;">Program Philosophy 27</p> <p style="padding-left: 20px;">Program Goals and Objectives 27</p> <p>Florida Educator Accomplished Practices 38</p> <p>Technology 39</p> <p style="padding-left: 20px;">Technology Training 39</p> <p style="padding-left: 20px;">Library Training Seminar 40</p> <p>ESOL Requirement..... 40</p> <p>Curriculum and Degree Completion Requirements 41</p> <p>Course Work..... 41</p> <p>En Route Master of Science in School Psychology 42</p> <p>Comprehensive Examinations 42</p> <p>Specialist in School Psychology Curriculum..... 44</p> <p>Course Sequence..... 45</p> <p>Course Descriptions..... 46</p> <p>Applied Training..... 51</p> <p style="padding-left: 20px;">School Psychology Practica..... 51</p> <p style="padding-left: 20px;">School Psychology Internship 52</p>	<p>Core Performance Standards for Admission and Progress 53</p> <p>Minimum Requirements for Admission 53</p> <p style="padding-left: 20px;">Specialist Program (Psy.S.) 53</p> <p style="padding-left: 20px;">Alternative Admission Route (Psy.S.)..... 54</p> <p style="padding-left: 20px;">Provisional Admission..... 54</p> <p style="padding-left: 20px;">TOEFL Requirements 54</p> <p style="padding-left: 20px;">International Students 54</p> <p style="padding-left: 20px;">Foreign Coursework 54</p> <p style="padding-left: 20px;">Transfer of Credits..... 55</p> <p style="padding-left: 20px;">En Route Master of Science in Psychology..... 55</p> <p style="padding-left: 20px;">Degree Candidacy 55</p> <p>Academic Regulations and Information 57</p> <p>Calendar and Classes 57</p> <p style="padding-left: 20px;">Academic Year 57</p> <p style="padding-left: 20px;">Attendance..... 57</p> <p style="padding-left: 20px;">Religious Holidays 57</p> <p>Student Enrollment 57</p> <p style="padding-left: 20px;">Residency and Full-time Status 57</p> <p style="padding-left: 20px;">International Students 58</p> <p style="padding-left: 20px;">Leave of Absence 58</p> <p style="padding-left: 20px;">Time Limit Requirements..... 58</p> <p style="padding-left: 20px;">Failure to Register 59</p> <p style="padding-left: 20px;">Matriculation Requirements (Degree Candidacy) 59</p> <p>Advising 59</p> <p style="padding-left: 20px;">Orientation..... 59</p> <p style="padding-left: 20px;">Academic Advisement..... 59</p> <p>Candidate Retention and Progression 60</p> <p>Academic Standing (Following Matriculation) 62</p> <p style="padding-left: 20px;">Probation 62</p> <p style="padding-left: 20px;">Dismissal 62</p> <p>Remediation Policy..... 62</p> <p style="padding-left: 20px;">Remediation Guidelines for Coursework and Accomplished Practices..... 62</p> <p style="padding-left: 20px;">Annual Review 64</p> <p>Readmission 64</p> <p>Registration..... 64</p> <p style="padding-left: 20px;">Payment of Tuition and Fees 65</p> <p style="padding-left: 20px;">Tuition and Fees for the Academic Year..... 65</p> <p style="padding-left: 20px;">Professional Liability Insurance 66</p> <p style="padding-left: 20px;">Refund Policy 66</p> <p style="padding-left: 20px;">Class Cancellation Policy 67</p> <p style="padding-left: 20px;">Weekend Format Refund Schedule 67</p> <p style="padding-left: 20px;">Semester Format Refund Schedule..... 67</p> <p style="padding-left: 20px;">Drop/Add..... 67</p> <p>Withdrawal from a Course..... 67</p> <p>Auditing a Course..... 68</p> <p>Transfer of Credit 68</p> <p>Grading Policy 69</p> <p style="padding-left: 20px;">Policy for Grading Disputes 70</p> <p>Evaluation of Specialist Students 71</p>
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Candidate Conduct.....	72
Professional Standing Committee.....	73
Veteran’s Administration Requirements.....	73
Standards of Progress	73
Grade/Progress Reports	74
Credit for Prior Training.....	74
Degree Conferral	74
Graduation	75
Student Rights and Responsibilities	77
Family Educational Rights and Privacy Act (FERPA)	77
Release of Student Information	78
Deceased Student Records.....	78
Ethical Issues in the Center for Psychological Studies	78
Dual Relationships between Faculty Members	
And Students	80
No Direct Payment to Faculty	81
Student Grievances and Appeals	81
Informal Procedure	81
Formal Procedure	82
Students with Disabilities	83
Other Policies and Information	85
Health Insurance Portability and Accountability Act	
(HIPAA)	85
Protection of Human Subjects in Research.....	85
Procedures for Both Funded and Unfunded Research	85
CPS Student Aid Programs.....	86
Scholarships.....	86
Assistantships	86
Student Employment	86
Emergency Loan Fund.....	86
Student Facilities	86
CPS Testing Libraries.....	86
Main Campus Mailboxes.....	86
Main Campus Notice (Bulletin) Boards	87
NSU Computer Account.....	87
NSU Libraries.....	87
Field-Based Facilities/Resources	88
Services Available at Student Educational Centers	88
Student Education Centers Facility Regulations.....	89
Hurricane Information	90
Center for Psychological Studies Organization.....	91
Center Administrative Committee	91
Specialist Program Administration	91
Full-Time Faculty & Professional Interests.....	93
Full-Time Faculty from Other NSU Centers	97
Professors Emeriti.....	98
Part-Time Core Faculty	98
Clinical Faculty.....	99
Adjunct Faculty	101
Important Telephone Numbers	105
CPS Telephone/Email List.....	106

NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University is an independent, nonsectarian, fully accredited, coeducational university chartered by the state of Florida in 1964. It is located on the 300-acre main campus west of Fort Lauderdale, 10 miles inland from the Atlantic Ocean, and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional campuses are in North Miami Beach, and Port Everglades. Its 16 centers of study offer campus-based instruction from pre-kindergarten through grade 12, as well as undergraduate and graduate programs leading to degrees in education, law, psychology, marine biology, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, nursing, pharmacy, medical education, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, NSU offers courses of study leading to the bachelors, masters, educational specialist, doctoral degrees in education, in business and public administration, in psychology, in the health professions, and in physical, social, and computer sciences.

From the beginning, the university has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind. The university's centers and programs share a common mission to educate students for leadership roles in a variety of professions. In the Nova Southeastern University educational continuum, pre-professional training begins as early as University School, continues through the college level and the various centers for professional studies, and culminates in the Institute for Learning in Retirement. Through the Nova Southeastern University education plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The NSU Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the university extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Nova Southeastern University programs are approved for educational benefits by the Bureau of State Approval for Veterans Training, Florida Department of Veterans Affairs. The university is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University's general policies on student relations are on file in the Office of the University Registrar.

NSU Mission Statement:

The mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible, distance-learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, lifelong learning environment.

NSU Vision 2020 Statement:

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public as a premier, private, not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

NSU Core Values:

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

The Mission Statement, Vision 2020 Statement, and Core Values were adopted by the NSU Board of Trustees on March 28, 2011.

Academic Integrity

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. Plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one’s own without proper acknowledgement.

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

For a complete description of Nova Southeastern University’s Academic Standards please see the NSU Student Handbook (pgs. 22-24).

Notices of Accreditation, Membership, and Nondiscrimination

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. The university is chartered by the State of Florida.

The Center for Psychological Studies' Doctor of Philosophy (Ph.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies' Doctor of Psychology (Psy.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies' Psychology Services Center Predoctoral Internship Program is accredited by the Commission on Accreditation of the American Psychological Association.

*Questions related to the programs' accredited status should be directed to the Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE
Washington, DC 20002.
Phone: 202-336-5979 / E-mail: apaaccred@apa.org
Web: apa.org/ed/accreditation.*

Additionally, the Center for Psychological Studies sponsors the South Florida Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The specialist and doctoral programs in school psychology and the master’s degree program in school counseling, offered through the Center for Psychological Studies, are approved by the Florida Department of Education. In addition, the specialist program in school psychology holds the designation of National Recognition (approval) by the National Association of School Psychologists (NASP).

The Center for Psychological Studies offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that are accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for these programs is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures without notice, affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Tobacco-Free Policy

Smoking and tobacco use are prohibited in all Nova Southeastern University facilities and on all university property and other properties owned or leased by the University with no exception. For a complete description of NSU's tobacco-free policy refer to <http://www.nova.edu/tobacco-free/policy.html>.

President's Message

Nova Southeastern University is the largest independent, not-for-profit university in the Southeast, and the seventh largest in the United States. As president of NSU, I invite you to become an ambassador of this extraordinary educational institution that is in its fourth decade of existence.

When it began, NSU served 17 Ph.D. students from one building. Today, we have nearly 29,000 students and more than 5 million square feet of classroom space, libraries, and recreation areas. Our programs are offered throughout Florida and the United States, as well as in 12 countries. And with more than 136,000 alumni, our graduates reside in all 50 states and in more than 63 other countries.

The university continues to experience a sustained period of academic growth, due in large part to its exploration of alternative strategies in educating professionals and its commitment to excellence in academics, clinical training, community service, and well-rounded opportunities for all students. Collaboration at all levels with diverse partners is the essence of NSU.

The entire NSU community is dedicated to providing service and academic excellence to you as you continue on the road to success as you wish it to be defined. We look forward to a lifelong partnership with you, our student.

George L. Hanbury II, Ph.D.
NSU President/CEO

Dean's Message

Welcome to the Center for Psychological Studies (CPS) that joined partner schools as part of the Division of Applied Interdisciplinary Studies in 2010. Organized in 1967, CPS has distinguished itself nationally through its programs that integrate training, research, and service. Conducting psychological research and providing quality assessment and treatment of psychological problems is one of the greatest challenges facing modern society. The center seeks to address these challenges by providing a broad range of training in evidenced based clinical interventions, by conducting research that addresses society's pressing problems, and by offering services to the community. The center values individual and cultural diversity in the preparation of researchers and practitioners who will serve in a diverse community.

The center offers a Ph.D. (Doctor of Philosophy) program and a Psy.D. (Doctor of Psychology) program in clinical psychology that are accredited by the American Psychological Association (APA). The center also offers master's degrees in counseling, mental health counseling, school counseling (Florida Department of Education approved), forensic psychology and general psychology. Also offered are a Florida Department of Education, NCATE, and NASP approved specialist (Psy.S.) program and doctoral (Psy.D.) program in school psychology. An APA approved continuing professional education program is offered to community professionals. The center trains students in its Psychology Services Center that serves children, adolescents, and adults through its outpatient programs and thirteen faculty specialty clinical training programs. In addition to the APA accredited NSU Psychology Services Center Internship Program, the center collaborates on the Consortium Internship Program, that is an Association of Psychology Postdoctoral and Internship Centers (APPIC) member. The center values interdisciplinary collaborations and works with partners in the postdoctoral residency program, college of medicine, college of dental medicine, school of education, school of business, the Mailman Segal Center, the Criminal Justice Institute, Institute for the Study of Human Service, community partners, and others.

For professions to advance there must be an active exchange between those providing services and those engaged in research. Research needs to be responsive to community needs and clinical services must reflect the advances put forth by research.

The center has evolved as a leader in providing education and training, advancing an understanding of human behavior, and providing clinical services to the public. Our commitment is to continue to make significant contributions to our community and society well into the future while producing the most advanced training opportunities for our students.

Karen S. Grosby, Ed. D.
Dean, Center for Psychological Studies

SCHOOL PSYCHOLOGY PROGRAMS ACADEMIC CALENDAR 2013-2014

Fall 2013	
Thursday, August 22	Orientation for new on-campus students
Monday, August 26	Fall semester classes begin Last day for completing regular registration
Sunday, September 1	End of 100% refund (semester-length classes) Last day for completing late registration Last day for adding classes
Monday, September 2	Labor Day – university offices closed
Sunday, September 8	End of 75% refund (semester-length classes)
Sunday, September 15	End of 50% refund (semester-length classes)
Sunday, September 22	End of 25% refund (semester-length classes) Last day for dropping semester-length classes with refund
Friday, September 27	End of 100% refund (1 st weekend format classes)
September 27, 28, 29	Class meeting dates for 1 st weekend format course
Friday, October 18	End of 50% refund (1 st weekend format classes)
October 18, 19, 20	Class meeting dates for 1 st weekend format course
Friday, November 15	End of 100% refund (2 nd weekend format classes)
November 15, 16, 17	Class meeting dates for 2 nd weekend format course
Sunday, November 24	Last day to withdraw (semester-length classes)
Thursday, November 28 Friday, November 29	Thanksgiving – university offices closed
Friday, December 13	End of 50% refund (2 nd weekend format classes)
December 13, 14, 15	Class meeting dates for 2 nd weekend format course
Sunday, December 15	Fall semester classes end
Monday, December 23 – Wednesday, January 1	Winter Holiday – university offices closed

Winter 2014	
Monday, December 23 – Wednesday, January 1	Winter Holiday – university offices closed
Monday, January 6	Winter semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 12	End of 100% refund (semester-length classes) Last day for completing late registration Last day for adding classes
Sunday, January 19	End of 75% refund (semester-length classes)
Monday, January 20	Martin L. King, Jr. Day – university offices closed
Friday, January 24	End of 100% refund (1 st weekend format classes)
January 24, 25, 26	Class meeting dates for 1 st weekend format course
Sunday, January 26	End of 50% refund (semester-length classes)
Sunday, February 2	End of 25% refund (semester-length classes) Last day for dropping semester-length classes with refund
Friday, February 14	End of 50% refund (1 st weekend format classes)
February 14, 15, 16	Class meeting dates for 1 st weekend format course
March 3 – March 7	Spring Break – Ft. Lauderdale
March 10 – March 14	Spring Break – Tampa
Friday, March 28	End of 100% refund (2 nd weekend format classes)
March 28, 29, 30	Class meeting dates for 2 nd weekend format course
Sunday, April 6	Last day to withdraw (semester-length classes)
Friday, April 25	End of 50% refund (2 nd weekend format classes)
April 25, 26, 27	Class meeting dates for 2 nd weekend format course
Monday, April 28	Winter semester classes end

Summer 2014	
Monday, May 12	Summer semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 18	End of 100% refund (semester-length classes) Last day for completing late registration Last day for adding classes
Sunday, May 25	End of 75% refund (semester-length classes)
Monday, May 26	Memorial Day – university offices closed
Friday, May 30	End of 100% refund (1 st weekend format classes)
May 30, 31, June 1	Class meeting dates for 1 st weekend format course
Sunday, June 1	End of 50% refund (semester-length classes)
Sunday, June 8	End of 25% refund (semester-length classes) Last day for dropping semester-length classes with refund
Friday, June 27	End of 50% refund (1 st weekend format classes)
June 27, 28, 29	Class meeting dates for 1 st weekend format course
Friday, July 4	Independence Day – university offices closed
Friday, July 18	End of 100% refund (2 nd weekend format classes)
July 18, 19, 20	Class meeting dates for 2 nd weekend format course
Sunday, July 20	Last day to withdraw (semester-length classes)
Friday, August 15	End of 50% refund (2 nd weekend format classes)
August 15, 16, 17	Class meeting dates for 2 nd weekend format course
Sunday, August 17	Summer semester classes end

2013-2014 WEEKEND FORMAT CLASS MEETING DATES

Semester	1 st Weekend Course	2 nd Weekend Course
Fall 2013	September 27, 28, 29 October 18, 19, 20 <i>(Duration: August 26 – October 20)</i>	November 15, 16, 17 December 13, 14, 15 <i>(Duration: October 21 – December 15)</i>
Winter 2014	January 24, 25, 26 February 14, 15, 16 <i>(Duration: January 6 – March 2)</i>	March 28, 29, 30 April 25, 26, 27 <i>(Duration: March 10 – April 28)</i>
Summer 2014	May 30, 31, June 1 June 27, 28, 29 <i>(Duration: May 12 – June 29)</i>	July 18, 19, 20 August 15, 16, 17 <i>(Duration: June 30 – August 17)</i>

Introduction to the Center for Psychological Studies

The Center for Psychological Studies welcomes you to graduate study at Nova Southeastern University. First organized in 1967 as the Behavioral Sciences Center, the Center for Psychological Studies is concerned with graduate training, research, and service in psychology and counseling. You have been accepted to study in the Specialist Program in School Psychology. The specialist program will prepare students to facilitate the educational, social, and emotional development of children and adolescents in school settings. Because of the competitive nature of the application process for this program, your admission signifies that you have distinguished yourself by your academic and/or professional experiences.

The center has many resources available to you during your training years. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer labs, schools, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than anyone else.

This *Policies and Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Specialist in School Psychology program. Knowledge of the contents of this handbook and of the *Center for Psychological Studies Catalog*, available at <http://cps.nova.edu>, is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your program and to make frequent reference to it.

Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them. The graduate programs continue to evolve, and periodically there may be changes in curriculum, practica, or other requirements. Because these changes occur to improve the training of mental health professionals, changes will become part of the requirements for graduation for all students at the discretion of the dean; regardless of the student's status in the program. The Nova Southeastern University Student Handbook can be accessed at the website:

<http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>.

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies and procedures without notice, affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes the modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

CENTER PHILOSOPHY

The Center for Psychological Studies is committed to providing the highest quality educational experience to current and future psychologists and counseling professionals. It provides quality educational experience and training in psychology. It encourages the advancement of knowledge through research. Finally, it provides high-level psychological services to a variety of individuals with varying needs.

The center further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. The doctoral (Psy.D.) program in school psychology builds upon the center's specialist program (Psy.S.) in school psychology, which is approved by the Florida Department of Education, the National Association of School Psychologist (NASP), and accredited by the National Council for Accreditation of Teacher Education (NCATE). Both school psychology programs provide training for students intending to practice school psychology in a variety of school and school-related settings. The postdoctoral master's program in psychopharmacology provides practicing psychologists with a knowledge base in psychopharmacology that will enable them to discuss medication requirements knowledgeably with their patient's physician. The master's programs in mental health counseling and school guidance and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools. The center also provides educational experience for the professional community through the Continuing Education Program Series.

The center believes in the principle that each individual best serves both the profession of psychology and society as a whole through education if training encourages critical thinking, creative analysis, and an openness to new ideas and opinions. A wide range of points of view within psychology is represented as it relates to the breadth of societal needs.

ACADEMIC PROGRAMS

Master of Science Counseling Programs

The master of science counseling programs are designed to serve the training needs of practitioners who seek advanced training. Counselors work in diverse settings and their duties can vary greatly. Depending on their specialty, which is determined by the setting in which they work and the population they serve, counselors scope of practice may include work with children, adolescents, adults, or families that have multiple issues, such as mental health disorders and addiction, disability and employment needs, school problems or career counseling needs, and trauma. The counseling program is offered in a variety of formats to accommodate the working professional.

The master's degree in **Mental Health Counseling** (60 credit hours) provides education and training for those who will seek employment in such diverse settings as social agencies, mental

health clinics, hospitals, personnel offices, and schools. This program is offered either on campus in a semester format or at one of the NSU Student Education Centers in a weekend format. Currently, there are field-based programs offered in Florida at Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

The master's degree in **Counseling** (60 credit for the MHC concentration, 42 (BCaBA) or 48 (BCBA) for the ABA concentrations; 48 credit hours for the Substance Abuse Counseling concentration; or 60 credit hours for the Substance Abuse Counseling and Education concentration) offers individuals the opportunity to earn a counseling degree fully online. The Counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in **School Counseling** (48 credit hours) provides training to individuals seeking positions as professional school counselors in Pre-K to 12 grade school systems. The program is offered on the main campus and in Jacksonville, Miami, Orlando, Palm Beach, Tampa, in a weekend format. The program is approved by the Florida Department of Education (DOE) and the National Council for Accreditation of Teacher Education (NCATE). All requirements for certification in Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

The master's degree in **General Psychology** is a 30-credit online program that will prepare students to develop foundational knowledge in psychological theory and research. Local, national, and international students may select this M.S. degree as an opportunity to obtain prerequisite courses to meet eligibility requirements for application to other psychology programs, including advanced doctoral studies. Through its specialty tracks, the program will also allow a variety of professionals within the fields of education, human services, counseling, and allied health to access coursework both as degree-seeking and non-degree seeking students in order to advance their psychological knowledge and use of psychological applications in their respective fields. In addition to the direct benefit of obtaining foundational knowledge in psychology, the curriculum is designed to facilitate the development of basic interpersonal skills, cultural sensitivity, and additional knowledge and skills that enhance the preparation of students for professional work in increasingly diverse social agencies, school and community settings, in business and industry environments, and in hospitals.

The master's degree in **Forensic Psychology** is a 36-credit online program that will present information at the intersection of legal issues and psychology. Students will be prepared to understand what forensic psychologists do, as well as to apply this training in a variety of professional contexts. This degree program will provide students with the professional training necessary to function at an optimal level in a variety of forensic settings where psychology is used including court cases, law enforcement, criminal justice, national security offices, prisons, social services agencies, child welfare agencies, and treatment facilities.

Other Master of Science Programs

The master's degree in **Criminal Justice** is an interdisciplinary program offered through the Institute for the Study of Human Service, Health and Justice. The program trains those interested in law enforcement and the justice system. The 36 credit-hour program prepares students through the core curriculum (12 credits) and allows for specialty training through various tracks. The Behavioral Science Track, offered through the Center for Psychological Studies, provides special knowledge in the area of psychology (15 credits). The program is designed to provide students with a solid background in the theoretical, historical, public policy, behavioral, and political perspectives related to criminal justice; a foundation in evaluation methods of criminal justice programming and an in-depth knowledge of the legal issues that govern criminal justice activities, including fundamental principles and concepts of criminal and civil law, rules of law and evidence, and state and constitutional laws and their development. The student will be introduced to the organizational structure, operation, administration, and management of the criminal justice system at the federal, state, and local level.

The Institute for the Study of Human Service, Health and Justice also offers a master's degree in **Human Services in Child Protection** which provides competency-based child protective services instruction aimed at closing the gap between ground level on-the-job training and scientifically grounded best-practices. It develops the critical knowledge, values, and skills necessary for child protection professionals to respond effectively to complex problems confronting children and families in the child protective services system. The program prepares students through the core curriculum and allows for specialty training through various tracks. This facilitates choice for students and fosters the development of specialized expertise. Students complete the 42 credit hour program that includes core courses, specialty track, and research and electives courses. The Center for Psychological Studies offers the Psychological Foundations in Child Advocacy track.

For further information regarding these programs, please visit the NSU Criminal Justice Institute website: www.cji.nova.edu.

School Psychology Programs

The **Specialist Program (Psy.S.)** in school psychology was developed in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in the schools. The curriculum was designed following consultation with district departments of psychological services across the state, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), the American Psychological Association (APA), and the National Council for Accreditation of Teacher Education (NCATE).

The program consists of 79 semester hours that span three years of course work (including practica) and one year of internship. The program is designed to meet the National Association of School Psychologists (NASP) Standards for Training Programs in School Psychology, and to meet the current educational requirements for the Florida Department of Education (DOE) certification and for licensure as a school psychologist under Chapter 490, *Florida Statutes*. At this time the program is offered on the main campus and Tampa.

The **Doctoral Program (Psy.D.)** in school psychology builds upon the Center's specialist program in school psychology and is approved by the Florida Department of Education (DOE) and designed to meet the national standards for training as defined by the National Association of School Psychologist (NASP) Standards for Graduate Preparation in School Psychology. The doctoral curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*. Moreover, the curriculum is consistent with the *APA Accreditation Guidelines and Principles* of the American Psychological Association (APA).

Clinical Psychology Programs

By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees, the Center for Psychological Studies demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program is based on a model of the practitioner informed by science and the Ph.D. program is based on a model of the scientist-practitioner. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model. Both require clinical training that includes clinical practicums, the Clinical Competency Exam, and a 2,000-hour predoctoral internship at an approved site where the student has applied and been accepted.

In addition to the general training provided in the doctoral programs, students may elect to complete a concentration in Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, or Psychology of Long Term Mental Illness. Concentrations consist of a set of courses (taken as electives), research, and a clinical practicum in the specialty area. There are limited slots in each concentration, and acceptance is typically during the first year.

In addition to the concentrations, students develop their individual interests through elective course offerings. The elective courses provide the opportunity for additional learning in a variety of areas such as family therapy, child-clinical psychology, cross-cultural counseling, family violence, the applied analysis of behavior, etc. The electives provide flexibility for the students to establish specialized interests.

The Center for Psychological Studies seeks to develop strong mentoring relationships between faculty members and students. These relationships provide individualized supervision and tutoring in scientific thinking, research, ethical decision making, and professional practice.

The **Ph.D. program in clinical psychology** adheres firmly to the principle that psychology is an empirically based discipline. The clinical psychology program will contribute most to the society that supports it if the education provides for the acquisition of the roles of the scientist and the practitioner. The focus of this program is on the empirical analysis of current topics and problems in clinical psychology. The development of sophistication in applied clinical research is emphasized. It is believed that only through the investigation of the psychological problems confronting contemporary society can solutions be found. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative assessment and intervention for clinical problems, rather than merely the analysis and evaluation of existing procedures.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. Through a sequence of formal clinical courses, and through increasingly responsible exposure to clinical populations in supervised practicums, the program develops the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist.

Graduates of this program are providing psychological services in a number of settings. Some have chosen academic settings, while others have chosen medical schools. Still others have become agency administrators. The majority of the graduates, however, have opted to work in service settings that allow them to use their clinical training and their training in program and outcome evaluations.

The **Psy.D. program in clinical psychology** offers academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. Traditionally, the training model for clinical psychologists has focused on training the graduate student first as a scientist and second as a practitioner. However, with the growing need in society for practitioners, many graduate students have elected to enter directly into the clinical services arena rather than academics or research. Consequently, in the 1960s, proposed alternate training procedures led to the development of programs emphasizing a practitioner informed by science model. This model was officially endorsed at the APA Vail Conference in 1973 as a more viable foundation for the education and training of individuals preparing to enter careers concerned primarily with direct delivery of psychological services and professional practice, as opposed to the research-oriented training they had been receiving.

Clinical skills are molded by a sequence of courses in assessment and intervention, both in theory and practice. These courses are supplemented by a variety of practicum experiences, which include intensive supervision. The Psy.D. curriculum expertly trains students to perform as clinicians, public and private practitioners, supervisors, mental health consultants, instructors of clinical psychology, administrators of human service programs, and members of research teams. The degree of expertise in these various specialties, of course, is contingent upon the individual's educational concentrations, training exposures, and career aspirations.

Concentrations/Tracks

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

Concentrations include: Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, and the Psychology of Long-Term Mental Illness. The Child, Adolescent & Family Psychology track requires students to participate in pre-

practicum research, and clinical practica with core faculty. Students will complete 18 hours of specified coursework. The Multicultural/Diversity track requires students to participate in pre-practicum research, research, and clinical practica with core faculty. Students will complete 12 hours of specified coursework.

Joint Doctoral/MBA

This program was established in response to the interest of clinical psychologists to be trained in the practice of business. Current CPS doctoral students interested in admittance to the M.B.A. program should contact the CPS director of Academic Affairs. The student will fulfill the typical clinical psychology admissions process by completing the application packet obtainable at the Center for Psychological Studies and indicate, at that time, that they intend to be admitted to the joint psychology and M.B.A. program. Typically students will begin M.B.A. classes during the 3rd year of their psychology studies if they are in good standing and will pay the respective current tuition rates for both the clinical psychology program and the M.B.A. Program.

Other Doctoral Programs

The Ph.D. in Criminal Justice, offered through the Institute for the Study of Human Service, Health and Justice, trains individuals through an interdisciplinary focus in an online environment. The program prepares students through the core curriculum and allows for specialty training through various tracks. The Ph.D. in Criminal Justice opens opportunity in areas of research, academia, and management to those who are ready to advance as well as to individuals considering a career change.

The program facilitates choice for students and fosters the development of specialized expertise. The Ph.D. in criminal justice requires successful completion of sixty credit hours that includes core courses, specialty track courses and dissertation.

TRAINING PROGRAMS

Institute of Trauma and Victimization

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

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

Southeast Institute for Cross-Cultural Counseling

The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of multiculturalism at the Center for Psychological Studies. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided. The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with diverse populations.

Psychology Services Center Internship Program

Nova Southeastern University's Psychology Services Center Internship Program is accredited by the American Psychological Association. Each year interns are selected from a nationwide pool of applicants to participate in supervised clinical experiences, training meetings, seminars, and research.

Consortium Internship Program

The Center for Psychological Studies sponsors the Consortium Internship Program. A member of APPIC, the consortium provides services to a vast array of clinically diverse populations within local community settings.

Continuing Education Series

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

Nova Southeastern University's Center for Psychological Studies is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's Center for Psychological Studies maintains responsibility for this program and its content. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2015. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2013. Nova Southeastern University's Center for Psychological Studies is approved to by the National Association of School Psychologists to provide continuing education for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider # 1024. Nova Southeastern University's Center for Psychological Studies is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Provider #4548, exp. 04/30/2015.

Professional Development Institute

The Professional Development Institute, part of the center's Quality Enhancement Plan, is held annually on the main campus in Ft. Lauderdale. In a conference format students gain additional practical knowledge that can be applied to their practicum experiences. The purpose of the Institute is to help students bridge the gap from theory to practice. Topics covered apply to practice with children and adults as well as within a variety of settings, such as mental health clinics, and are designed to provide students with very practical information for use in clinical settings.

RESEARCH

In addition to training individuals to provide care and treatment for those with psychological problems, the center is equally committed to encouraging sophisticated applied research. The center is distinguished by its special commitment to clinical research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, every doctoral student engages in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Areas of research in which the center is currently engaged include:

Alcohol and substance abuse	Forensic psychology
Anxiety disorders	Gender issues
Assessment of minority students	Geriatric mental health
Attention deficit and anxiety disorder	Health psychology
Behavioral assessment and treatment	Long-term mental illness
Child-clinical psychology	Marital and family systems
Clinical biofeedback	Mood disorders
Community mental health	Multicultural assessment and intervention
Dissociation	Neuropsychology
Eating disorders	Pediatric psychology
Family violence	Sexual abuse
Physical abuse	Sexual addiction
Posttraumatic stress disorder	Sleep disorders
Psychoanalytic therapy	Social-clinical psychology
Psychodiagnostic assessment	Stress disorders
School phobia	

Computer/Statistical Lab

Research in the center is supported by extensive computer facilities, including mainframe, workstation, and microcomputer environments. Methodological, statistical, and computer consultation is available to faculty members and students engaged in research or related course work.

CLINICAL SERVICES

The Center for Psychological Studies Psychology Services Center provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Psychology Services Center's clinical staff consists of professionals in psychology, mental health counseling, and social work. More than 100 Center for Psychological Studies masters, specialist, and doctoral students receive practicum training within the Psychology Services Center. Services offered by the Psychology Services Center include the following:

Assistance with smoking, gambling and over-eating issues	Stress management
Behavioral modification	Testing and treatment for ADHD
Biofeedback	Treatment for adolescent drug abuse and prevention
Challenging Behaviors	Treatment for adults with issues resulting from traumatic experiences
Counseling for older adults	Treatment for children and adolescents experiencing behavioral and emotional issues
Family and multifamily therapy	Treatment for children and adolescents who have experienced a trauma
Information and referral	Treatment for depression, anxiety and emotional disturbances
Multilingual services (when available)	Treatment for eating disorders and body imaging issues
Neuropsychological assessment and evaluation	Treatment for serious emotional disturbance
Pain management	Treatment for victims, perpetrators or children affected by domestic violence
Parent skills training	
Psychodynamic psychotherapy	
Psychoeducational evaluations for gifted and school related issues	
Psychological testing	

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

- Anxiety
- Depression
- severe and persistent mental illness
- social skills problems
- stress
- other mental health issues

Child, Adolescent, and Family Services Program: Child, Adolescent, and Family Services Program treatment providers are committed to working together with children, adolescents, and their families toward the goal of improving their quality of life. Services include individual, group, play therapy, and psychological assessment, as well as parenting skills training. A comprehensive diagnostic and treatment approach is used to assist families with children ages 4 through 17 with varying emotional, cognitive, and/or behavioral difficulties such as

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

Training in Parenting Skills (TIPS). This program is a four-week course for parents of children two through preteen. It is based on behavioral management techniques and assists parents in using positive discipline to manage their children's behavior.

SPECIALTY CLINICAL TRAINING PROGRAMS

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

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

Anxiety Treatment Center. This program is dedicated to increasing the treatment and understanding of anxiety disorders, including phobias, generalized anxiety, social anxiety, and panic disorder. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting edge clinical research.

Biofeedback and Health Psychology Center. This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health related concern as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be encouraged. This program also offers EEG feedback for ADD and ADHD. Psychoeducational workshops will periodically be made available for clients to increase their skills for stress management, relaxation, mindfulness meditation, and/or assertive communication.

Child and Adolescent Traumatic Stress Program. The Child and Adolescent Traumatic Stress Program provides psychological services to pediatric patients and their families. These services are provided when the child or adolescent experiencing acute, chronic, and/or genetic medical disorders is exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to a trauma such as child abuse. Assessment and treatment services are available for depression and anxiety; adjustment disorders; medical noncompliance; elimination disorders; eating disorders; and psychosomatic illness.

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

Healthy Lifestyle Guided Self-Change Program. This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also available. Guided Self Change treatment is a motivational intervention involving an assessment, four sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

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

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

Nova OCD and Related Disorders Clinic (NORD). This program specializes in the treatment of obsessive compulsive and related disorders, including obsessive compulsive disorder, hoarding, body dysmorphic disorder, hair pulling and skin picking, and tic disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting-edge research.

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

Psychological Assessment Center. This program provides neurological, psychoeducational and functional behavioral assessment and treatment to individuals who have suffered from some form of central nervous system disorder. Clients served include but are not limited to individuals with head injury, Attention Deficit Hyperactivity Disorder, learning disability, stroke, tumor, multiple sclerosis, cerebral palsy, aneurysms, congenital problems, mental retardation, Aspergers, encephalitis, meningitis, Alzheimer's Disease, poisoning, and schizophrenia.

Psychological Services for the Emotionally Distressed. The Psychological Services for the Emotionally Distressed program offers treatment and assessment for children, adolescents, and adults who have psychotic disorders. These patients have a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, poor social and daily living skills, and restricted, inappropriate or labile affect. Psychotic diagnosis may include schizophrenia, schizophreniform disorder, bipolar disorder, affective disorders, etc. Treatment comparison research with these special patients is being conducted.

School-Related Psychological Assessments and Clinical Interventions. This program offers comprehensive psychoeducational evaluations for school related academic, developmental, behavioral, and learning problems. These evaluations include: parent and child interviews; behavioral observations; formal test administration; psychoeducational reports; personal feedback to parents; and school consultation as appropriate.

Trauma Resolution Integration Program. This specialized clinical research program serves men and women ages 18 and above who: 1) are experiencing adjustment problems resulting from childhood sexual or physical abuse; 2) have posttraumatic stress disorder in response to a single event trauma (e.g., crime, natural disaster, serious injury) in adulthood; or 3) manifest serious dissociative symptoms.

Specialist Degree Program in School Psychology

The **Specialist Degree Program in School Psychology** (Psy.S.) was developed in response to the recent national and state critical shortage of school psychologists and the increased public attention being paid to the important role that school psychologists play in addressing daunting challenges such as school violence, youth suicide, trauma response, etc. The school psychologist is a professional practitioner whose general purpose is to provide psychological services for students and to bring a psychological perspective to bear on the problems of educators and the children, youth and families whom educators serve. The education and training of candidates prepares them to provide a range of psychological assessment, intervention, prevention and health promotion, as well as, program design, implementation and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

The specialist program will prepare candidates to facilitate the educational, social, and emotional development of children and adolescents in a variety of settings. School psychology students will learn to work collaboratively with educators, parents, and students to provide preventive and remedial psychological services. The program integrates theoretical and practical training, which provides candidates with expertise in the following areas: psychological and educational foundations, evaluation, intervention, consultation, research, and professional ethics and standards. Through the application of their knowledge, skills, and techniques, graduates of the specialist program promote the application of psychology to educational problems.

The specialist program is designed to be consistent with the national standards for the training of school psychologists as defined by the National Association of School Psychologists (NASP). The curriculum is designed to meet the current educational requirements for the Florida Department of Education (DOE) certification specialization in school psychology (Rule 6A-04311, Plan One) and for licensure in school psychology under Chapter 490, *Florida Statutes*. The program is approved by the state of Florida Department of Education, is accredited by the National Council for Accreditation of Teacher Education (NCATE), and is nationally recognized (approved) by the National Association of School Psychologists (NASP).

Program Philosophy

The specialist program in school psychology embodies the mission espoused by the Center for Psychological Studies (CPS) at Nova Southeastern University (NSU) through education and training in psychology, provision of service to the community, and advancement of empirically supported clinical findings. Training is guided by our commitment to use the sciences of psychology and education to promote the welfare, achievement, and mental health of all students through the blending of traditional and innovative approaches to service delivery.

The program is committed to a practitioner-informed-by-science training model. Students are prepared as highly competent problem solvers who draw upon a strong foundation in core knowledge areas of school psychology to promote the educational and social-emotional competence of all children. While traditional assessment continues to be an essential part of the school psychologist's repertoire of skills, increasingly greater numbers of children require

academic and psychological intervention but are not eligible for exceptional student education. The program supports both a traditional and non-traditional model of service delivery such as intervention and consultation, to support these children and the teachers who serve them. To adequately prepare our students for the current and future expectations of the profession, the center integrates these two models. It is, in fact, the school psychologist's expertise in assessment, viewed in its broadest context, that allows the practicing professional to provide the most effective direct and indirect services. That is, assessment, directly linked to intervention for the purposes of both prevention and remediation of student difficulties, is the key to meeting the complex needs of schools today.

As such, students are prepared to offer the continuum of empirically supported services, including prevention, assessment, consultation, and intervention. Training builds upon the crucial base of scientific knowledge and skills necessary for professional competence and prepares students to be lifelong interpreters and utilizers of research. Formal practica and course-specific tasks are designed to provide the opportunity, under close supervision, for the application and integration of methods of psychological assessment and intervention. Internship provides the culminating training experience in preparing the student as a school psychology practitioner.

The program recognizes the importance of delivering school psychological services from a collaborative framework. Students learn to view problems from a systems perspective, focusing on the roles of the child, family, school and community. Training emphasizes an awareness of, sensitivity to, and respect for multicultural and individual differences within the context of each of these diverse systems and these are emphasized in every domain of practice. Technological resources and competencies are similarly woven throughout the curriculum to train school psychologists to deliver services in the most efficient manner.

The curriculum has been developed as an organized and sequential set of courses and field experiences which actualize the three program goals: (1) comprehend the knowledge base in psychology and education relevant to school psychology service providers, (2) acquire and use assessment, consultation, prevention, and intervention skills for the practitioner informed by science, and (3) evaluate and use scientific findings for professional practice. The learning objectives of the Specialist Program in School Psychology are aligned with the competencies fundamental to the professional practice of school psychology as defined by the Florida Department of Education (DOE) and the National Association of School Psychologists (NASP). The program objectives have been linked to each of the three goals and are taught and assessed in a carefully designed sequence of courses and training experiences. In doing so, program faculty are assured that graduates are prepared to provide a comprehensive range of school psychological services that positively impact the educational and social-emotional needs of all children they serve.

Program Goals and Objectives

The school psychology program espouses a practitioner-informed-by-science model of training which prepares graduates to serve the educational, behavioral, and emotional needs of all children and youth. In keeping with this model, three broad goals for training are outlined below. Curricular objectives are consistent with the state and national standards for the training of school psychologists as defined by the *Adopted Subject Area Competencies* and *Florida*

Educator Accomplished Practices of the Florida Department of Education and the *Standards for Training and Field Placement Programs in School Psychology* (Standards for the Credentialing of School Psychologists, National Association of School Psychologists (NASP), 2000). Course offerings are cross-referenced with the appropriate goals and objectives and provided below. A detailed discussion of course sequence and integration are similarly addressed.

GOAL 1: Comprehend the knowledge base in psychology and education relevant to school psychology service providers

Objective 1 – Understand determinants of human behavior

Training for this objective focuses on human development, social, affective, biological, and cognitive bases of behavior.

Courses:

PSY 700 – Learning and Human Development (DOE 3; NASP 2.4, 2.7)

PSY 715 – Child and Adolescent Psychopathology (DOE 3; NASP 2.7)

PSY 720 – Biological Bases of Behavior (DOE 6; NASP 2.7)

PSY 782 – Cognitive Assessment I: Theory, Research, and Practice with Lab (DOE 3, NASP 2.1)

PSY 784 – Cognitive Assessment II: Linking Assessment to Intervention (DOE 3, NASP 2.1)

Curricular Sequence:

Two first-year courses introduce students to the theoretical framework for understanding and evaluating human behavior. *PSY 700 Learning and Human Development* provides students with a broad overview of basic theories of development as they pertain to child, adolescent, and adult development. Basic principles as applied to the areas of intellectual, language, perceptual-motor, affective and social functioning are also covered extensively as they relate to both typical and atypical development. *PSY 715 Child and Adolescent Psychopathology* more fully addresses theories and principles of social-emotional/affective theory and promotes an understanding of complex psychological states evidenced during childhood and adolescence. Further, in *PSY 715* students are taught to recognize symptoms of abuse and the impact of child abuse and substance abuse and dependence on the development and behavior of children and adolescents.

A second year course, *PSY 720 Biological Bases of Behavior*, extends student knowledge of basic concepts provided in *PSY 700* and provides in-depth coverage of topics related to understanding the biological bases of human behavior.

The introductory courses in intellectual assessment, *PSY 782 Cognitive Assessment I: Theory, Research, and Practice* (Year 1) and *PSY 784 Cognitive Assessment II: Linking Assessment to Intervention* (Year 2) extend the theoretical base established in *PSY 700* regarding theories of cognitive development by providing more comprehensive coverage of contemporary models and theories of intelligence as they relate to the evaluation of this construct.

Objective 2 – Comprehend foundations for assessment and intervention

Training covers ethnic appreciation and the impact of diversity, individual differences, theories of personality and counseling, psychopathology, theories of psychological measurement, and conceptual and empirical foundations of assessment and intervention.

Courses:

PSY 705 – Social and Cultural Bases of Assessment and Counseling (DOE 6; NASP 2.5)

PSY 710 – Psychology of Exceptional and At-Risk Children (DOE 4, NASP 2.3, 2.5)

PSY 715 – Child and Adolescent Psychopathology (DOE 3; NASP 2.7)

PSY 750 – Counseling Theories and Techniques (DOE 3; NASP 2.4, 2.5, 2.8)
PSY 782 – Cognitive Assessment I: Theory, Research, and Practice with Lab (DOE 1; NASP 2.1)
PSY 784 – Cognitive Assessment II: Linking Assessment to Intervention (DOE 1; NASP 2.5)
PSY 799 – Seminar in School Psychology: Current Topics (DOE 6, 7, 10; NASP 2.5, 2.10)

Curricular Sequence:

In Years 1 and 2, the foundations for assessment and intervention are addressed by having students gain an understanding of the characteristics of disordered development/functioning and the application of various diagnostic systems in understanding psychopathology and disabilities. In *PSY 715 Child and Adolescent Psychopathology*, students develop an understanding of the characteristics of psychopathological behavior. In *PSY 710 Psychology of Exceptional and At-Risk Children*, students learn to identify and to distinguish characteristics of exceptional students as they relate to special education classification. To develop a further understanding of characteristics of exceptional students, in the second year course, *PSY 800 Practicum in School Psychology: School-Based*, school psychology trainees observe classrooms serving children with various exceptionalities, learning styles, and cultural and linguistic backgrounds and shadow school psychologists working with children with diverse needs.

Also beginning in Year 1, students learn the foundations for direct intervention in *PSY 750 Counseling Theories and Techniques* through understanding of basic theories of personality and counseling. In *PSY 799 Seminar in School Psychology: Current Topics*, they are introduced to diversity considerations in the practice of school psychology. More intensive understanding and appreciation of ethnicity and multiculturalism within the counseling and assessment arena are provided in the third year course, *PSY 705 Social and Cultural Bases of Assessment and Counseling*. In these courses, students develop the foundation for recognizing the effects of social, cultural, and ethnic factors on the behavior of individuals.

The foundation for traditional assessment begins with the understanding of theories of measurement and test construction. In Years 1 and 2, respectively, students receive fundamental instruction in theoretical and empirical foundations of psychological measurement in *PSY 782 Cognitive Assessment I: Theory, Research, and Practice* and *PSY 784 Cognitive Assessment II: Linking Assessment to Intervention*.

Objective 3 – Comprehend the structure and system of the school setting

Training covers the management and organization of the public schools, case law related to public education and the practice of school psychology and special education placement, as well as basic models and principles of instruction and knowledge of effective learning environments.

Courses:

PSY 710 – Psychology of Exceptional and At-Risk Children (DOE 4, 7; NASP 2.10)
PSY 730 – Instructional Strategies for Students with Diverse Needs (DOE 4, 5; NASP 2.3, 2.5)
PSY 735 – Organization and Operation of Schools (DOE 7, 10; NASP 2.6)
PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists (DOE 7; NASP 2.10)
PSY 798 – Seminar in School Psychology: Introduction

Curricular Sequence:

During the first year of academic coursework, students develop a knowledge base regarding organization, policies, and various educational placements in the public school system. In *PSY 710 Psychology of Exceptional and At-Risk Children*, students develop an awareness and understanding of the historical and legislative movements in public and exceptional student education and how this knowledge is applied to the practice of school psychology. Also, students identify the continuum of programs available for both exceptional and at-risk students.

Content covered in *PSY 735 Organization and Operation of Schools* focuses on organizational theory and behavior and principles of management and their application to public education and the school system.

In Year 2, *PSY 800 Practicum in School Psychology: School-Based*, students observe first-hand the implications and uses of information in exceptional student education (ESE) referral packets and school records, district policies and procedures regarding evaluation, characteristics of students with varying exceptionalities and cultural and linguistic backgrounds, individualized educational plan (IEP) development, and placement of students in ESE, ESOL, and alternative educational programs. Students also observe various classroom settings in order to develop a practical understanding of effective learning environments and modifications/interventions required to address the diverse needs of students. Additionally, in *PSY 730 Instructional Strategies for Students with Diverse Needs*, trainees further their knowledge of best practices in academic instruction and the relevance of these practices in devising and evaluating integrated curricula designed for students with varying developmental levels and exceptionalities and diverse learning needs. Similarly in this course, students apply procedures involved in the development and implementation of an IEP.

Also in Year 2 in *PSY 770 Ethical, Legal, and Professional Issues for School Psychologists*, students receive greater and more in-depth coverage of specific laws related to public education. Students further consider roles and functions of the school psychologist, as well as accountability and regulations within the public schools.

Objective 4 – Understand and apply ethics and professional standards

Training covers the historical development of the profession, ethics, professional development and standards, and federal, state, and local policies relevant to the practice of school psychology. Current issues and trends in school psychology, including recent reading initiatives, legislation impacting school psychological practice with culturally and linguistically diverse students, and the use of technology to enhance professional practice, are similarly addressed.

Courses:

PSY 705 – Social and Cultural Bases of Assessment and Counseling (DOE 7; NASP 2.5, 2.10)

PSY 710 – Psychology of Exceptional and At-Risk Children (DOE 7; NASP 2.10)

PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists (DOE 7, 10; NASP 2.10)

PSY 775 – Theories and Research in Reading Instruction, Assessment, and Intervention (DOE 7; NASP 2.10)

PSY 798 – Seminar in School Psychology: Introduction (DOE 10; NASP 2.10)

PSY 799 – Seminar in School Psychology: Current Topics (DOE 6, 7, 10; NASP 2.10)

PSY 800 – Practicum in School Psychology: School Based (DOE 7; NASP 2.6, 2.10)

Curricular Sequence:

Throughout the curriculum, students are exposed to ethical and professional standards as they relate to specific course content. Additionally, these standards are addressed specifically in several courses. In the first year in *PSY 710 Psychology of Exceptional and At-Risk Children*, students learn relevant federal, state, and local policies related to the practice of school psychology and exceptional student education. Also in the first year in *PSY 798 Seminar in School Psychology: Introduction* and *PSY 799 Seminar in School Psychology: Current Topics*, students gain an understanding of the profession of school psychology from a historical and current perspective, identify guidelines for professional conduct as stated in relevant ethical codes, and consider major legislative initiatives influencing the profession. In Year 2, in *PSY 800 Practicum in School Psychology: School-Based*, didactic training is augmented with field experiences designed to instruct students in how regulations, policies, and procedures are put

into practice by school psychologists. Also in the second year of training, integration and application of material learned in earlier courses takes place in *PSY 770 Ethical, Legal, and Professional Issues for School Psychologists*, a course devoted to the translations of ethical and professional standards into applied practice. Students develop an understanding of the historical development of the profession, apply guidelines for professional conduct as stated in applicable ethics codes and practice standards, and demonstrate knowledge of current litigation and landmark court decisions related to school psychological practice.

Two courses specifically address timely topics in the profession as related to case law, recent initiatives, and best practice. First, in *PSY 775 Theories and Research in Reading Instruction, Assessment, and Intervention*, students learn about recent federal and state reading initiatives/reports (e.g., National Reading Panel Report, No Child Left Behind, Reading First) influencing the practice of school psychology. In *PSY 705 Social and Cultural Bases of Assessment and Counseling*, students develop an understanding of landmark court decisions (e.g., consent decrees, specific IDEA provisions), as well as current issues and practice surrounding the assessment and counseling of culturally and linguistically diverse students.

The incorporation of technology in to all aspects of professional practice is another current trend that is addressed by incorporating and simulating the use of technology in professional settings throughout the curriculum. Students are trained prior to the initiation of formal coursework in both on-line research skills and key computer software applications in a full-day workshop. They are required to utilize the skills they have acquired in this training in both traditional and applied coursework throughout the curriculum.

GOAL 2: Acquire and use assessment, consultation, prevention, and intervention skills for the practitioner-informed-by-science

Objective 1 – Employ methods of accurate assessment

Training domains include assessment of cognitive, academic, behavioral, psychological process, and social emotional functioning with diverse populations. Specifics skills include psychosocial interviewing, functional behavioral assessment, informal and structured observation techniques, curriculum-based measurement, as well as traditional assessment measures.

Courses:

PSY 755 – School Consultation Skills (DOE 2; NASP 2.1)

PSY 765 – Applied Behavioral Assessment (DOE 2, NASP 2.1)

PSY 775 – Theories and Research in Reading (DOE; NASP 2.1, 2.3)

PSY 782 – Cognitive Assessment I: Theory, Research, and Practice with Lab (DOE 3; NASP 2.1)

PSY 784 – Cognitive Assessment II: Linking Assessment to Intervention (DOE 2, 4; NASP 2.1)

PSY 780 – Academic Assessment for Intervention (DOE 2; NASP 2.1, 2.3)

PSY 786 – Assessment of Personality & Social Emotional Functioning for Intervention (DOE 2, 3, 4; NASP 2.1, 2.4)

PSY 789 – Assessment of Special Populations (DOE 2, 4; NASP 2.1, 2.3, 2.4)

PSY 792 – Comprehensive Data-Based Assessment: Integrated Report (DOE 2, 4; NASP 2.1, 2.3, 2.4)

PSY 800 – Practicum in School Psychology: School Based

PSY 805 – Practicum in School Psychology: Applied Skills (DOE 2; NASP 2.1, 2.3, 2.4)

Curricular Sequence:

Once the general foundation courses have been completed, students begin a series of courses designed to provide a knowledge base in specific skills and techniques for accurately assessing a wide array of student difficulties. Training in traditional assessment begins at the end of the first year, and the beginning of the second year, respectively, with *PSY 782 Cognitive Assessment I:*

Theory, Research, and Practice with Lab and *PSY 784 Cognitive Assessment II: Linking Assessment to Intervention*. In these courses, students acquire the skills necessary to conduct intellectual assessment and to interpret the data in a standardized fashion. They are taught to evaluate the effectiveness of measures of intelligence based on their psychometric properties and to apply theory and rationale in selecting, administering, scoring, and interpreting various measures of intelligence. In *PSY 784*, students also consider assets and limitations of standardized tests of intelligence in the assessment of culturally/ethnically different children and adolescents and learn how to determine the appropriateness of various measures of intelligence for use with students with special populations.

During Year 2, student students gain an understanding of the concept of psychoeducational assessment and develop proficiency in the use of current standard instruments and techniques for both ESE eligibility decision-making and intervention planning and monitoring in *PSY 780 Academic Assessment for Intervention*. Course emphasis is on planning and conducting comprehensive assessments for a variety of learning problems and integrating and communicating results. Students learn to tailor the use of both traditional and non-traditional measures in order to determine intervention needs. They further their skills in evaluating the utility of psychoeducational instruments based upon psychometric properties to include standardized achievement and cognitive process measures. Further, students are required to consider various psychoeducational tests and techniques in light of the assets and limitations for use with culturally/ethnically diverse children and adolescents.

Late in the second year of training, students apply skills in evaluating the effectiveness of psychological instruments based on their psychometric properties to measures of personality and behavioral/emotional functioning in *PSY 786 Assessment of Personality and Social-Emotional Functioning for Intervention*. Similarly, they are required to apply theory and rationale in selecting, administering, scoring, and interpreting measures of behavioral and emotional functioning and to recognize the strengths and limitations of measures when used with diverse populations.

To balance the coursework in traditional psychological assessment techniques in the second year, students also receive a foundation in the problem-solving model and its application to the practice of school psychology. Students learn and apply principles of functional assessment of behavior and closely consider behavioral methods of assessment as part of a systematic problem-solving process in *PSY 765 Applied Behavioral Assessment* and *PSY 755 School Consultation Skills*, respectively. In these courses, students develop and demonstrate skills in utilizing functional assessment techniques that yield information useful in identifying strengths and needs, in understanding problems, in designing interventions, and in measuring progress. Similarly, in the third year course, *PSY 775 Theories and Research in Reading Instruction, Assessment, and Intervention*, students apply the problem solving process to academic problems by utilizing measures of academic functioning to determine intervention needs.

In the third year of training, students continue to learn and to use methods of assessment; however, the focus shifts to more specialized populations. In *PSY 792 Comprehensive Data-Based Assessment: Integrated Report*, students integrate knowledge from previous assessment courses and demonstrate proficiency in determining critical information from a referral packet as a guide in planning an appropriate assessment battery to address all areas of concern about students. To enhance and to extend these skills further, trainees are provided an opportunity to employ a variety of assessment measures and procedures in an applied setting through *PSY 805 Practicum in School Psychology: Applied Skills*. In this field-based experience, closely supervised students conduct developmental and social interviews and access available school and community records to determine appropriate assessment measures to be used with each case.

Students score, interpret, and administer traditional assessment measures, as well as utilize functional and curriculum-based assessments, as appropriate.

Objective 2 – Integrate and communicate assessment data

Training includes hypothesis generation, data synthesis, and report writing.

Courses:

PSY 755 – School Consultation Skills (DOE 9, NASP 2.1, 2.2)

PSY 765 – Applied Behavioral Assessment (DOE 8; NASP 2.1)

PSY 775 – Theories and Research in Reading Instruction, Assessment, and Intervention (DOE 2; NASP 2.1)

PSY 780 – Academic Assessment for Intervention (DOE 2, 8; NASP 2.1)

PSY 792 – Comprehensive Data-Based Assessment: Integrated Report (DOE 2, 4; NASP 2.1)

PSY 800 – Practicum in School Psychology: School Based

PSY 805 – Practicum in School Psychology: Applied Skills (DOE 2, 4; NASP 2.1, 2.2)

Curricular Sequence:

Once students have begun mastering skills in employing various assessment measures, they embark upon the process of learning to synthesize and to interpret data from a variety of sources and to communicate the results of assessment data in oral and written form. In the second year of training, students are introduced to the process of data synthesis and integration in both diagnostic and problem-solving cases. In *PSY 780 Academic Assessment for Intervention*, emphasis is placed on planning and conducting comprehensive assessments for a variety of learning problems, integrating results, and presenting results in verbal and written form. Also in the second year, students learn to integrate behavioral and ecological assessment data to develop hypotheses about the function of child/adolescent behavior, to plan interventions, and to outline procedures for evaluation of student progress and outcome. In *PSY 765 Applied Behavioral Assessment*, students use systematic behavioral observation data in the assessment of child difficulties and demonstrate skills in integrating data and communicating assessment results in narrative and graph form to other professionals. In the subsequent course, *PSY 755 School Consultation Skills*, students are required to engage individuals in the problem-solving process and to successfully communicate the results of assessment and intervention data effectively.

Training in integration and communication of assessment data continues in the third year in *PSY 792 Comprehensive Data-Based Assessment: Integrated Report*. In this course, students are required to write well-integrated and meaningful school psychological reports based on comprehensive assessment data. They also learn the skills of providing feedback to parents, teachers, and other professionals. Similarly, in *PSY 775 Theories and Research in Reading Instruction, Assessment, and Intervention*, students synthesize and interpret data from a variety of sources, including both instructional (e.g., curriculum content, level of instruction, etc.) and child (e.g., motivation, skill level, etc.) factors, to formulate hypotheses regarding the cases of academic difficulty in actual child cases. They communicate their integration, hypotheses, interpretations, and intervention plan in a written report.

Training in integration and communication skills is augmented in the next course, *PSY 805 Practicum in School Psychology: Applied Skills*, where students plan and conduct or participate in conducting assessment batteries on referred cases, integrate data, generate comprehensive written psychological reports, and provide or participate in providing feedback to parents and teachers. In this manner, students develop the skills of integrating and communicating assessment data in the second and third years, and then are required to demonstrate proficiency in utilizing these skills with actual cases in the applied skills practicum.

Objective 3 – Utilize effective intervention strategies

Training covers individual and group counseling techniques, crisis intervention, parent training, in-service presentation, behavior/classroom management, consultation, prevention, intervention, and utilization of empirically supported techniques for behavioral management and instruction of the school-aged child. Identification of school and community resources and recognition of need for referrals to specialists/agencies are also addressed.

Courses:

PSY 750 – Counseling Theories and Techniques (DOE 8; NASP 2.4, 2.8)

PSY 755 – School Consultation Skills (DOE 8; NASP 2.2, 2.4)

PSY 760 – Contemporary Clinical Interventions for the School Psychologist (DOE 2, 8, 9; NASP 2.6, 2.7, 2.8)

PSY 765 – Applied Behavioral Assessment (DOE 19, 20; NASP 2.4)

PSY 775 – Theories and Research in Reading Instruction, Assessment, and Intervention (DOE 8; NASP 2.3)

PSY 800 – Practicum in School Psychology: School-Based (DOE 19; NASP, 2.8)

PSY 805 – Practicum in School Psychology: Applied Skills (DOE 8; NASP 2.2, 2.8)

Curricular Sequence:

Students begin to acquire the foundations of effective prevention and intervention strategies in the first year in *PSY 750 Counseling Theories and Techniques* as they begin the process of understanding counseling models/theories and of applying fundamental counseling strategies. The foundation and skills application of counseling theories and techniques is expanded to include group counseling in a third year course, *PSY 760 Contemporary Clinical Interventions for the School Psychologist*. Also in this third year course, students develop a more extensive knowledge base in educational/training programs for parents and techniques in working with parents in the context of helping relationships. Students are introduced to crisis prevention, intervention, and postvention techniques, as well as violence prevention in this course as well.

In the second year courses, *PSY 765 Applied Behavioral Assessment* and *PSY 755 School Consultation Skills*, and third year course, *PSY 775 Theories and Research in Reading Instruction, Assessment, and Intervention*, students develop skills in choosing, implementing, and evaluating intervention strategies based on ecological behavioral assessment data. In *PSY 755*, students also develop an understanding of the major theories and techniques of consultation and how to apply these techniques in individual or team settings. Students apply their knowledge of the problem-solving process to both behavior and academic cases in these second and third year courses.

Development of knowledge bases and skills in intervention strategies is practiced and enhanced in the field-based courses in the second and third years of training. In *PSY 800 Practicum in School Psychology: School-Based*, students learn to identify components of successful in-service programs and develop a presentation targeting an area of need for parents, teachers, or other professionals. In *PSY 805 Practicum in School Psychology: Applied Skills*, the early foundation in identifying school and community resources and making referrals to agencies and other support systems as appropriate is solidified as students are required to engage in these activities in the course of presenting assessment results to clients. Utilizing assessment data, students make appropriate recommendations and assist clients and their parents in securing necessary intervention services in the school and/or community.

Objective 4 – Extend assessment and intervention skills to new problems and populations

Training emphasizes development of skills in working with more specialized populations that vary in complexity, development of data-based models for addressing challenging evaluation and intervention opportunities, and utilization of reliable data for doing so.

Courses:

PSY 705 – Social and Cultural Bases of Assessment and Counseling (DOE 3; NASP 2.5)

PSY 810 – Internship in School Psychology (NASP 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)

Curricular Sequence:

The third year course, *PSY 705 Social and Cultural Bases of Assessment and Counseling*, provides in-depth consideration of cultural, ethnic, and language factors that must be considered when assessing or intervening with youth from diverse backgrounds. Students build on the foundation established in earlier courses to extend their skills when working with challenging clients with diverse needs.

In the capstone course, *PSY 810 Internship in School Psychology*, interns are challenged to apply knowledge bases and skills in varied assessment, observation, and intervention techniques in working with children assigned to them in their school districts. They are required to complete assessments, to integrate data, to make appropriate recommendations and assist in developing interventions, and to communicate information to parents and other educational stakeholders. They are also required to engage in prevention and intervention activities, such as crisis intervention, counseling, consultation as needed in their assigned districts. Thus, students demonstrate skills in extending assessment and intervention skills learned throughout their training in novel applied cases throughout their year long, closely supervised internship experience.

Objective 5 – Incorporate contextual bases for assessment and intervention

Training addresses incorporation of context, diversity and ethical issues into assessment and intervention.

Courses:

PSY 705 – Social and Cultural Bases of Assessment and Counseling (DOE 6, NASP 2.5, 2.7, 2.8)

PSY 770 – Ethical, Legal, and Professional Issues for the School Psychologist (DOE 10; NASP 2.5, 2.10)

PSY 800 – Practicum in School Psychology: School Based

PSY 805 – Practicum in School Psychology: Applied Skills (DOE 10; NASP 2.5, 2.10)

PSY 810 – Internship in School Psychology (NASP 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)

Curricular Sequence:

Emphasis on incorporating context, diversity, and ethical considerations into assessment and intervention is made throughout the curriculum as applicable to course content. In skills-based courses involving ecological assessment (*PSY 755 School Consultation Skills* and *PSY 775 Theories and Research in Reading Instruction, Assessment, and Intervention*), students consider systemic and diversity issues when considering variables that may be impacting student behavioral or academic performance. Similarly, ethical principles and standards of professional practice are discussed as applicable to the consultation process. In all traditional assessment courses (*PSY 782 Cognitive Assessment I: Theory, Research, and Practice with Lab*, *PSY 784 Cognitive Assessment II: Linking Assessment to Intervention*, *PSY 780 Academic Assessment for Intervention*, *PSY 786 Assessment of Personality and Social-Emotional Functioning for Intervention*, and *PSY 792 Comprehensive Data-based Assessment: Integrated Report*), students demonstrate knowledge of assets and limitations of standardized and non-standardized tests and

techniques in the assessment of culturally/ethnically different children and adolescents. Students also develop an understanding of how professional standards and ethical principles are applied when engaging in traditional assessment, diagnosis, and eligibility determination. Students also incorporate ethics and diversity factors into practice in courses where these DOE competencies are specifically addressed and evaluated. Issues involved in the assessment and counseling of culturally and linguistically diverse students are considered more extensively and integrated in the third year course, *PSY 705 Social and Cultural Bases of Assessment and Counseling*. Students evaluate traditional and contemporary approaches to assessment and intervention with culturally and ethnically diverse children and youth and apply this knowledge when critiquing psychological reports in which these factors are critical.

Likewise, in the second year course, *PSY 770 Ethical, Legal, and Professional Issues for School Psychologists*, students integrate the information learned in earlier courses as they apply knowledge of professional standards of practice and guidelines for professional conduct as stated in various applicable ethics and standards codes to analyses of court cases and assessment and intervention case examples.

Field-based experiences facilitate the incorporation of diversity and ethical issues in actual applied practice. In *PSY 805 Practicum in School Psychology: Applied Skills*, trainees consider these factors in planning and conducting assessment batteries, and in communicating results to students, parents and teachers. In *PSY 810 Internship in School Psychology*, interns incorporate diversity and ethical standards in all aspects of supervised practice as they increase their autonomy during the year. Interns receive feedback from their supervisors and educational stakeholders on their ability to integrate these principles into their professional functioning as beginning school psychologists.

GOAL 3: Evaluate and use scientific findings for professional practice

Objective 1 – Demonstrate capacity for critical thinking and fostering critical thinking skills in educational stakeholders

Training for this objective includes foundation skills in critical review of outcome literature, hypothesis formulation and testing, and application of findings for continuing improvement of self and others in real world problems.

Courses:

PSY 745 – Issues and Techniques in Research Design and Program Evaluation (DOE 1; NASP 2.9)

PSY 765 – Applied Behavioral Assessment (DOE 8; NASP 2.1, 2.3, 2.4)

PSY 775 – Theories and Research in Reading Instruction, Assessment, and Intervention (DOE 2; NASP 2.1, 2.3)

PSY 810 – Internship in School Psychology (NASP 2.1, 2.3, 2.4, 2.9)

Curricular Sequence:

Students learn the fundamentals of statistical interpretation and research design needed to interpret and to evaluate quantitative research in education and the behavioral sciences in a first year course, *PSY 745 Issues and Techniques in Research Design and Program Evaluation*. Throughout this course, emphasis is placed on the development of skills in critically evaluating empirical research and applying these skills in investigating and intervening in real world problems such as evaluation of education programs. Students enhance their knowledge base of research design methodology to include single subject design in a second year course, *PSY 765 Applied Behavioral Assessment*. In this course, students apply single subject designs as a means

of documenting intervention progress and outcome. To enhance critical thinking skills further in self and other educational stakeholders, students learn to apply their knowledge and skills in research and critical thinking to the area of reading, a timely topic in school psychology. In *PSY 775 Theories and Research in Reading Instruction, Assessment, and Intervention*, students apply critical thinking and problem-solving skills to examine multiple variables in a child's instructional environment that may be influencing academic achievement. They evaluate the research literature in the area of reading and apply this information to assist in instructional planning and intervention for children experiencing reading difficulties. In the final year of training, students act as practitioners informed by science as they work with stakeholders to evaluate student and program outcomes and review relevant literature to develop evidenced-based intervention plans for children.

Objective 2 – Understand appropriate methodology for empirical inquiry

Training covers research methods and design, statistical theory and data analysis, as well as program evaluation.

Courses:

PSY 740 – Educational Statistics (DOE 1; NASP 2.9)

PSY 745 – Issues and Techniques in Research Design and Program Evaluation (DOE 1; NASP 2.9)

Curricular Sequence:

Education in the foundational aspects of critical thinking and empirical inquiry begins in the first year, with foundation courses in *PSY 740 Educational Statistics* and *PSY 745 Issues and Techniques in Research Design and Program Evaluation* that introduce the pivotal relationships among critical thinking, empirical inquiry, and the use and evaluation of empirically validated procedures. Candidates learn to use scientific and objective techniques to review the literature, to formulate hypotheses, and to apply findings to solving real world problems.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (Accomplished Practices) were adopted by the State of Florida Department of Education to delineate the knowledge base and skills required of educators in the public school system. Articulation of the Accomplished Practices capture the content required by the Florida Department of Education, and reflects the commitment of the Center for Psychological Studies (CPS) to a performance-based assessment of these essential competencies.

A definition and description of each of the Accomplished Practices is available in the *Candidate Guide to Florida Educator Accomplished Practices*. The skills and competencies consistent with the Accomplished Practices are emphasized throughout the curriculum of the program. However, evaluation of proficiency, remediation, and monitoring of the Accomplished Practices are conducted only in benchmark courses where one or more “marker” Accomplished Practice tasks have been delineated. The emphasis of skills in such courses is deemed so essential that success in the course cannot occur without demonstration of proficiency in those Accomplished Practices. Pre-professional mastery of Accomplished Practices is achieved only if a grade of 80% or greater is achieved in the course and the student achieves an average of 80% or greater on the “marker” task(s) used to assess the Accomplished Practice in that course. In the event a student obtains a 79% or below on the average of the marker task(s) in a course where an

Accomplished Practice is formally evaluated, an Individual Remediation Plan (IRP) will be devised in collaboration with the instructor, full-time or core school psychology faculty, program administrator, and student to provide appropriate opportunities for the development of a skill. Students will have 30 days from the time the remediation plan has been developed to complete the assigned tasks.

Each year at Annual Review, students are required to reflect upon the Accomplished Practices in “marker” courses consistent with their year of study in the program by describing their performance. During the capstone experience of training, the 1200 clock hour school psychology internship, mastery of all twelve Accomplished Practices is evaluated. Hence, 80% mastery in the internship course is required in order to be recommended for degree conferral.

Development of competency in the Accomplished Practices is a process that will continue throughout the student’s educational and professional careers. Specific tasks have been carefully designed and implemented by the faculty of the school psychology program to ensure adequate opportunities to learn, practice, and achieve pre-professional mastery of competencies in each of the Accomplished Practices.

TECHNOLOGY

The program recognizes the important role that technology plays in enhancing the effectiveness of psychological service delivery in the schools. Technology impacts the dissemination of information, professional practice, and services to school staff, families, and children. Hence, it is crucial that our students develop a familiarity with computers and technology that support their future roles as school psychologists. The development of skills associated with the efficient use of the emergent technologies – as tools to enhance professional productivity – requires the investment of practice and experience throughout the educational experience to ensure it is well entrenched in professional practice.

Technology Training

From the beginning of their academic training, students are introduced to technology as a vehicle for enhancing learning and service delivery. Prior to beginning the training, students are required to complete the Florida Inventory of Teacher Technology Skills as a pre-measure of technology skills. The technology training which is completed during the first semester of the program is designed to ensure that students are familiar with key computer software needed to complete assignments throughout their academic experience in the program. Competencies in each of the areas described below are evaluated by the course instructor for the technology training seminar. Students are provided with a CD-ROM upon completion of the training to provide support in concepts as needed. The applications presented are as follows:

1. Applications: Microsoft Office (i.e. Word, Excel, PowerPoint)
2. Networking skills (i.e., LAN/WAN and Remote Access)
3. Electronic communication (i.e., WebMail2, Email, Blackboard, Internet resources)
4. Generic database concepts (i.e., FileMaker Pro, Microsoft Access)
5. School district specific database applications (i.e., Virtual Counselor, Pinnacle, TERMS)
6. Webcam/Skype

Library Training Seminar

All school psychology students are provided with *Introduction to Distance Library Services and the Electronic Library* manual with their orientations. Students complete a pre-test which evaluates knowledge of library skills and ability to utilize key library resources prior to library training. The Library, Research, and Information Technology Center provides all School Psychology students with training in an on-line format at the beginning of their academic training. Emphasizing technological skills and critical thinking abilities, the course is designed to develop information literacy skills and to help students become full participants in the Information Age. The course reviews research databases, the online catalog, and print and electronic resources, and involves extensive hands-on computer applications including quizzes on each module presented. A follow-up live training is conducted in the second semester of school psychology training during the Research Design course in order to reinforce and utilize skills introduced on-line. Following the live training, students complete a post-test to assess skills in this area.

The NSU Libraries also provide students with numerous library training materials in other modalities that supplement and reinforce formal, face-to-face instruction. These additional resources include Web pages designed specifically for students enrolled at the Center for Psychological Studies. The library provides handouts, tutorials, pathfinders, and Web pages that provide students with information on topics ranging from how to develop a search strategy in the ERIC database to library guides on how to evaluate Web resources, etc. These asynchronous materials have the advantage of providing point-of-need help 24 hours a day. Students are provided with updates on new resources via both e-mail and the Web. The focus of all library training and instructional materials is to prepare students to be continuing life-long learners.

ESOL REQUIREMENT

Once enrolled in the school psychology program, all students are required to submit documentation of having taken a course covering the Office of Multicultural Student Language Education's 25 performance standards for Teachers of English for Speakers of Other Languages. Students who have not met the ESOL requirement are required to take *TSOL 510 – Survey of TSOL for Teachers* through Nova Southeastern University's Fischler School of Education and Human Services. TSOL 510 is an on-line course that was created for secondary classroom teachers and Initial Certification Plan (ICP) candidates who are not majoring in TESOL. It provides a broad conceptual framework for understanding the potential hurdles of the LEP student in a classroom. It surveys the Office of Multicultural Student Language Education's 25 performance standards for Teachers of English for Speakers of Other Languages, reviews the latest research, and provides the concepts and methods necessary to successfully teach and evaluate LEP students in the classroom. The course is divided into five modules that address the TESOL endorsement areas: cross-cultural studies, applied linguistics, TESOL methods, TESOL curriculum development, and testing and evaluation for TESOL students.

Curriculum and Degree Completion Requirements

The **Specialist Program in School Psychology** is a program of study typically requiring four years of post-baccalaureate study. The format was designed to allow access by the working professional. Students will typically take on average nine credit hours per semester. Courses are offered on weekends, and during the evenings. Some courses may be offered via compressed video or online.

A student must complete all courses for the degree with a grade point average of at least 3.0. **The Specialist Program in School Psychology requires 79 semester hours of graduate credit, including two practica and a full-time internship.** All students will be required to pass the comprehensive examination requirement as part of their degree requirements. A candidate is expected to complete and graduate from the specialist program within seven years from the date of first enrollment.

The program is Florida Department of Education (DOE) approved. Students who are not certified teachers in the state of Florida may need to complete additional course work or submit documentation as required by the state. This documentation will be organized in a systematic manner for the purpose of communicating and demonstrating the student's competencies in the required areas as specified in State of Florida statutes. This is especially relevant for non-certified teachers. Admission to the program will require additional requirements to be met prior to degree conferral including, but are not limited to, the Florida Teacher Certification Examination – General Knowledge Test (prior to June 30, 2002, referred to as the CLAST - College-Level Academic Skills Test), the Florida Teacher Certification Examinations - Professional Education Test, the Florida Teacher Certification Examination – Subject Area Test in School Psychology, and any additional course work identified during the continued program approval process. As state requirements are subject to change, students should expect changes or modifications to the curriculum and degree requirements.

Course Work

The general curriculum of the specialist program is designed to provide the knowledge and training necessary for the student to function effectively as a practicing school psychologist. The curriculum was designed by faculty following consultation with Florida school districts, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), and the National Association of School Psychologists (NASP). The program is designed to be consistent with NASP Standards for Training Programs in School Psychology, current educational requirements for the Florida DOE specialization certification (Rule 64-04311, Plan One), and licensure as a school psychologist (Chapter 490, *Florida Statutes*). However, since state certification and licensure requirements vary and/or are subject to change, students must examine these requirements in the state to which they intend to make application to determine if educational requirements are met.

The curriculum of the program is presented on the next several pages, including a model course sequence. While the courses will generally be offered in the sequences shown, exceptions do occur. The student should not regard the sequence as inviolable. The student should exercise

care to ensure that all prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed.

Students typically are enrolled in two (2) eight week, weekend format courses and one (1) sixteen week traditional format course each semester. In the eight week courses, student begin assignments and readings independently. This is supplemented by on-line feedback and interaction with faculty, discussion with colleagues, and completion of assignments via a dropbox on Blackboard. Students are expected to have completed all assigned readings and assignments prior to the first class meeting. This allows for integration, clarification, and an active use of knowledge during formal instruction. Class meetings occur approximately one weekend per month, with a total of two weekends of 45 contact hours per course. Course examinations occur outside of formal class time via Blackboard. Sixteen week courses meet on a weekly basis for three hours, with a total of 45 contact hours.

En-Route Master of Science in School Psychology

Students enrolled in the Psy.S. program in school psychology may earn as an intermediate degree, the master's of science in school psychology. The curriculum for this degree consists of all courses in the first two years of the model specialist curricula (51 credit hours). Courses transferred into Nova Southeastern's specialist program do not count toward this degree.

Graduates with this degree will not have met the educational requirements for certification or licensure in the State of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Psy.S. student to demonstrate master's level achievement in school psychology, or to qualify for master's level of employment.

Students completing the above requirements may complete a degree application form and pay the required fee to receive the degree. However, they may not participate in the graduation ceremony.

Comprehensive Examinations

To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all specialist students will be required to sit for the following written comprehensive examinations:

1. Florida Teacher Certification Examination – General Knowledge Test (GK) (Year 1)
2. Florida Teacher Certification Examination – Professional Education Test (PEd) (Year 2)
3. Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) (Year 3/4)
(required for certification in the state of Florida)
4. Praxis II Subject Assessment Examination – School Psychologist (Year 3/4)
(required for licensure in the state of Florida and NCSP certification)

Passing scores are required on the FTCE General Knowledge Test, the FTCE Professional Education Test, and the FTCE Subject Area Test in School Psychology in order to graduate. Further information will be provided to students at the appropriate time in their curriculum.

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY*
Specialist Degree Curriculum*
Seventy-Nine (79) Credit Hours

Psychological Foundations

PSY 700	Learning and Human Development
PSY 705	Social and Cultural Bases of Assessment and Counseling
PSY 710	Psychology of Exceptional and At-Risk Children
PSY 715	Child and Adolescent Psychopathology
PSY 720	Biological Bases of Behavior

Educational Foundations

PSY 730	Instructional Strategies for Students with Diverse Needs
PSY 735	Organization and Operation of Schools

Statistics, Measurement, and Research Design

PSY 740	Educational Statistics
PSY 745	Issues and Techniques in Research Design and Program Evaluation

Interventions and Specialized Techniques

PSY 750	Counseling Theories and Techniques
PSY 755	School Consultation Skills
PSY 760	Contemporary Clinical Interventions for the School Psychologist
PSY 765	Applied Behavioral Assessment
PSY 775	Theories & Research in Reading Instruction, Assessment, & Intervention
PSY 778	Foundations of Reading for Content Area Teachers

Professional School Psychology

PSY 770	Ethical, Legal, and Professional Issues for School Psychologists
PSY 798	Seminar in School Psychology: Introduction
PSY 799	Seminar in School Psychology: Current Topics

Psychoeducational Assessment

PSY 780	Academic Assessment for Intervention
PSY 782	Cognitive Assessment I: Theory, Research, and Practice with Lab
PSY 784	Cognitive Assessment II: Linking Assessment to Intervention
PSY 786	Assessment of Personality and Social-Emotional Functioning for Intervention
PSY 792	Comprehensive Data-Based Assessment: Integrated Report

Practica and Internship

PSY 800	Practicum in School Psychology: School Based
PSY 805	Practicum in School Psychology: Applied Skills
PSY 810	Internship in School Psychology

* The curriculum is subject to change or modifications.

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY
Course Sequence

			<u>Credits</u>
1st Year	PSY 700	Learning and Human Development	3
	PSY 710	Psychology of Exceptional and At-Risk Children	3
	PSY 715	Child and Adolescent Psychopathology	3
	PSY 740	Educational Statistics	3
	PSY 745	Issues and Techniques in Research Design and Program Evaluation	3
	PSY 750	Counseling Theories and Techniques	3
	PSY 782	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 735	Organization and Operation of Schools	3
	PSY 798	Seminar in School Psychology: Introduction	1.5
	PSY 799	Seminar in School Psychology: Current Topics	1.5
2nd Year	PSY 730	Instructional Strategies for Students with Diverse Needs	3
	PSY 755	School Consultation Skills	3
	PSY 765	Applied Behavioral Assessment	3
	PSY 770	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 778	Foundations of Reading for Content Area Teachers	3
	PSY 780	Academic Assessment for Intervention	3
	PSY 784	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 786	Assessment of Personality and Social-Emotional Functioning for Intervention	3
	PSY 800	Practicum in School Psychology: School Based	3
	3rd Year	PSY 705	Social and Cultural Bases of Assessment and Counseling
PSY 720		Biological Bases of Behavior	3
PSY 760		Contemporary Clinical Interventions for School Psychologists	3
RED 550		Foundations of Reading for Content Area Specialists	3
PSY 775		Theories & Research in Reading Instruction, Assessment, and Intervention	3
PSY 792		Comprehensive Data-Based Assessment: Integrated Report	3
PSY 805		Practicum in School Psychology: Applied Skills	3
4th Year		PSY 810	Internship in School Psychology
Total Degree Credits			79

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

Course Descriptions

PSY 700 Learning and Human Development (3 credits)

This course covers how developmental maturation and social learning shape personality, in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality, self-regulation, and self-concept. Applications to the school setting are examined.

PSY 705 Social and Cultural Bases of Assessment and Counseling (3 credits)

This course covers issues involved in the assessment and counseling of culturally and linguistically diverse students. Focus is on the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. This course also examines innovative assessment methods for clients of diverse backgrounds based upon individual characteristics, strengths, and needs. Emphasis will be placed on differentiating between the normal stages of second language acquisition and handicapping conditions.

PSY 710 Psychology of Exceptional and At-Risk Children (3 credits)

This course addresses the history, laws, policies, and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

PSY 715 Child and Adolescent Psychopathology (3 credits)

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

PSY 720 Biological Bases of Behavior (3 credits)

This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

PSY 730 Instructional Strategies for Students with Diverse Needs (3 credits)

This course covers the principles of curriculum development and related research as they apply specifically to students with various styles, exceptionalities, and achievement levels. Theory and research regarding teaching and instructional planning for at-risk and exceptional students with unique needs are emphasized.

PSY 735 Organization and Operation of Schools (3 credits)

This course is designed to provide an overview of educational administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

PSY 740 Educational Statistics (3 credits)

This course covers basic inferential and descriptive statistics as it applies to educational data and problems. Emphasis will be placed on the application of statistics to program evaluation in school psychology.

PSY 745 Issues and Techniques in Research Design and Program Evaluation (3 credits)

This course will focus on research methodology and scientific thought. Students will consider a variety of ways to conduct evaluation and critically evaluate data. Course material will examine basic experimental design (between and within groups), single subject experiments, group experimental design, non-experimental design (correlational research, case study, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized. Focus will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of service provision within the schools.

PSY 750 Counseling Theories and Techniques (3 credits)

This course surveys the major theories of counseling and psychotherapy and their application to school settings. Emphasis will also be placed upon developing a theoretical foundation upon which to base a counseling approach. The acquisition of skills related to empathy, therapeutic listening skills, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity will similarly be addressed.

PSY 755 School Consultation Skills (3 credits)

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing.

Prerequisite: PSY 765 or permissions of instructor

PSY 760 Contemporary Clinical Interventions for the School Psychologist (3 credits)

The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical wellbeing of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored.

Prerequisite: PSY 750

PSY 765 Applied Behavioral Assessment (3 credits)

This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

PSY 770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)

This course covers standards for professional conduct in school psychology and educational law. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students are discussed. Ethical use of computer generated reports as well as issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will similarly be placed on the history and foundation of school psychology, service models and methods, as well as public policy.

PSY 775 Theories & Research in Reading Instruction, Assessment, and Intervention (3 credits)

The purpose of this course is to provide an analysis of current research and theory in the area of reading, and to develop an understanding of the implications of this research for assessment and intervention. Exploration of the various aspects of instruction and curricula that may require modifications in order to facilitate academic achievement will be discussed. Emphasis will also be placed on functional academic/instructional assessment and intervention for students experiencing reading difficulties.

RED 550 Foundations of Reading for Content Area Teachers (3 credits)

This course is designed for students who are not enrolled in a Reading Education Program. The focus of this course is to offer a general overview of literacy study, including major aspects of written, oral, and visual literacy and the reading process. Additionally, students will learn classroom instructional strategies for reading across the curriculum with specific emphasis on content areas such as social studies, science, language arts, and mathematics.

PSY 780 Academic Assessment for Intervention (3 credits)

This course introduces students to the administration, interpretation, and communication of psychoeducational assessment results and the link to educational intervention. Emphasis is placed upon planning and conducting comprehensive assessment of learning problems. Focus will include integrating and presenting results verbally and within the context of a psychoeducational report. Candidates will identify appropriate data gathering methods (e.g., background information, checklists, record reviews, assessment instruments, interviews, behavioral observations, and curriculum-based assessments). Candidates will synthesize data from multiple sources to make appropriate recommendations and to determine response to evidence-based interventions via progress monitoring.

PSY 782 Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)

This course is designed to provide an in-depth overview of the theories, research, and practice in assessing the cognitive functioning of children, adolescents, and adults. Fundamentals of test construction, its psychometric properties, and the history and current status of cognitive theory will be examined. Candidates will be trained to administer, score (including computer scoring), interpret and communicate the results of cognitive assessment data to answer educationally relevant questions. Psychological issues in intelligence testing, as well as ethical and legal considerations will be explored. Emphasis is placed upon the principal aspects of interviewing, establishment of rapport, behavioral observation, interpretation, and report writing. Special emphasis will be placed upon developing foundational assessment skills that can be generalized to other measures.

PSY 784 Cognitive Assessment II: Linking Assessment to Intervention (3 credits)

This course explores the rationale for selection of cognitive measures based upon the referral questions, as well as variables such as cultural and linguistic background, and/or handicapping conditions. Focus will be placed on interviewing, behavioral observations, test interpretation, and reporting assessment results, with the goal of linking assessment results to intervention.

Prerequisite: PSY 782

PSY 786 Assessment of Personality and Social-Emotional Functioning for Intervention (3 credits)

This course provides an introduction to the theory, administration, scoring, and interpretation of the major implicit or performance-based measures of personality and social-emotional functioning (including apperception, drawing, and sentence completion measures) as well as major explicit or self-report measures. The specific values of implicit/performance-based measures and explicit/self-report measures and associated research findings will be discussed. An introduction to integrating assessment materials into coherent case conceptualizations, evidence-based intervention plans, and the writing of psychological test reports that provide personalized, collaborative, culturally-informed, and highly involving test feedback to clients and families will be provided.

PSY 792 Comprehensive Data-Based Assessment: Integrated Report (3 credits)

The primary goal of this course is to teach the candidate how to write a well-integrated and meaningful psychoeducational report and to learn the art of providing feedback to the person being evaluated, parents, teachers, and other professional as appropriate. Starting with basic data obtained through interview and developmental history, the candidate is guided through the process of clinical inference; learning to select appropriate data collection procedures; to examine and analyze the data; to formulate integrative hypotheses; and to generate a synthesized, integrated, and meaningful psychoeducational report useful to all target audiences. Emphasis will also be placed on understanding the legal issues involved in psychoeducational report writing.

Prerequisites: PSY 765, PSY 780, PSY 782, PSY 784, PSY 786

PSY 798 Seminar in School Psychology: Introduction (1.5 credits)

The purpose of this course is to introduce students to the field of school psychology from a historical and current perspective. The roles and functions of school psychologists will be emphasized, along with an introduction to the expected competencies required of school psychologists by state and national accrediting bodies. Legal and ethical issues, professional association involvement, and research and technology within the practice of school psychology will also be addressed.

PSY 799 Seminar in School Psychology: Current Topics (1.5 credits)

The purpose of this seminar is to discuss contemporary issues and challenges in the field of school psychology and education. The multiple roles and functions of school psychologists in assessment, prevention, and intervention contexts will be examined. An introduction to current educational issues and legislation influencing the profession, the impact of cultural and linguistic diversity in the provision of school psychology services, and best practices in the field will also be considered.

PSY 800 Practicum in School Psychology: School Based (3 credits)

This 100 hour practicum is designed to provide a comprehensive field experience in a school setting which allows candidates to further their understanding of the roles and functions of school psychologists practicing in PK-12 settings. Under close supervision, candidates will develop skills in assessment, consultation, and intervention planning, implementation, and evaluation.

Prerequisites: PSY 700, PSY 710, PSY 715, PSY 735, PSY 750

PSY 805 Practicum in School Psychology: Applied Skills (3 credits)

The 150 hour practicum is designed to facilitate the development of competencies in the areas of assessment, consultation, and intervention with expanded populations in varied settings. Candidates will complete psychoeducational evaluations, as well as intervention case studies for students with academic, behavioral, and social-emotional difficulties.

Prerequisites: PSY 755, PSY 770, PSY 780, PSY 782, PSY 784, PSY 786, PSY 792

PSY 810 Internship in School Psychology (6 credits)

The candidate is required to complete a supervised field placement in a public or private school setting or related agency, covering a 30-week period of 1,200 hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of assessment, consultation, and intervention.

Prerequisites: PSY 760, PSY 800, PSY 805

*** Course descriptions are subject to change**

APPLIED TRAINING

Practica

The practicum sequence in the specialist program is intended to provide the candidate with exposure to a broad range of school psychological service delivery models and closely supervised assessment and intervention experiences. Practicum settings include placements in local school districts and clinics. These practicum settings give candidates the opportunity to work with a diverse range of clients and problems. Faculty and administrators of the specialist program will approve the candidate's readiness for practicum and will determine the candidate's practicum site placement based upon their annual review. **Candidates who do not meet the minimum requirements will be advised and remediated as appropriate.** To be eligible to register for practicum, candidates must have been matriculated and have successfully completed the following course work:

Pre-requisite Courses for the Specialist Practica

Practicum in School Psychology: School Based

- PSY 700 – Learning and Human Development
- PSY 710 – Psychology of Exceptional and At-Risk Children
- PSY 715 – Child and Adolescent Psychopathology
- PSY 735 – Organization and Operation of Schools
- PSY 750 – Counseling Theories and Techniques

Practicum in School Psychology: Applied Skills

- PSY 755 – School Consultation Skills
- PSY 770 - Ethical, Legal, and Professional Issues for School Psychologists
- PSY 780 – Academic Assessment for Intervention
- PSY 782 – Cognitive Assessment I: Theory, Research, and Practice with Lab
- PSY 784 – Cognitive Assessment II: Linking Assessment to Intervention
- PSY 786 – Assessment of Personality and Social-Emotional Functioning for Intervention
- PSY 792 – Comprehensive Data-Based Assessment: Integrated Report
- PSY 800 – Practicum in School Psychology: School Based

Two practicum courses are required to afford students an opportunity to work with a variety of students, parents, and teachers over time. Practicum responsibilities may include individual and small-group counseling, consultation, teacher in-service, parent conferencing, progress monitoring, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting.

Practicum placement procedures vary from county to county. Candidates must abide by the differing guidelines. **Certain sites may require candidates to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.** Candidates are responsible for the cost of their own fingerprinting and background checks for practica and internships. Candidates with any concerns about this issue should seek advisement at the beginning of their program.

Candidates currently employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their practicum. Candidates may be required to take some leave or to make other necessary arrangements to fulfill this requirement. **Please be advised that waiver of the practicum experience or transfer of credit for any reason is not permitted.**

Candidates are ineligible for practicum if they have not completed prerequisite courses, have not passed or remediated all DOE accomplished practices associated with the prerequisite courses, are on academic probation, or have been deemed as not ready by the Office of Clinical Training and the Professional Standing Committee (PSC). Such evaluation would follow written referral by members of the faculty or university staff, a determination of sufficient concern by clinical training to refer the case, and a finding by PSC as not ready for practicum. The finding may include needed remedial actions.

School Psychology Internship

The culminating field based training experience of the specialist program is the internship in school psychology. All candidates are required to successfully complete a supervised field placement consisting of a minimum of 1,200 clock hours in an elementary and/or secondary school setting. The internship is typically completed in one academic year following completion of all prerequisite course work with a GPA of 3.0.

Pre-requisite Courses for the Specialist Internship

PSY 760 – Contemporary Clinical Interventions for School Psychologists

PSY 800 – Practicum in School Psychology: School Based

PSY 805 – Practicum in School Psychology: Applied Skills

It is the candidate's responsibility to investigate and to apply for internship opportunities. Prior to submitting applications, candidates' eligibility must be reviewed. The Program Office will verify the candidate's eligibility to accept and subsequently begin an internship. Because of the competitive nature involved in the process of obtaining an internship, each candidate is required to apply to at least three settings.

To accept an internship placement, a candidate must be in good academic standing and must have successfully completed all academic requirements as described above.

Core Performance Standards for Admission and Progress

The standards required for admission keep in mind the safety and well-being of the children the candidates will eventually serve in educational and clinical settings. Candidates for the degree must possess, with or without reasonable accommodation, multiple skills including intellectual, conceptual, integrative, and quantitative abilities; and interpersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity.

MINIMUM REQUIREMENTS FOR ADMISSION

All applicants must hold a bachelor's degree in psychology, education, or a related field from a regionally accredited institution and have completed 3 credit hours in research and evaluation or statistics prior to the start of the program. Additional criteria reviewed will include the following:

- Relevant experience, professional accomplishment, or exceptional credentials;
- Quality of the applicant's written statement of professional experiences and goals;
- Professional/faculty letter of recommendation;
- Personal interview.

To be considered for admission to graduate study in school psychology, all applicants are required to present evidence of scholastic ability, significant interest in the area of school psychology, interpersonal sensitivity, personal stability, and sound moral character. The school psychologist is required to interact with children of various ages, parents, teachers, and a variety of school personnel. Interpersonal effectiveness, including maturity, flexibility, and professionalism, must be demonstrated by applicants. You may be subject to a background check upon acceptance into the program.

Specialist Program (Psy.S.)

An applicant who meets the following criteria, in addition to the above minimum requirements for admission, may be considered for acceptance into the program as a degree-seeking student:

- A bachelor's degree in psychology, education, or a related field from a regionally accredited institution;
- A 3.0 GPA based upon the last 2 years of undergraduate study preferred, or a 3.4 GPA from a regionally accredited graduate program in psychology, education, or a related field based on a minimum of 18 credit hours;
- Completion of the Graduate Record Examination (GRE) with a preferred combined verbal and quantitative score of 1000 or higher, or a 40th percentile score or better on the Miller Analogies Test (MAT);
- Completion of 3 credit hours of undergraduate or graduate coursework in research and evaluation or statistics. Examples of acceptable statistics courses are *Introduction to Statistics*, *Probability and Statistics*, *Statistical Methods in Psychology*, *Inferential Statistics*, and *Quantitative Psychology*. Research Methods/Design will NOT satisfy this requirement.

Alternative Admission Route – Specialist Program (Psy.S.)

An applicant who does not meet one or more of the criteria for the degree-seeking status list above, but has a bachelor's degree in psychology, education, or related field from a regionally accredited institution, may be considered on the basis of relevant, professional, or exceptional experience or accomplishment (e.g., a teaching certificate or three years working professionally with children), as determined by the admissions committee.

Provisional Admission

Candidates are 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 transcripts, documents, and requirements must be received within 90 calendar days from the start of the term. If these final and official transcripts, documents, and/or requirements are not received by that time, the candidate will not be allowed to continue class attendance. Financial aid will not be disbursed to the provisional/conditional candidate until he or she has been fully admitted as a regular candidate (all admissions requirement have been approve by the college/program admissions office). Candidates who have an unpaid balance 30 days from the start of the term will be assessed a \$100 fee.

TOEFL Requirements

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). A minimum test score of 550 is required for applicants taking the written examination; a minimum test score of 213 is required for applicants taking the computer-based examination. A minimum test score of 79-80 is required for applicants taking the IBT examination. Proficiency in English may also be demonstrated by a minimum score of 500 of the GRE verbal test or a 40th percentile score on the MAT. For application forms, write to TOEFL, Educational Testing Services, Princeton, New Jersey 08540. Additional procedures are required for admission of nonresident alien students. Contact the international student advisor at (945) 262-7240.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 form must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. Applicants who are residing outside the United States at the time of application and whose native language is not English must present evidence of proficiency in English. See TOEFL requirements above. International students who have completed an undergraduate degree at a regionally accredited institution in the United States are not required to submit TOEFL scores.

Foreign Coursework

Undergraduate and/or graduate coursework taken at a foreign institution must be evaluated for U.S. institutional equivalency and also include a listing of all courses and grades, and an overall GPA (on a 4.0 scale). It is the applicant's responsibility to have coursework evaluated using any National Association of Credential Evaluation Services member listed on www.naces.org.

Transfer of Credits

The transfer of a maximum of 15 credit hours of graduate-level coursework from a regionally accredited institution taken in the last five years will be allowed upon approval for the director of academic affairs. Coursework must meet the following specific criteria: a grade of *A* or *B*, and equivalency to a required course in the school psychology program. No transfer credits may be applied to practica. Transfer credits are not taken into account when computing a student's grade point average.

En Route Master of Science in Psychology

A Master of Science in Psychology will be awarded en route to the specialist and doctoral degrees in school psychology.

Degree Candidacy

Psy.S. candidates admitted under an alternative degree-seeking category will be reviewed for degree candidacy (matriculation) after completion of the first 12 credits (excluding transfer credits). During the formal review for matriculation, the student's academic performance and professional functioning will be examined. A minimum GPA of 3.0 or above is required in the designated coursework.

Academic Regulations and Information

CALENDAR AND CLASSES

Academic Year

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

Attendance

Candidates are expected to attend all scheduled learning activities including classes, lectures, seminars, and examinations. Anticipated absences should be cleared in advance with the instructor. Absences from any part of weekend format courses will necessitate a withdrawal from the course. Excessive absences from semester-length courses may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course.

Religious Holidays

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

STUDENT ENROLLMENT

All degree-seeking and provisional degree-seeking candidates are considered full-time students when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the student may receive. During the final internship year, candidates are considered full-time when enrolled in the internship seminar course and completing an approved full-time internship.

In order to maintain active student status, all candidates are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office. **Failure to remain in continuous registration will be considered formal withdrawal from the program. Candidates who do not complete courses for two consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.**

Residency and Full-Time Status

Candidates are considered to be full-time if they complete six credit hours each semester. The final internship year requires completion of two (2) credit hours each semester in order to maintain full-time status. Candidates receiving financial aid who are considering completing less than the scheduled credit hours in any given semester, should discuss this with the specialist program office. **It is the responsibility of the student to seek advisement of options available for completing the specialist program.**

For certain forms of financial aid, full-time and part-time status may be defined differently. Aid during the summer semester may require summer registration. Candidates applying for financial assistance MUST clarify this with the Office of Student Financial Planning.

International Students

The Office of International Students along with the University's immigration attorney has completed an extensive review of United States Citizenship and Immigration Services guidelines regarding international students and the feasibility of their attending any Nova Southeastern center/site in Florida. After reviewing all relative documentation, we have discerned the following:

- International students who want to attend classes at any Florida based campus/site will qualify for the issuance of an I-20 visa and will be considered to be maintaining status.

Leave of Absence

Matriculated students (degree candidates) who must interrupt their studies for a sufficient reason such as illness may be granted a leave of absence. Candidates must apply in writing for a leave of absence to the Specialist Program Office. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances candidates should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the seven-year time limit. Candidates on leave of absence are not permitted to participate in any university related activity, including practicum or supervision. Candidates returning from a leave of absence must meet with the designated administrator and/or faculty to discuss readiness to resume studies and clinical activities. If a health reason (physical or mental) is involved, candidates must present a letter from the treating professional attesting to their readiness to return. If the designated administrator and/or faculty determines that there is sufficient concern about a candidate's readiness, the case will be referred to the Professional Standing Committee (PSC). The committee's deliberations may include an interview of the candidate. Findings may include a determination that the candidate is not ready to return and may specify needed remedial actions. Candidates returning from a leave of absence are governed by the policies and procedures in place on their return. They should contact the program office well in advance of their return to register for courses.

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

Time Limits

To assure that an awarded degree represents up-to-date knowledge and skills, candidates are required to complete their program within seven years from the date of first enrollment. Candidates are expected to graduate with the specialist degree within this time period. In the event that a matriculated candidate who has been in continuous enrollment does not complete all requirements within the seven year time limit (excluding approved leaves of absences), he or she must enroll in the Specialist Program and:

1. Maintain full-time status (minimum six (6) credits per semester, excluding summer sessions).
2. Complete remaining degree requirements, which will include any course work that is more than seven (7) years old.

Failure to Register

In order to remain an active and matriculated candidate, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted. **Failure to remain in continuous registration will be deemed the student's formal withdrawal from the 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. All other program, center, and university requirements will be in effect.

Matriculation Requirements (Degree Candidacy)

Students who are admitted into graduate study at the specialist level under the alternate degree-seeking plan are reviewed for degree candidacy (matriculation) after completion of the first four courses (12 credits) in which they are enrolled. During the formal review for matriculation, students' academic performance in their first four courses will be examined. Students must earn 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" or a grade of "F" in any of the four designated courses will not be matriculated and will be immediately withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below "B" or a grade of "F", the student will automatically be withdrawn from graduate study. 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 the Center for Psychological Studies Program.

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.

ADVISING

Orientation

All new candidates are required to attend orientation before the start of the first semester. Candidates will be provided with needed information about the university, center, and program, as well as register for the first semester.

Academic Advisement

The center offers academic advisement to candidates. Advisors are accessible to candidates to assist with course planning and selection, appraisal of academic standing, review of university policies and procedures, and to respond to individual circumstances. The formal orientation

program begins the advisement process. Candidates will be familiarized with the academic program and requirements, registration procedures, library information, student rights and responsibilities, and other relevant programmatic issues.

Advisement about specific course content is available from the faculty teaching a specific course. Candidates are encouraged to contact faculty whenever there is a question regarding specific course requirements. Individual general advisement is offered through full-time and core school psychology faculty and site managers. Candidates should meet with an advisor regularly, especially prior to registration and application for practicum.

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

CANDIDATE RETENTION AND PROGRESSION

A summary of successful candidate performance and progression to the program is provided in the following table.

Decision Point	Key Assessment Indicators
<p>Admission</p> <p><i>Does the applicant demonstrate potential for graduate study?</i></p> <p><i>Does the applicant demonstrate potential for ethical, reflective, professional practice in diverse communities?</i></p>	<p><u>Traditional Admission</u></p> <ol style="list-style-type: none"> 1. GPA (3.0 based upon last 2 years undergraduate study preferred; 3.4 GPA from a regionally accredited graduate program in psychology, education or a related field based on a minimum of 18 hours) 2. Professional/Faculty letters of recommendations (2) 3. Faculty interview ratings 4. Written statement of professional experiences 5. Completion of GRE (with combined 100 or higher) or MAT (40th percentile or higher) preferred. 6. Completion of 3 credit hours of coursework in research and evaluation or statistics <p><u>Alternative Admission</u></p> <p>An applicant who does not meet one or more of the criteria above, but has a bachelor's degree in psychology, education, or a related field from a regionally accredited institution and has completed 3 credit hours in research and evaluation or statistics may be considered on the basis of relevant professional or exceptional experience or accomplishment. The admissions committee renders a decision based on Professional/Faculty letters of recommendation, faculty interview ratings, written statement of professional experiences, resume, and teaching certification.</p> <p>Applicants in this category must meet the following matriculation criteria in order to be admitted to degree candidacy:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ on four designated courses 2. Candidates must not receive two grades below "B" or a grade of "F" in any of the four designated courses. Candidates who do so are automatically withdrawn from graduate study and not permitted to take graduate level courses in the program. 3. Faculty evaluation of professional functioning

Decision Point	Key Assessment Indicators
<p>Practicum in School Psychology: School-Based (Year II)</p> <p><i>Does the candidate demonstrate knowledge, skills, and dispositions necessary for second year practicum?</i></p>	<p>Documentation of the <i>Candidate Evaluation and Feedback Form – Year 1</i> of the following:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices “marker” tasks completed in Year 1 3. Course instructor ratings of 3 or greater in areas of professional functioning 4. Faculty ratings of professional development 5. Signed log documenting completion of required 35 hours of course-related field experiences 6. Successful completion of prerequisite coursework: PSY 700, 710, 715, 735, 750 7. Completion of FTCE-General Knowledge Exam
<p>Practicum in School Psychology: Applied Skills (Year III)</p> <p><i>Does the candidate demonstrate knowledge, skills, and dispositions necessary for third year practicum?</i></p>	<p>Documentation of the <i>Candidate Evaluation and Feedback Form – Year 2</i> of the following:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices “marker” tasks completed in Year 2 3. Course instructor ratings of 3 or greater in areas of professional functioning 4. Faculty ratings of professional development 5. Successful completion of prerequisite coursework: PSY 755, 770, 780, 782, 784, 786, 792, 800 6. Practicum supervisor’s ratings of candidate’s practicum performance in Practicum in School Psychology: School-Based (PSY 800)
<p>Internship</p> <p><i>Does the candidate demonstrate knowledge, skills and dispositions necessary for the internship?</i></p>	<p>Documentation of the <i>Candidate Evaluation and Feedback Form – Year 3</i> of the following:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices “marker” tasks completed in Year 3 3. Course instructor ratings of 3 or greater in areas of professional functioning 4. Faculty ratings of professional development 5. Successful completion of prerequisite coursework: PSY 760, 800, 805 6. Practicum supervisor’s ratings of candidate’s practicum performance in Practicum in School Psychology: School-Based (PSY 800) and Applied Skills (PSY 805)
<p>Degree Conferral</p> <p><i>Has the candidate demonstrated the knowledge, skills, and dispositions necessary for professional practice?</i></p>	<ol style="list-style-type: none"> 1. Florida Teacher Certification Examination – General Knowledge Test (GK), Professional Education Test (PED), Subject Area Test in School Psychology (SAE) (passing scores required) 2. PRAXIS II in School Psychology exam (completion of examination) 3. Field Supervisor evaluation of internship competencies (Final Evaluation) 4. Field Supervisor’s Assessment of the Professional Behaviors and Skills of the Intern 5. Faculty evaluation of Internship Portfolio: Introduction/Reflection Comprehensive Psychoeducational Report Case Study 1 –Behavioral Case Study 2 – Academic Consultation/Collaboration Audio-recording 6. Effects on Student Learning
<p>Follow-up</p> <p><i>Has the program adequately prepared graduates for ethical, reflective, professional practice in diverse communities?</i></p>	<ol style="list-style-type: none"> 1. Follow-up survey of graduates 2. Follow-up survey of graduates’ employers

ACADEMIC STANDING (Following Matriculation)

The grading policy for all graduate programs in the Center for Psychological Studies 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. The Program Office monitors academic standing for all candidates each semester and coordinates remediation as needed.

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 specialist program administration, and the Office of Student Financial Planning 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.

Dismissal

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

1. Academic probation extends beyond one year;
2. More than 2 grades below “B” are received;
3. Two grades of “F” are received.

REMEDIATION POLICY

A student receiving a grade of “F” in any course must repeat and successfully complete the course within one year (two full semesters, excluding summer sessions and leaves of absence). Both grades shall remain on the student's record and shall count toward an accumulation of below “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” in the following courses: PSY 800: Practicum in School Psychology–School Based and PSY 805: Practicum in School Psychology–Applied Skills, reflects inadequate performance and does not satisfy curriculum requirements. The student must repeat the course and a minimum grade of “B” must be achieved. Both grades shall remain on the student's record and shall count toward an accumulation of below “B” grades; however, only the higher of the two grades will be counted toward the student's grade point average.

Remediation Guidelines for Coursework and Accomplished Practices

The Program Director coordinates remediation in coursework and FEAP Key Assessment Tasks. Remediation is required when (a) a grade of “F” is earned in any course; (b) a grade lower than a “B” is earned in PSY 800 or PSY 805; or (c) a student obtains a grade below “B” or below 80% on the FEAP Key Assessment Task in a designated course.

1. ***Earning a grade of “F” in any course or a grade lower than a “B” in PSY 800 or PSY 805***

A student receiving a grade of “F” in any course must repeat and successfully complete the course within one year (two full semesters, excluding summer sessions and leaves of absence). Both grades shall remain on the student’s record and count toward an accumulation of below “B” grades; however, only the higher of the two grades will be counted toward the student’s grade point average.

A grade lower than a “B” in PSY 800 and PSY 805 reflects inadequate performance and does not satisfy curriculum requirements. Students must repeat the course and earn a grade of at least a “B”. Both grades shall remain on the student’s record and count toward an accumulation of below “B” grades; however, only the higher of the two grades will be counted toward the student’s grade point average.

2. ***Earning less than 80% in “benchmark” FEAP courses***

A student earning less than 80% in any of the “benchmark” FEAP courses or on the key assessment of the FEAP must be remediated (see *Candidate Guide to Florida Educator Accomplished Practices*).

- a. ***Identifying a student in need of remediation:*** Identification of a student in need of remediation is the responsibility of the course instructor and can occur during the course or at completion of course requirements. Upon completion of each course, instructors shall record the percentage earned for each key assessment task on the matrix located on the last page of the syllabus and return it to the program office along with course grades.
- b. ***Determining the remediation task:*** Remediation tasks are determined by the student and course instructor, and monitored by core faculty and program administration. An Individual Remediation Plan (IRP) is developed.
- c. ***Time permitted to complete the remediation tasks:*** Remediation tasks should be completed within 30 days from the date of assignment. Should a student fail a remediation task, he or she shall be provided one additional remediation attempt by the instructor and be provided with an additional 30 days. Failure to be remediated shall prompt referral of the student to the program administrator for coordination of formal review with faculty.
- d. ***Individual Remediation Plan*** (see *Candidate Guide to the Florida Educator Accomplished Practices* for documentation form): Students being remediated shall develop a remediation plan that addresses the identified problem in consultation with the instructor of the course, a full-time or core faculty member, and administrators as necessary. Remediation interventions shall be documented in a written plan that includes the following:
 - i. Student name, instructor name, course number, semester, site where course is taught
 - ii. Identified problem (*Why does the student need to be remediated?*)
 - iii. Objective (*What are the specifics goals of remediation?*)
 - iv. Assignment (*What task shall the student be given?*)
 - v. Signatures of student, course instructor, and monitoring faculty
 - vi. Due date

- e. *Distribution and monitoring of the IRP*: Both the student and program administrator are provided with a copy of the signed IRP. Once an assignment is complete, the course instructor shall evaluate the work and assign a percentage. Monitoring faculty and program administration shall be notified once the remediation task is complete.

Annual Review

Annual review is an important vehicle for monitoring candidate progress and for determining the candidate's readiness for the field experience designated for the upcoming academic year (e.g., Annual Review at Year One determines the candidates readiness for PSY 800 Practicum in School Psychology: School-Based). As part of this process, candidates meet with at least one faculty member for formal review their progress in several areas. Prior to their meeting with faculty, candidates submit a portfolio which includes a reflective essay on their progress in attaining preprofessional mastery of Florida Educator Accomplished Practices, course grades, and percent mastery of key assessment FEAP tasks and completed remediation plans as applicable. Participation in professional development, and candidate ratings of professional behaviors and skills by course instructors are reviewed and discussed. Strengths and weaknesses are identified and a self-improvement plan is prepared for each candidate for implementation the following academic year. In order to be approved for the field experience designated for the following academic year, candidates must have a GPA of 3.0 or better, demonstrate 80% criterion mastery of course embedded tasks, demonstrate appropriate professional behavior (based on instructor ratings and faculty observations) and meet prerequisite coursework as outlined in field-based course descriptions.

If a candidate is not approved to enroll in the applied field experience designated for the following academic year (i.e., practicum or internship), a formal remediation plan is required. This plan is developed by the faculty member, candidate and program director and progress is reviewed again within a minimum of six months of the annual review.

READMISSION

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the specialist program admission committee. Applicants should supply documentation regarding remediation. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses within the past five years with grades of B or that are equivalent will be applied toward the specialist degree.

REGISTRATION

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

Payment of Tuition and Fees

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

Continuing students register directly on the university system: <http://webstar.nova.edu>. Personal Identification Numbers (PINs) used as a password to gain entry into the system are assigned at the beginning of a student's enrollment. 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.

Priority for registration in a specific course in the program is given to individuals admitted to the degree program. When space permits, non-degree seeking students will be allowed to register for courses through the program office.

All students are expected to be in continuous enrollment every semester until they receive their degree (see section on Student Enrollment).

After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Program Office at (800) 541-6682 (NOVA), Ext. 25826.

Students receiving financial aid will be required to pay tuition and registration fees in accordance with the policies of the Office of Student Financial Planning.

Tuition and Fees for the 2013-2014 Academic Year

Specialist tuition for 2013-2014 will be charged at the rate of \$690 per credit hour. **Candidates should anticipate an annual review of fees by the university and possible increases.** Candidates are expected to pay tuition in full at the time of registration. Candidates 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, candidates will be responsible for making all appropriate payments.

Tuition Fee	\$ 690.00 per credit hour
Registration Fee, nonrefundable	\$ 25.00 per semester
Late Registration fee, nonrefundable	\$ 50.00 per semester
Late Payment fee, nonrefundable	\$ 100.00 per semester
Professional Liability Insurance Fee	\$ 10.00 per semester
Student Service Fee	\$ 300.00 per semester*
Degree Application Fee	\$ 100.00
Transcript fee	\$ 10.00 per transcript

Comprehensive Final Exam	Examination fees apply
Fingerprinting/Background Checks	Determined by Agency

*Not to exceed \$900.00 per year. Pro-rated fee of \$150.00 if enrolled in 1 course.

The expenses outlined above are to be considered 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. Candidates are provided NSU Email computer accounts at no charge. Candidates need to make arrangements for Internet access and pay the corresponding fee.

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

Professional Liability Insurance

All specialist candidates are required to carry professional liability insurance coverage provided through the University. Candidates are required to enroll in the plan at the time of each registration. All candidates are required to abide by ethical standards of the profession as delineated in the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida. Candidates will similarly adhere to the *National Association of School Psychologists (NASP) Principles for Professional Ethics* (2010 Revision) (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) and to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (2010 Amendments) (<http://www.apa.org/ethics/code/index.aspx>). In addition to complying with the policies and procedures of the Center for Psychological Studies, candidates must also follow all rules and regulations of the agency/school/district where his or her practicum and/or internship will be completed.

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

Refund Policy

Candidates have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition fees paid. Furthermore, a candidate shall receive a full refund of tuition fees paid by the candidate **prior** to the commencement of instruction if the candidate submits a written request to the institution within three working days of the payment. Refund schedules for tuition fees after the commencement of instruction may be found in the appropriate center or program catalogs.

Fees other than tuition are not refundable. Candidates who wish a tuition refund must notify the program office in writing of their request and their reason for withdrawal. Unless written notification is on file, candidates are assumed to be active participants and are responsible for tuition payments.

Class Cancellation Policy

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

Weekend Format Courses Refund Schedule

The following schedule applies to payments for classes offered in the weekend format:

- For 100% refund: withdrawal **prior** to the first weekend of class
- For 50% refund: withdrawal **prior** to the second weekend of class

Contact the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office in Ft. Lauderdale at (954) 262-5826 / (800) 541-6682, ext. 25826.

Semester Format Courses Refund Schedule

The following schedule applies to refunds for each traditional semester class:

- Fall:**
 - For 100% refund: drop by Sunday, September 1, 2013
 - For 75% refund: drop by Sunday, September 8, 2013
 - For 50% refund: drop by Sunday, September 15, 2013
 - For 25% refund: drop by Sunday, September 22, 2013

- Winter:**
 - For 100% refund: drop by Sunday, January 12, 2014
 - For 75% refund: drop by Sunday, January 19, 2014
 - For 50% refund: drop by Sunday, January 26, 2014
 - For 25% refund: drop by Sunday, February 2, 2014

- Summer:**
 - For 100% refund: drop by Sunday, May 18, 2014
 - For 75% refund: drop by Sunday, May 25, 2014
 - For 50% refund: drop by Sunday, June 1, 2014
 - For 25% refund: drop by Sunday, June 8, 2014

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.

Withdrawal from a Course

Weekend Format Courses: When a candidate withdraws from a course prior to the first weekend class meeting, the course is deleted from the student's record. A "W" grade is assigned when a candidate officially withdraws from a course after the first weekend of class but prior to the second weekend of class. Failure to report your withdrawal from a class prior to the second weekend class meeting will result in a grade of "F".

Semester Format Classes: When the candidate withdraws from a course prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a candidate

withdraws from a course after the last day to drop courses indicated in the academic calendar and **prior** to the eleventh (11th) scheduled class. After the start of the eleventh (11th) scheduled class, the candidate will be assigned a grade of “F”.

Prior to the first class session, dropped courses will be deleted from the student’s record. A “W” grade is assigned when a candidate withdraws from a course *after* the “last day to drop courses,” indicated in the academic calendar and *prior* to the 11th scheduled class. A grade of “W” will appear on the candidate’s official transcript and will be included in attempted credit hours. Candidates who stop attending class but who fail to officially withdraw prior to the 11th scheduled class (semester format) or start of the final weekend of class (weekend format), will be subject to grading as described in the course syllabus. Withdrawal from a course may affect a candidate’s financial aid status.

Auditing a Course

Under special circumstances and with permission of the instructor and program administration, candidates will be permitted to audit a course. Space in the class must be available. Fees for auditing will be charged at one half the rate of regular tuition. No credit is given, but courses will appear on the transcript as “Audit”.

Transfer of Credit

All transfer credits must be awarded during the candidate’s first academic year in the specialist program. Consideration will be given only to courses taken before matriculation in the specialist program. For candidates entering during the fall semester, a request for transfer credit for first semester courses must be made by August 15. Request for all other transfer credit must be made by October 15. For candidates entering during the winter semester, a request for transfer credit for first semester courses must be made by December 15. Request for all other transfer credit must be made by February 15.

Candidates requesting transfer of credit must submit a written request for transfer along with supporting documentation to the specialist program administration. The candidates must provide the Office of Academic Affairs with a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the candidate to provide further documentation and supporting material, such as class notes, and to meet with them. Transfer credits are not taken into account when computing the candidate’s grade point average. The maximum number of credits transferred that will be credited towards graduation is fifteen (15).

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 accredited college, or university as a post-baccalaureate student. A graduate course is defined as one that would be credited towards a post-bachelor’s degree at an institution where the course was taken. This must be verified in the school’s bulletin or a letter from the chair of the department and an official transcript.

2. It is evaluated as equivalent to a course in the program's required curriculum.
3. It was completed no longer than five years before first enrollment in this 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 to B unless it can be officially verified as such.
5. The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

It will be the responsibility of the candidate 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.

No transfer credit may be applied to practicum or internship.

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 candidate so notified.

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

GRADING POLICY

The following policies apply to all academic programs in the Center for Psychological Studies. All degree programs in the Center for Psychological Studies assign grades to course work according to the following system:

<u>Grade</u>	<u>Achievement Rating</u>	<u>Quality Points</u>
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	-
PG	Pass	-
PR	In Progress	-
I	Incomplete	-
W	Withdraw	-

In all courses, a grade of A, B, C, or F will be assigned based upon the individual instructor's assessment and evaluation of the student's work.

An “I” (incomplete) indicates that the candidate 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 assigned by faculty when candidates fail to complete the course requirements.

A candidate 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 Program Office. The contract must specify the following:

1. The requirements to be completed by the candidate to remove the incomplete.
2. The time period within which the candidate must satisfy the incomplete, not to exceed 10 weeks from the end of the semester.
3. The grade that the candidate 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 candidate will not be permitted to register for a sequential course when a grade of “I” (incomplete) or “F” (failure) has been received in a prerequisite course.

Policy for Grading Disputes

A candidate seeking to appeal a decision regarding a course grade 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 Administrator
- c. Director of Academic Affairs
- d. Dean (final level of appeal).

A candidate seeking to resolve a grade problem or complaint through the administrative channels cited above must initiate such action in writing within five (5) business days (excluding official school holidays and weekends) from the date that the grade was recorded on WebStar. The candidate will then have five (5) 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 candidate receives notification of an unfavorable decision by the course instructor/supervisor, the candidate must proceed with his/her appeal to the program administration within five days of said notification). Where a candidate fails to either initiate this process or proceed through this process within the specified time frame, the candidate will be deemed to have waived his/her right to dispute the grade in question.

EVALUATION OF SPECIALIST STUDENTS

Each candidate is evaluated on an ongoing basis while enrolled in the program, including during the practicum and internship experience. The purpose of evaluation is to provide candidates with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of psychology. Relevant information, including practicum and internship evaluations, is available in the *Handbook of Field-Based Training Experiences in School Psychology*.

If, for any reason, a faculty member has reason to question the satisfactory progress of any candidate in the program, he/she will discuss the problem with the candidate. If the problem persists, the faculty member may bring the issue to the attention of the program administration and the Center for Psychological Studies faculty. Appropriate faculty will be asked for additional review and comment. Additionally, candidates are evaluated by instructors in all semester-long courses including practica in areas of professional behavior using the Candidate Professional Behavior Evaluation form which is reviewed at orientation. Program administration reviews evaluations on an on-going basis and a summary of professional behaviors is compiled for Annual Review. Faculty review progress in this area along with other skills and functioning at this time, and remediation is planned as necessary. Candidates may be referred to the Professional Standing Committee for ethical violations or ongoing behavioral concerns.

In addition to academic abilities and skills, candidates will be evaluated on an ongoing basis, including on the practicum 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 candidates' 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 the quality of professionalism, candidates 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 *Policies and Procedures Handbook*.
- b. Ability to communicate orally and in writing.
- c. Management of practicum 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.
- e. Professional grooming, attire, and comportment (demeanor)

3. Ethical Behavior

- a. Abides by the ethical standards of the profession as delineated in the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida. Candidates will similarly adhere to the *Professional Conduct Manual of the National Association of School Psychologists (NASP)* (www.nasponline.org/standards/ProfessionalCond.pdf) and to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (www.apa.org/ethics/code2002.pdf).
- b. Abides by university requirements as outlined in this *Policies and Procedures Handbook* and in other published university and center 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 feedback.
- c. Develops and maintains positive relationships with peers and faculty.
- d. Develops satisfactory working relationships with supervisors and advisors.

CANDIDATE CONDUCT

All candidates are expected to comply with the legal and ethical standards of this institution. Moreover, all school psychologists-in-training are expected to comply with the ethical codes and standards of practice of the profession/field of study. Academic dishonesty and/or nonacademic 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 candidate to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a candidate whose conduct is determined to be unsatisfactory.

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

PROFESSIONAL STANDING COMMITTEE

The Professional Standing Committee of the Center for Psychological Studies is appointed by the Dean of the center and serves in a variety of capacities related to the review of student professional standing matters. The Committee consists of faculty, a student representative, 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, or behavioral problems serious enough to suggest interference with professional functioning, academic performance, or performance in a 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 the candidate can continue their education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the candidate 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 insure a timely and complete review of the facts. The process will insure that the candidate and involved parties have the opportunity to present relevant information.

VETERAN'S ADMINISTRATION REQUIREMENTS

Standards of Progress

A candidate receiving veteran's benefits must maintain satisfactory progress. Candidates will be considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

A candidate who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be certified, in a probationary status, for only one additional evaluation period. Should this candidate not attain and maintain satisfactory progress by the end of the probationary period (one evaluation period), the candidate's VA educational benefits will be terminated for unsatisfactory progress.

A candidate whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. The school may re-certify the candidate for VA educational benefits only if there is a reasonable likelihood

that the candidate will be able to attain and maintain satisfactory progress for the remainder of the program.

For VA payment of benefits purposes, an “I” (Incomplete) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one calendar year unless permission for a delay is granted by the academic dean for that program. An “NG” (no grade) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one regular semester unless permission for a delay by the academic dean for that program.

Grade/Progress Reports

Each VA candidate will be provided a grade/progress report at the end of every evaluation period (e.g. term, semester). A copy of each report will be placed in the candidate’s permanent file maintained by the school. The university periodically furnishes each candidate with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, plus grades for courses in which the candidate is currently enrolled.

Credit for Prior Training

Nova Southeastern University complies with federal regulations for veterans’ training that it is mandatory for all veterans benefit recipients to report either prior education and/or training. A candidate receiving veterans’ benefits that have previous post-secondary educational training/experience must request official transcript(s) be sent to the school. If the transcript has not been received prior to the end of the candidate’s second term here at Nova Southeastern University, the candidate cannot be certified for veterans’ benefits for the upcoming term. The candidate can be certified for veterans’ benefits after the transcript has been received. The school will evaluate the candidate’s previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the candidate’s tuition and training time will be reduced proportionately, with the veteran and VA so notified.

DEGREE CONFERRAL

Candidates who have completed all requirements for the en-route master of science or the specialist degree must submit an application for degree. Forms are available via the Office of Registrar’s website: <http://www.nova.edu/cwis/registrar/instructions.html>. A fee is required upon submission of each degree application form.

Degree applications require approval by the Office of the Dean, University Comptroller, Registrar, and Library. These offices verify that requirements are met and that the candidate’s accounts, records, etc. are in good standing.

Upon approval, the application is presented to the University Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the candidate. Candidates are encouraged to submit their degree applications at least one (1) month prior to the completion of their program.

GRADUATION

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

Student Rights and Responsibilities

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) (available at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>), also known as the Buckley Amendment, afford student certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will arrange for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the University Registrar. If the decision is in agreement with the student's requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and will be informed by the Office of the University Registrar of their right to a formal hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, loan servicing agent, or the National Student Clearinghouse); a person serving on the Board of Trustees; or a candidate serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- The right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Nova Southeastern University to comply with the requirements of FERPA.

Nova Southeastern University hereby designates the following student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion:

Student name	Dates of attendance
Local and home address	Degrees, Honors and awards received
Telephone numbers	Enrollment Status
Major field of study	Year in School
Participation in Sports	Anticipated Graduation Date
Place of birth	E-mail address

Release of Student Information

Students can give consent to permit Nova Southeastern University to discuss and/or release personal identifiable information to a third party such as a spouse, a parent, a guardian, etc. This consent must be provided in writing with the student's signature. To provide a written consent, complete the Authorization for Release of Information form available at http://www.nova.edu/cwis/registrar/forms/release_of_information.pdf.

Students may also withhold directory information (as defined above) by completing the Request to Prevent Disclosure of Directory Information form available at <http://www.nova.edu/cwis/registrar/forms/disclosure.pdf>. Students are warned, however, prior to making a decision to withhold personally-identifiable data, that undesirable consequences frequently occur, such as names of students on the Dean's List are not published, names are not listed in commencement bulletins, and requests from prospective employers are denied. After completing the form, submit it to the University Registrar's Office, 3301 College Avenue, Fort Lauderdale, FL 33314.

Deceased Student Records

Records of deceased students will be made available to the parent(s), spouse, or executor/executrix of the deceased student and other authorized parties upon written request. The request must include the need for the records; must identify the requestor's relationship to the deceased student; and must be accompanied with an official record certifying authorization to receive the student records, i.e., assignment as executor/executrix. An official copy of the death certificate must accompany the request, if the university does not have prior notice of the student's death. The university reserves the right to deny the request.

For further assistance on this matter, students should contact the University Registrar's Office.

ETHICAL ISSUES IN THE CENTER FOR PSYCHOLOGICAL STUDIES

The school psychology programs are concerned with the welfare of the public, the educational experience of the candidate, and the development and maintenance of high standards of ethics and practice in the profession and in the program. All candidates and graduates are expected to be knowledgeable regarding and conform to both the letter and spirit of the current *Professional Conduct Manual of the National Association of School Psychologists* as approved and adopted by the National Association of School Psychologists Association (NASP). In addition, candidates should review the provisions of the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*. A copy of the full text of materials to which candidates and graduates are expected to conform will be made available in the courses

PSY 798 – Seminar in School Psychology: Introduction and *PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists*, and are also available on the following websites: www.nasponline.org/standards/ProfessionalCond.pdf and www.apa.org/ethics/code2002.pdf. From time to time these materials are amended. Candidates and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

Special attention should be paid to the following ethical and professional issues, which are illustrative rather than exhaustive or comprehensive:

1. Candidates have an obligation to disclose if they have been convicted of a criminal offense, been found guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. **The disclosure obligation is a continuing one. All candidates must report to the Center for Psychological Studies any such event that occurs after filing their application.** The Center for Psychological Studies will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or candidate. Candidates at application give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school; government agency; employer; person; firm; corporation, its officers, employees and agents; or any other person or entity making a written or oral request for such information.
2. No candidate should represent him/herself as being in possession of the master's, specialist, or any other degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed and the Board of Trustees has met and conferred the degree.
3. It is misleading and inappropriate to append "specialist student", or some similar designation, after your name.
4. A candidate 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 candidate is in practicum, the candidate will verbally identify him/herself to his/her supervisor, the agency or school staff, and each client as a "school psychology trainee".
6. In Florida, new graduates are legally ineligible to represent themselves as "school psychologists" until certified by the Department of Education, or to offer or to advertise independent school psychological services until the Florida license is obtained.
7. Any academic, professional, or personal difficulty that results in action being taken by the Center for Psychological Studies regarding a candidate will be brought to the attention of a program administrator. Depending upon the particular type of difficulty identified, a number of procedures are available to the program administrator.

8. Candidates should familiarize themselves with Chapter 490, *Florida Statutes*, the Florida State law governing licensure as a school psychologist, as well as Chapter 64B, Florida Administrative Code, the rule implementing Chapter 490, *Florida Statutes*.
9. Candidates should familiarize themselves with Plan One, Rule 6A-04311, State of Florida Department of Education specialization requirements on certification in school psychology. In addition, candidates should familiarize themselves with the Florida Sunshine State Standards.

DUAL RELATIONSHIP BETWEEN FACULTY MEMBERS AND STUDENTS

While in principle the NASP 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 Center for Psychological Studies. 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; however, 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 or additional supervision for licensure) outside of the program.

STUDENT GRIEVANCES AND APPEALS

The Center for Psychological Studies 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 competency examination evaluations reside within the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are not subject to student grievance 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 director of academic affairs, and all clinical practica, clinical supervision, Clinical Competency Examination, or internship matters to the attention of the director of clinical training. This appeal should be presented to the appropriate director within 30 working days of its occurrence, where informal resolution will continue. Should the director

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 Center for Psychological Studies 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 shall be referred to the center'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 that 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, with justification, to the dean, 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 dean within five (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 dean 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.

STUDENTS WITH DISABILITIES

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reason of his or her disability. For additional information on the university ADA policy and obtaining reasonable accommodations, please contact Joyce Silverman, M.S., ADA Coordinator for the Center for Psychological Studies, at (954) 262-5711. Student requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

Other Policies and Information

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The American Health Insurance Portability and Accountability Act of 1996 (available at <http://www.hhs.gov/ocr/privacy/>) is a set of rules to be followed by doctors, hospitals and other health care providers. HIPAA took effect on April 14, 2006. HIPAA helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regard to documentation, handling and privacy.

CPS specialist students are required to complete HIPAA training modules in the course *PSY 798 Seminar in School Psychology: Introduction*.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

The center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. **Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must be submitted to the CPS representative for decision about possible Institutional Review Board (IRB) review. All faculty members, staff members and students involved in research studies must complete an on-line course with regard to the protection of human subjects (CITI course).** To obtain more information visit the NSU IRB website at www.nova.edu/irb/training.html. All IRB policies and procedures can be accessed at the IRB website: www.nova.edu/cwis/ogc/irb.html.

PROCEDURES FOR BOTH FUNDED AND UNFUNDED RESEARCH

The principal investigator will be responsible for completing the IRB Submission Form and Protocol for all unfunded research involving human subjects to the IRB member or alternate in CPS. The designated CPS IRB member is responsible for reviewing this documentation for completeness and determining if the research warrants review by the IRB. Research that is regarded as not having potential risk to subjects will be exempted from review by the IRB following review by the CPS IRB member/alternate.

If the IRB member/alternate determines that the proposed research poses potential risk to subjects the principal investigator will be directed to submit one copy of the submission form and 22 copies of the protocol, including all consent forms and research instruments to be used in the study to the Office of Contracts and Grants. The CPS IRB representative informs the Office of Contracts and Grants that an applicant is sending a protocol. Upon receipt of all required paperwork, the Office of Contracts and Grants will assign a protocol number and forward all copies to the IRB members. The IRB chair or the chair's designees, in consultation with the Office of Contracts and Grants will determine if the research can be reviewed through expedited review. After IRB review the Office of Grants and Contracts will notify the principal investigator

of any changes that must be made and about decisions of approval or disapproval.

Remember that all research including that done with clinic clients, students, or volunteers must be submitted to the Center for Psychological Studies IRB representative. Policies and procedures can be accessed at the IRB Web site <http://www.nova.edu/cwis/ogc/irb.html>.

CENTER FOR PSYCHOLOGICAL STUDIES STUDENT AID PROGRAMS

CPS Scholarships: The Center for Psychological Studies maintains a limited amount of scholarship funds. Information on various scholarships, including CPS, is available at: <http://www.nova.edu/cwis/finaid/scholarships/index.html>.

Assistantships: Assistantships are available for advanced doctoral students through the center. Included are clinical positions within clinical services and faculty directed specialty clinical training programs, teaching assistantships, and research assistantships.

CPS Student Employment: Student employment opportunities are available within the Center for Psychological Studies. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

CPS Emergency Loan Funds: The center maintains an emergency loan fund for matriculated students with short-term financial emergencies. Loans are limited to a maximum of \$500 and must be repaid within 90 days. For information, contact the Office of the Dean.

STUDENT FACILITIES

CPS Testing Library

The center maintains its own library of testing instruments and kits for use by current doctoral and school psychology specialist students, CPS Psychology Services Center and Consortium interns and CPS faculty. Loan arrangements may vary according to the course and equipment involved. Procedures and conditions for borrowing test equipment will be explained by the course instructor and/or site manager. It is the responsibility of the student to check the test kits and materials to verify they are complete and undamaged at checkout. **The student is held responsible for replacement of lost or damaged tests, materials, and/or equipment checked out from the Testing Library. Renewed tests are due one week from renewal date, unless otherwise specified. Overdue tests will be assessed a fee of \$3.00 per day per test, excluding weekends and holidays.** Failure to return tests or equipment in a timely manner may result in referral to the Professional Standing Committee and/or a hold being placed on registration.

Main Campus Mailboxes

All main campus students are assigned personal mailboxes. These mailboxes provide for communication between the center and students. Therefore, it is imperative that students check their mailboxes routinely. Students should have regular mail sent to their home addresses.

Notice (Bulletin) Boards

Notice boards are in various locations in the Maltz Psychology Building and at the Student Educational Centers. These boards are a valuable source of information regarding class schedules, typing services, student meetings, continuing education seminars, apartments for rent, etc. After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, the student carrel area, and designated bulletin boards on the second floor. Other boards are for department or university use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere on doors, walls, or in the elevator.

NSU Computer Account

NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. **All official electronic mail communications directed to CPS students will be sent exclusively to NSU-assigned computer accounts to ensure timely and accurate delivery of information.** Students may forward their NSU generated electronic mail to external locations (i.e., personal e-mail addresses), but do so at their own risk.

NSU Libraries

The Alvin Sherman Library, Research, and Information Technology Center, which forges a joint use partnership with the Broward County Board of Commissioners, opened December 8, 2001. This library has five levels, 325,00 square feet, a 3,800-square-foot atrium lobby, 1,200 user seats (1,000 with Internet access), 100 reference computer workstations, space for 1.4 million volumes, 1.2 million microform units, and a centralized circulation area.

The university library system is composed of the joint-use library, Health Professions Division Library, Law Library, North Miami Beach Branch Library, Oceanographic Library, and four school libraries on the main campus. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty members, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 410,000 volumes and 1,300,000 microform units. Online databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NML) provide broad access to a wide range of materials.

To augment the libraries' print materials, the Office of Media Services has an extensive collection of more than 1,200 items of nonprint materials (principally audiovisual materials), and a video production studio to support classroom instruction. In addition, the center provides technical assistance for distance learning delivered by teleconferencing. The university's microcomputer laboratory resources include a growing inventory of instructional software for use by students and faculty members.

Online Databases and Resources

NSU provides all students, regardless of location, with convenient and effective access to a wide variety of online electronic bibliographic databases that can be reached via the World Wide Web. Students have online access 24 hours a day, 7 days a week, 365 days a year. A number of these resources specifically support the School Psychology Program. Particularly useful education, psychology, and social science indices are available to all NSU students.

Document Delivery

Students can request up to a maximum of 25 free documents per week. These include books, copies of journal articles, NSU dissertations, and ERIC ED documents. In addition, starting in 2002, students have free access to more than 100,00 full-image digitized dissertations and theses made available through NSU's Digital Dissertations subscription. This provides graduate students with world-class access to primary research materials of 1,000 graduate schools and universities in the United States, Canada, and selected institutions from other countries written since 1997. Students can also obtain microfiche copies of NSU Major Applied Research Projects, practica, applied dissertations, and microfiche copies of ERIC ED documents. Distance students are not charged for the cost of acquiring materials from document delivery services, for the cost of photocopying of journal articles from the NSU Libraries or for the cost of mailing, faxing, or scanning materials to students.

For further information on the campus libraries, please visit the library's website at <http://www.nova.edu/library>.

FIELD-BASED FACILITIES/RESOURCES

Off-campus Student Educational Centers located in Jacksonville, Miami, Orlando, Palm Beach, and Tampa serve students at a distance from the main campus with microcomputer labs, videoconferencing equipment, and copy machines. In addition, the centers are staffed with full-time employees to assist with registration, enrollment, and financial aid. The Student Educational Centers create an on-campus atmosphere for students by offering chances to develop friendships, form study groups, and use technology to connect with the NSU main campus. The best part – the centers are convenient and accessible for many students.

Services Available at NSU Student Educational Centers

The Student Educational Centers have established a multitude of services that support students in personal and professional development. The school psychology program offers a number of supports specific to students enrolled at the distance sites. Core faculty work closely with faculty and administration from the main campus to ensure that the curriculum is delivered to meet the goals and objectives of the program. Site managers provide support to faculty and students on the routine functioning of the site. Both the core faculty and site manager are mentors in the profession, modeling the role of the practicing school psychologist through example.

The following services are offered at all Student Educational Centers:

- Outstanding faculty members who are practicing professionals in their field
- Active Student Government Association
- On-campus representative from the Office of Student Affairs
- Computer lab access to all students with full-time information technology and media assistance on-site; flexible hours of operation in the evening and on Saturdays
- Full-time staff to assist students with financial aid, registration, applications, or general program questions
- Multiple compressed video suites for videoconferencing
- Audiovisual tools (TV/VCR, overhead projector, LCD overlay, etc.)
- Internet connectivity
- Tutoring services in mathematics and writing
- Notification of important events through the use of mail, email, videos, and websites
- Promotion and support of regional alumni organizations
- Office hours 8:30 a.m. to 7:00 p.m. during the week, with additional support staff scheduled in the evenings and on weekends

Student Educational Center Facility Regulations

Nova Southeastern University contracts for the Student Education Center facilities. Nova Southeastern University students and faculty are guests of the facility. As guests, students are required to adhere to the following rules and regulations as specified in our contract:

1. There will be **no** eating of any food or snacks nor drinking of any beverage in the classroom. Please restrict eating and drinking to designated areas at the facility.
2. All trash is to be deposited in appropriate receptacles.
3. Classrooms are to be left as they were found with chairs and tables in place and blackboards erased.
4. Park in designated areas **only**. Failure to do so may result in the towing and/or fining of your vehicle.
5. Smoking is **not** allowed in any classroom or building. Please restrict smoking to designated areas outside of the building and dispose of cigarettes in proper receptacles.
6. In case of emergencies at the facility (i.e., air-conditioning breakdown, plumbing problems) contact the site director and/or the on-site staff.
7. In case of medical or fire emergencies, locate the nearest phone and dial 911 for assistance, or call the designated on-site security guard.

Failure of a student to abide by the on-site regulations could result in a student's withdrawal from the program at that site.

HURRICANE INFORMATION

In the event of a pending hurricane, the president of the university will determine whether the university will close. Information on the closing of the university will be available from the 24 hour “Hurricane Hotline” at 1-800-256-5065. Off-campus students should contact the program office or where applicable the off-campus student education center for updated information.

Center for Psychological Studies Organization

CENTER ADMINISTRATIVE COMMITTEE

Karen S. Grosby, Ed.D.	Dean
John E. Lewis, Ph.D.	Director of Academic Affairs
Alan D. Katell, Ph.D.	Director of Clinical Training
Ana Martinez, Psy.D.	Director of Clinical Services/Chief Psychologist Psychology Services Center
Ana Fins, Ph.D.	Director of Quality Enhancement Plan
Diane Karol	Center Administrator
Sarah Valley-Gray, Psy.D.	Director of Continuing Education and Special Projects
Angela Waguespack, Ph.D.	Academic Administrator, School Psychology Program

SPECIALIST PROGRAM ADMINISTRATION

Angela Waguespack, Ph.D.	Academic Program Administrator
Suzanne O'Sullivan, M.A.	Program Manager

Site Managers

Jane Lazarus, Ed.S. – Ft. Lauderdale

Tracy Schatzberg, Ed.D. – Tampa

CPS Faculty Professional Interests

Full-Time Faculty

Amarilis Acevedo, Ph.D., ABPP, University of California, associate professor. Geriatric psychology; neuropsychological assessment.

Carolyn Berger, Ph.D., University of Florida, assistant professor. Student underachievement; school counselor accountability practices; counseling gifted students.

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

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

Gordon Broderick, Ph.D., University of Montreal, professor. Physiological, behavioral and cognitive ramifications of immune dysfunction and autoimmunity from an integrated systems perspective.

Stephen N. Campbell, Ph.D., Howard University, associate professor. General clinical/community psychology of social change; dual diagnosed; program design and consultation; conduct disorder.

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

Travis Caddock, Ph.D., University of Alberta, assistant professor. Cellular information processes: Molecular Neuroscience; biophysics of neurological/neurodegenerative diseases: Alzheimer's, Parkinson's Traumatic Brain Injury; network theory in systems biology.

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

Jennifer Davidtz, Ph.D. University of Massachusetts, Amherst, assistant professor. Impact of intersubjective and countertransference phenomena on therapeutic alliance and psychotherapy process and outcome; therapist development; psychotherapy integration; personality disorders; suicidal and non-suicidal self-injurious behavior; and complex trauma.

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

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

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

Jan Faust, Ph.D., University of Georgia, professor. Child-clinical and pediatric psychology: child abuse (sexual and physical) and neglect; child treatment outcome research; PTSD in children and adolescents; child adjustment to acute and chronic medical conditions; lifespan psychosis.

Ana Imia Fins, Ph.D., University of Miami, associate professor. Health psychology, sleep medicine; insomnia; chronic fatigue syndrome; posttraumatic stress disorder; periodic limb movement disorder.

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

Steven N. Gold, Ph.D., Michigan State University, professor. Adult survivors of childhood sexual abuse; dissociative disorders; psychological trauma and post-traumatic stress disorder; sexual addiction; doctoral level clinical training; hypnotherapy; interpersonal, family, and systems theory and intervention; psychotherapy case conceptualization and treatment planning.

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

Tara Jungersen, Ph.D., University of Tennessee, assistant professor. Counseling preparation; vicarious trauma; adults in transition; women's issues.

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

Alan D. Katell, Ph.D., West Virginia University, professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health psychology; coping with chronic illnesses and other physical challenges.

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

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.

F. Charles Mace, PhD, BCBA-D, ABAI International Fellow, University of Arizona, professor. Applied behavior analysis, autism and developmental disabilities, the experimental analysis of behavior, translational research, severe behavior disorders.

Stephen C. Messer, MA, Ph.D., University of Mississippi, Oxford, associate professor. Research methods; multivariable statistics, latent variable models, longitudinal design and analysis; diagnostic validity and measurement; developmental epidemiology and psychopathology; military psychology and combat-related PTSD.

Wiley Mittenberg, Ph.D., ABPP-CN, Chicago Medical School, professor. Neuropsychology of head injury in adults and children, the neuropsychology of age related dementias, neuropsychological and psychological test construction, interpretation, and validation, and professional issues in clinical neuropsychology.

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

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

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

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

David Reitman, Ph.D., University of Mississippi, associate professor. Cross-setting (home and school) problems involving children and adolescents. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

Stephen A. Russo, Ph.D., Nova Southeastern University, assistant professor. Sport psychology; sports medicine, physical rehabilitation, and recovery from injury; performance enhancement and coaching consultation; anxiety, anger, and emotional regulation; counseling college student-athletes, performance artists, and athletes of all ability levels.

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

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

Jedidiah Siev, Ph.D., University of Pennsylvania, assistant professor. OCD and related disorders; scrupulosity; judgment and decision making, cognitions, and information processing in OCS and related disorders; anxiety disorders; psychotherapy outcome research; empirically-supported research.

Edward R. Simco, Ph.D., Nova University, professor. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.

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

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

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

Mercedes B. ter Maat, Ph.D., LPC, ATR-BC, Virginia Polytechnic Institute and State University, associate professor. School counseling, mental health counseling, supervision; multicultural counseling; art therapy.

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

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

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

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

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

Full-Time Faculty from Other NSU Centers

Michelle Gagnon Blodgett, Psy.D., Nova Southeastern University. Geropsychology, interdisciplinary healthcare teamwork, mental capacity, elder abuse, well-being in later-life.

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

Jose A. Rey, Pharm.D., BCPP, University of Florida. Psychopharmacology, pharmacoeconomics, pain management.

Professors Emeriti

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

Bernard Eingold, Ph.D., University of Florida. Individual psychotherapy; marital and couple therapy; psychodiagnosis.

A. Eugene Shapiro, Ph.D., ABPP, New York University. Psychodynamic psychotherapy; health services delivery systems; third-party reimbursement for mental health services; communicative processes in psychotherapy; professional issues.

Robert Weitz, Ph.D., ABPP, New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

Part-Time Core Faculty

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

Lori Eickleberry, Ph.D., Nova Southeastern University. Behavioral medicine (addictions, eating disorders) and dual diagnosis; motivational interviewing; psychological assessment, case conceptualization and intervention strategies with complex cases; development of a work within a private practice setting; psychotherapy with GLBTQ.

Scott Simon Fehr, Psy.D., Nova University. Group and individual psychotherapy; marriage counseling, corporate consultation and expert witness testimony.

Mitchell Gordon, Ph.D., ABPP, University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.

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

James J. Kaikobad, Psy.D., Nova University. Individual, group and family therapy; neuropsychology; rehabilitation psychology; behavioral medicine; biofeedback; forensic neuropsychology.

Eugene May, Ph.D., University of Illinois. Humanistic and existential psychology; individual and group psychotherapy; psychology in fiction; diversity issues; therapy relationship, and post-traumatic stress disorder.

Traci Schatzburg, Ed.D., NCSP, University of Sarasota. School psychology. Response to Intervention/Multi-Tiered System of Supports; intervention strategies; bullying prevention; behavior analysis.

Adam Schulman, Ph.D., Nova Southeastern University. Individual and group therapy with adults; marital and family therapy; parenting issues.

M. Ross Seligson, Ph.D., California School of Professional Psychology. Forensic psychology; HIV/AIDS related issues.

Alicia Scott, Ph.D., University of Florida. School psychology; cognitive and psychoeducational assessment; private practice; intervention strategies; reading; early childhood and lifespan development; professional development.

Jean Thaw, Ph.D., Louisiana State University. Eating and weight disorders; weight loss and weight gain prevention in children and adults; physical activity and health promotion; cognitive behavioral therapy; anxiety disorders.

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

Clinical Faculty

Jean Bratcher, Psy.D., Nova Southeastern University, assistant clinical professor. Clinical supervisor for both the Psychology Services Center and Henderson Behavioral Health. Psychodynamic orientation, with interests and experience in treating severe chronic mental illness, trauma-based disorders, substance abuse, and health psychology issues with adults and adolescents.

Kristen Jones, Psy.D., Nova Southeastern University, assistant clinical professor; Assistant Director, School Psychology Assessment and Consultation Center. School psychology; psychoeducational assessment and intervention planning, implementation, and monitoring; preschool and school mental health; assessment of autism spectrum disorders; parent-mediated interventions; and developmental-behavioral pediatrics

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor; Assistant director of the Neuropsychological /Psychological Assessment Center. Child, adolescent, adult, and geriatric neuropsychological assessment. Interests include brain injury, learning disability, ADHD, and sports/concussion and forensic assessment.

Ana Martinez, Psy.D., Nova Southeastern University, associate clinical professor; Director of Clinical Services. Cognitive-behavioral therapy; child, adolescent, adult, and family therapy; specialty anxiety disorders, cross-cultural issues.

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

Yukari Tomozawa, Psy.D., Nova Southeastern University, assistant clinical professor. Provides treatment for children, adolescents, and families as well as psychological testing. Interests include ADHD, Bipolar disorder, anxiety disorders and other chronic mental illnesses.

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IMPORTANT TELEPHONE NUMBERS

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Berger, Carolyn	25689	cs453	2078	Bilia, Julia (MKT)	25832	bilia	2010
Black, Ryan	25794	blackrya	2048	Balize, Marie	25757	mb1503	1017
Brochu, Paula		pbrochu		Bratcher, Jean	25847	jeanbrat	1027A
Broderick, Gordon		gbroderick		Brodsky, Donna	25709	schwardo	2081
Burns, W. Joe	25708	burns	2078A	Burgoyne, Janice (DAIS HR)	23017	janicelb	2024
Campbell, Stephen	25759	stephcam	2067	Coore, Shane	25797	scoore	Front Off
Caproni, Peter	25882	pc491	2077A	Copeland, Francisca	25690	fcopelan	2028
Cash, Gene	25703	cralph	2040	Cunin, Gloria	25776	gloriapc	Front Off
Craddock, Travis		traddock		Jones, Kristen	25884	cunningh	1101
Cuc, Alexandru	25889	calex	1028	Dash, Diane	25871	dash	1091
Davidtz, Jennifer				Ey, Rita	25763	erita	2014
DeLucia, Christian	25810	cdelucia	2039	Gaines, Doreen	25788	gainesde	Front Off
DePiano, Frank		depiano		Galvao, Isolda	25712	galvaois	2020
Dorfman, William	25710	dorfman	2068	Garay, Adriana	25736	ag1260	2025
Faust, Jan	25713	jfaust	1062	Garcia-Lavin, Barbara	27917	garciala	1036
Fins, Ana	25897	anaifins	1056	Guterman, Erica (SHSS)	23003	guterman	2026
Formoso, Diana	25772	formoso	1078	Hill, Patricia	25726	marshhil	2015
Gold, Steven	25714	gold	1074	Jesus, Yvonne	23026	yjesus	2081
Golden, Charles	25715	goldench	1055	Kalam, Sherene	25721	kalamd	2083
Jungersen, Tara	25764	tj290	2038	Karol, Diane	25701	karol	2022
Karl, Shannon	25725	shanray	2063	Kaskel, Samira	25756	kaskel	2028
Katell, Alan	25749	katell	2016	Lashley, Lisa	25886	lkohn	1111
Kibler, Jeffrey	25879	kibler	1072	Levine, Brenda	25799	brenda.levine	2081
Lewis, John	25729	lewis	2018	Louis, Menes J.	25797	menes	Front Off
Mace, Floyd C.	26910	fcmace		Marshall, Susanne (DAIS)	23014	msusanne (MSC)	2226
Messer Steve	25792	sm1851	1073	Martinez, Ana	25831	anamarti	1037
Mittenberg, Wiley	25734	wiley	2064	Mazine Michele	25756	mm3383	2029
Moragne, Timothy	25735	moragne	1075	Medina, Tiffani	25795	tiffmedi	Front Off
Nierenberg, Barry	25732	nierenbe	2017	Mustipher, Jusef	25718	mustiphe	2028
Poland, Scott	25881	spoland	1063	Navarrete, Carmen	25754	carmenen	1091
Quintar, Bady	25751	badyq	2066	Negron, Jennifer	25797	dnegron	Front Off
Reitman, David	25717	reitmand	2035	Nemeth, Melissa	25821	nemeth	1100
Russo, Steve	25807	stepruss	1080	O'Sullivan, Suzanne	25826	osulliva	2081
Schneider, Barry	25742	schneidb	1077	Otero, Mirian	25868	motero1	2029
Shapiro, David	25705	shapirod	2036	Perez, Carlos	25702	perez	MSC 2287

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Sobell, Linda	25811	sobelll	1054	Richards, Marcia	25799	marcia.richards	2081
Sobell, Mark	25747	sobellm	1061	Schnur, Leonard	25731	schnur	1102
Suarez-Morales, Lourdes	25813	lsuarezmorales	2030	Silverman, Joyce	25711	silvermj	2077
ter Maat, Mercedes	25728	termaat	1076	Stokes, Marie	25782	mdstokes	2041
Thompson, Isabel	25602	ithompson	2030A	Stone, Wendy	25749	stonewen	2014A
Valenzuela, Jessica	25737	jv637	2031	Thaw, Jean	25761	jthaw	2029
Valley-Gray, Sarah	25783	valleygr	2073	Tomozawa, Yukari	25755	tomozawa	1100A
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