NSU

NOVA SOUTHEASTERN UNIVERSITY

College of Psychology

Specialist Program in School Psychology

Policies and Procedures Handbook 2017-2018

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook
http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf

**Nova Southeastern University
College of Psychology
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http://psychology.nova.edu**

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NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University is a not-for-profit, fully accredited, coeducational University classified by Carnegie as both a "high research" and "community engaged" University. It was founded in 1964 as Nova University. NSU's main campus is located on the 314-acre main campus in Ft. Lauderdale-Davie. It has a presence throughout Florida, the U.S. and in nine countries. Its 18 Colleges of study offer undergraduate, graduate, and professional programs in the fields of medicine, psychology, pharmacy, arts and sciences, dental medicine, education, law, optometry, computer and information sciences, humanities and social sciences, human services and justice, nursing, business, and oceanography. It also has programs offered for children and families through the Mailman Segal College for Human Development and the University School. NSU also brings cultural enrichment to the community through the Museum of Art, the Miniaci Performing Arts College, public access to the Alvin Sherman Library, Research and Information Technology College, and programs in the performing and visual arts.

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 the community. The University's Colleges and programs share a common mission to educate students for leadership roles in a variety of professions. Through the Nova Southeastern University plan, students master competencies 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.

NSU 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 on the main campus, online, at regional campuses throughout Florida and Puerto Rico, and 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 sue 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 (pp. 26-32).

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 College of Psychology's Doctor of Philosophy (Ph.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology's Doctor of Psychology (Psy.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology's Doctor of Psychology (Psy.D.) program in school psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology has two APA accredited doctoral internship programs: the South Florida Consortium Internship Program and the Psychology Services Center Internship Program.

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, D.C., 20002-4242*
> *Phone: 202-336-5979/E-mail: apaaccred@apa.org*
> *Web: www.apa.org/ed/accreditation*

The specialist and doctoral programs in school psychology and the master's degree program in school counseling, offered through the College of Psychology, are approved by the Florida Department of Education. In addition, the specialist and doctoral programs in school psychology hold the designation of National Recognition (approval) by the National Association of School Psychologists (NASP).

The College of Psychology offers three programs, (1) the M.S. in School Counseling, (2) the Psy.S. in School Psychology, and (3) the Psy.D. 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 College of Education as follows: The Fischler College of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org).

Nova Southeastern University's College of Psychology offers continuing education workshops to psychologists, clinical social workers, mental health counselors, marriage and family therapists, and school psychologists. These courses, which are presented by leading mental health

professionals, contribute to the lifelong learning of our students and faculty as well as the professionals in our community.

- **Psychologists:** Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's College of Psychology maintains responsibility for this program and its content.
- **Clinical social workers, mental health counselors, and marriage and family therapists:** Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2019
- **School psychologists:** Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp.11/30/2019
- **School psychologists:** Nova Southeastern University's College of Psychology is approved by the National Association of School Psychologists to offer professional development for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider number 1024.
- **National Board Certified Counselors:** Nova Southeastern University's College of Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP # 4548. Programs that do not qualify for NBCC credit are clearly identified. Nova Southeastern University's College of Psychology is solely responsible for all aspects of the programs.

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

Welcome to Nova Southeastern University!

NSU's main campus is located in Greater Fort Lauderdale with locations around Florida, the Bahamas and Puerto Rico. We are at the heart of the region's academic and research hub, and just minutes from some of the world's best beaches. With more than 26,000 students and 152,000 alumni around the world, you will find Shark Friends in every corner of the country – and beyond. 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.

NSU's undergraduate programs are diverse and all serve as a conduit into more than 100 graduate and professional programs. NSU boasts a strong health professions division and our dual-admit program for undergraduate students is great for those with who wish to pre-apply to our nationally ranked graduate and professional programs. Our business school is the largest in Florida and caters to future business leaders and entrepreneurs who seek a personalized real-world education. Alumni from our school of education are teachers and administrators across the county, including more than 300 sitting superintendents and 38 college presidents hold our Ed.D. degree. NSU's programs in psychology, conflict resolution and family therapy are nationally renowned. So, whether you are preparing to study law, computer sciences or marine biology – NSU is the best choice to pursue higher education.

We are proud to be classified as one of only 37 universities, out of more than 4,000, that have the dual designation of both "high research" and "community engaged." This did not happen by accident. Our faculty and student researchers are changing the world in areas such as coral reef preservation, cancer drug therapies, autism, neuro-immune medicine, and many others. And our students, faculty and staff give back to the community each year through approximately 2,000 different community events. NSU is committed to providing the highest quality faculty in small classroom environments where interaction is a key ingredient in the learning process.

I invite you to take a few minutes and look around our website and discover NSU. Get to know our faculty, our students and programs – I am sure you will like what you see. Our virtual campus map will give you building-by-building access to our classrooms, athletics facilities, student union, and libraries. And, if you are in town, please stop by to say hello and join us for a tour of our beautiful 300-acre campus.

Sincerely,

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

Dean's Message

I am pleased to extend you a warm welcome to Nova Southeastern University and the College of Psychology. We hope to guide you through a rich and transformative journey where you will grow personally, academically and socially on the road to becoming major contributors to our society. Our aim is to guide you in your development of skills needed to impact the quality of life of individuals, families, institutions, and communities.

Our College offers bachelor's degree programs in psychology and behavioral neuroscience, as well as graduate programs in clinical and school psychology, counseling, experimental psychology, forensic psychology, and general psychology, along with other specialized training experiences. Our outstanding faculty guide students, not only in discovering and appreciating the factual content of their respective fields of study, but also in developing the critical and creative thinking skills essential to producers or consumers of science and the investigative skills of aspiring professionals, researchers, and clinicians.

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

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

Conducting basic and applied research and providing quality assessment and treatment of psychological problems is one of the greatest challenges facing modern society. The College seeks to address these challenges by providing a broad range of training, by conducting research that addresses society's pressing problems, and by offering services to the community through its clinics.

On behalf of the faculty and staff of the College of Psychology, I am pleased to welcome you to Nova Southeastern University. It is my sincere belief and hope that you will find your time here richly rewarding, both during your enrollment with us and, retrospectively, as alumni entering the workforce or continuing to pursue your educational goals.

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

SCHOOL PSYCHOLOGY PROGRAMS
ACADEMIC CALENDAR 2017-2018

Fall 2017 – Full Semester	
Thursday, August 17	Orientation for new on-campus students
Monday, August 21	Fall semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, August 27	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 3	End of 75% refund
Monday, September 4	**Labor Day – university offices closed**
Sunday, September 10	End of 50% refund
Sunday, September 17	End of 25% refund Last day for dropping classes with refund
Sunday, November 19	Last day to withdraw from classes (no refund)
Thursday, November 23 Friday, November 24	**Thanksgiving – university offices closed**
Sunday, December 10	Fall semester classes end
Sunday, December 24 – Monday, January 1	**Winter Holiday – university office closed**

Fall I 2017 (8-Week / Intensive Weekend Format)	
Monday, August 21	Fall I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, August 27	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 3	End of 75% refund
Monday, September 4	**Labor Day – university offices closed**
Sunday, September 10	End of 50% refund
September 15, 16, 17	Intensive weekend-format class meeting
Sunday, September 17	End of 25% refund Last day for dropping classes with refund
Sunday, September 24	Last day to withdraw from classes (no refund)
October 13, 14, 15	Intensive weekend-format class meeting
Sunday, October 15	Fall I classes end

Fall II 2017 (8-Week / Intensive Weekend Format)	
Monday, October 16	Fall II classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, October 22	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 29	End of 75% refund
November 3, 4, 5	Intensive weekend-format class meeting
Sunday, November 5	End of 50% refund
Sunday, November 12	End of 25% refund Last day for dropping classes with refund
Sunday, November 19	Last day to withdraw from classes (no refund)
Thursday, November 23 **Friday, November 24**	**Thanksgiving – university offices closed**
December 8, 9, 10	Intensive weekend-format class meeting
Sunday, December 10	Fall II semester classes end

Winter 2018 – Full Semester	
Sunday, December 24 – Monday, January 1	**Winter Holiday – university office closed**
Tuesday, January 2	University offices reopen
Monday, January 8	Winter semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, January 14	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, January 15	**Martin L. King, Jr. Day – university offices closed**
Sunday, January 21	End of 75% refund
Sunday, January 28	End of 50% refund
Sunday, February 4	End of 25% refund Last day for dropping classes with refund
March 5 – March 9	**Spring Break – Ft. Lauderdale**
March 12 – March 16	**Spring Break – Tampa** (tentative based on public school calendar)
Sunday, April 15	Last day to withdraw from classes (no refund)
Sunday, May 6	Winter semester classes end

Winter I 2018 (8-Week / Intensive Weekend Format)	
Monday, January 8	Winter I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, January 14	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, January 15	**Martin Luther King, Jr. – university offices closed**
Sunday, January 21	End of 75% refund
Sunday, January 28	End of 50% refund
February 2, 3, 4	Intensive weekend-format class meeting
Sunday, February 4	End of 25% refund Last day for dropping classes with refund
Sunday, February 11	Last day to withdraw from classes (no refund)
March 3, 4, 5	Intensive weekend-format class meeting
Sunday, March 4	Winter I classes end

Winter II 2018 (8-Week / Intensive Weekend Format)	
Monday, March 12	Winter II classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, March 18	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 25	End of 75% refund
Sunday, April 1	End of 50% refund
April 6, 7, 8	Intensive weekend-format class meeting
Sunday, April 8	End of 25% refund Last day for dropping classes with refund
Sunday, April 15	Last day to withdraw from classes (no refund)
May 4, 5, 6	Intensive weekend-format class meeting
Sunday, May 6	Winter II semester classes end

Summer 2018 – Full Semester	
Monday, May 7	Summer semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, May 13	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 20	End of 75% refund
Sunday, May 27	End of 50% refund
Monday, May 28	**Memorial Day – university offices closed**
Sunday, June 3	End of 25% refund Last day for dropping classes with refund
Wednesday, July 4	**Independence Day – university offices closed**
Sunday, July 22	Last day to withdraw from classes (no refund)
Sunday, August 12	Summer semester classes end

Summer I 2018 (8-Week / Intensive Weekend Format)	
Monday, May 7	Summer I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, May 13	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 20	End of 75% refund
Sunday, May 27	End of 50% refund
Monday, May 28	**Memorial Day – university offices closed**
June 1, 2, 3	Intensive weekend-format class meeting
Sunday, June 3	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 22, 23, 24	Intensive weekend-format class meeting
Sunday, June 24	Summer I classes end

Summer II 2018 (8-Week / Intensive Weekend Format)	
Monday, June 25	Summer II semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, July 1	End of 100% refund Last day for completing late registration Last day for adding classes
Wednesday, July 4	**Independence Day – university offices closed**
Sunday, July 8	End of 75% refund
Sunday, July 15	End of 50% refund
July 20, 21, 22	Intensive weekend-format class meeting
Sunday, July 22	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 10, 11, 12	Intensive weekend-format class meeting
Sunday, August 12	Summer II semester classes end

Specialist & Doctoral Programs in School Psychology
8-Week / Intensive Weekend Classes Meeting Dates

Fall 2017
Session I: August 21 – October 15 September 15, 16, 17 October 13, 14, 15
Session II: October 16 – December 10 November 3, 4, 5 December 8, 9, 10
Winter 2018
Session I: January 8 – March 4 February 2, 3, 4 March 2, 3, 4
Session II: March 12 – May 6 April 6, 7, 8 May 4, 5, 6
Summer 2018
Session I: May 7 – June 24 June 1, 2, 3 June 22, 23, 24
Session II: June 25 – August 12 July 20, 21, 22 August 10, 11, 12

Introduction to the College of Psychology

The College of Psychology welcomes you to graduate study at Nova Southeastern University. First organized in 1967 as the Behavioral Sciences Center, the College of Psychology is concerned with training, research, and service in psychology and counseling. You have been accepted to study in the Doctoral Program in School Psychology. The doctoral 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 college 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 Doctoral Program in School Psychology. Knowledge of the contents of this handbook and of the *College of Psychology Catalog*, available at http://psychology.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.

COLLEGE OF PSYCHOLOGY PHILOSOPHY

The College of Psychology 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 college 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 accredited by the American Psychological Association (APA), approved by the Florida Department of Education and by the National Council for Accreditation of Teacher Education (NCATE), and is nationally recognized by the National Association of School Psychologists (NASP). 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 college 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 CALENDAR

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

ACADEMIC PROGRAMS

Department of Psychology and Neuroscience Programs

The bachelor of science (B.S.) degree in **Psychology** is a 120 credit undergraduate program that prepares students to synthesize, integrate, and communicate knowledge that can be applied in graduate school or in various professions including therapy, education, substance abuse counseling, forensic psychology, market research analysis, crisis support, social work, and rehabilitation consulting.

The master of science (M.S.) degree program in **Experimental Psychology** is a 33 credit program offered on main campus that provides students with a strong academic foundation in the theories and concepts of experimental psychology. Through focused coursework and the experience of mentored independent research, students are equipped with comprehensive skills in scientific inquiry and research methodology. These skills prepare students for admission into a doctoral program in psychology or for career opportunities that include teaching and research in industrial, government, private consulting, health care, and community settings.

The master of science (M.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.

The master of science (M.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.

Department of Counseling Programs

The master of science (M.S.) degree program in counseling is 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 and career counseling needs, and trauma. 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. The counseling program is offered in a variety of formats to accommodate the working professional.

The master's degree in Counseling with a **Clinical Mental Health Counseling concentration** (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 on the main campus in a ground-based semester format, at one of five other NSU regional campuses in an intensive weekend format, or fully online. Currently, there are regional campus programs offered in Florida at Jacksonville, Orlando, Tampa, Miami, and Palm Beach. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in Counseling with a **School Counseling concentration** (48 credit hours) provides training to individuals seeking positions as school counselors in Pre-K to 12 grade school systems. The program is offered on the main campus, in Orlando, and Tampa, in an intensive weekend format. The School Counseling program curriculum is approved by the Florida Department of Education (DOE). Upon degree conferral, School Counseling graduates qualify for Florida certification in Guidance and Counseling.

The master's degree in Counseling with a **Substance Abuse Counseling concentration** (48 credit hours) or **Substance Abuse Counseling and Education concentration** (60 credit hours) is an innovative academic program designed for the working professional actively involved in or entering the field of substance abuse counseling or related fields. The online format is particularly designed to serve the training needs of administrators and practitioners who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities.

The master's degree in Counseling with an **Applied Behavior Analysis concentration** (51 hours) or **Advanced Applied Behavior Analysis concentration** (63 hours) is an innovative academic program designed for the working professional actively involved in or entering the field of Applied Behavior Analysis (ABA). The online format is particularly designed to serve the training needs of administrators and practitioners who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities. The program focuses on developing clinicians informed by science, with classes taught by professors who are active clinicians and researchers in the field. The Advanced Applied Behavior Analysis concentration curriculum meets the academic requirements for certification as a Board-Certified Behavior Analyst.

Department of Clinical and 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 program is approved by the Florida Department of Education (FL DOE) and is nationally recognized by the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) through the Fischler College of Education (FCE).

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. The program is accredited by the American Psychological Association (APA). Moreover, it is approved by the Florida Department of Education (DOE) and in nationally recognized by the National Association of School Psychologist (NASP) and the National Council for Accreditation of Teacher Education (NCATE) through the Fischler College of Education (FCE). The Psy.D. program is based on a model of the practitioner-informed-by-science and consists of 118 semester hours that spans three years of course work and practica, a Directed Study capstone research project, and a 2000-hour internship. All candidates must complete at least 600 hours in a P-12 setting at the internship level, which makes them eligible for national certification in school psychology (NCSP). The doctoral curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes.*

By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees in Clinical Psychology, the College of Psychology demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program in clinical psychology 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 doctoral 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 College of Psychology 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 facility. 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 College of Psychology doctoral students interested in admittance to the M.B.A. program should contact the College of Psychology Director of Academic Affairs. The student will fulfill the typical clinical psychology admissions process by completing the application packet obtainable at the College of Psychology 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 Collaborations
The College supports collaborative training and research with other schools and colleges and institutes:

The master's degree in Human Services is a multidisciplinary program offered through the College of Arts, Humanities, and Social Science. The Psychological Foundations in Child Advocacy track is offered with College of Psychology.

The master's degree in Criminal Justice is an interdisciplinary program offered through the College of Arts, Humanities, and Social Science. 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 program trains those interested in law enforcement and the justice system. The Behavioral Science Track is offered through the College of Psychology.

The Ph.D. in Criminal Justice, offered through the College of Arts, Humanities, and Social Sciences 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 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 College of Psychology. 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.

Pre-Doctoral Internship Programs
The College of Psychology has two American Psychological Association accredited doctoral internship programs; the South Florida Consortium Internship Program provides services to a vast array of clinically diverse populations within local community settings; and the Psychology Services Center Internship Program provides opportunities for supervised clinical experiences and research within the NSU Psychology Services Center.

Questions related to the internship programs' accreditation 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: www.apa.org/ed/accreditation*

Continuing Education Program Series
The College of Psychology 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.

RESEARCH

In addition to training individuals in the core foundational domains of psychology and to provide care and treatment for those with psychological problems, the college is equally committed to encouraging sophisticated basic and applied research. The college is distinguished by its special commitment to research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, undergraduate students may and every doctoral student must engage in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Examples of research areas in which the center is currently engaged are the following:

Alcohol and substance abuse	Long-term mental illness
Anxiety disorders	Marital and family systems
Assessment of minority students	Mood disorders
Attention deficit and anxiety disorder	Multicultural assessment and intervention
Behavioral assessment and treatment	Neuropsychology
Child-clinical psychology	Pediatric psychology
Clinical biofeedback	Physical abuse

Community mental health
Co-Occurring Disorders
Dissociation
Detecting Deception
Eating disorders
Family violence
Forensic psychology
Gender issues
Geriatric mental health
Health psychology

Posttraumatic stress disorder
Psychoanalytic therapy
Psychodiagnostic assessment
School phobia
Sexual abuse
Sexual addiction
Sleep disorders
Social-clinical psychology
Stress disorders

Computer/Statistical Lab
Research in the center is supported by extensive computer facilities, including workstations, 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 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. More than 100 College of Psychology masters, specialist, and doctoral students receive practicum training within the Psychology Services Center. Services offered by the Psychology Services Center include the following:

- Assistance with smoking, gambling and over-eating issues
- Behavioral modification
- Biofeedback
- Counseling for older adults
- Family and multifamily therapy
- Information and referral
- Multilingual services (when available)
- Neuropsychological assessment and evaluation
- Pain management
- Psychodynamic psychotherapy
- Psychoeducational evaluations for gifted and school related issues
- Psychological testing
- Stress management
- Testing and treatment for ADHD

- Treatment for adolescent drug abuse and prevention
- Treatment for adults with issues resulting from traumatic experiences
- Treatment for children and adolescents experiencing behavioral and emotional issues
- Treatment for children and adolescents who have experienced a trauma
- Treatment for depression, anxiety and emotional disturbances
- Treatment for eating disorders and body imaging issues
- Treatment for serious emotional disturbance
- Treatment for victims, perpetrators or children affected by domestic violence
- Challenging Behaviors

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:

- 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

SPECIALTY CLINICAL TRAINING PROGRAMS

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

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

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

Biofeedback and Health Psychology Center. This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health related concern as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be 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, 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 or 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 Southeastern University Counseling Center for Older Adults. 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 Services for the Emotionally Distressed. The Program for the Seriously Emotionally Disturbed 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 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, academic failure, 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 prepares candidates to facilitate the educational, social, and emotional development of children and adolescents in a variety of settings. School psychology candidates learn to work collaboratively with administrators, 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 College of Psychology 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 empirically supported and innovative service delivery approaches.

The program is committed to a practitioner-informed-by-science training model. Candidates are prepared as highly competent problem solvers who draw upon a strong foundation in core knowledge areas of school psychology to promote the educational and social-emotional competence of all children. Candidates are prepared to offer a full continuum of empirically supported and innovative services, including prevention, consultation, assessment, and intervention at the individual, group, and systems levels.

Training builds upon the crucial base of scientific knowledge and skills necessary for professional competence and prepares candidates 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 candidate as a school psychology practitioner.

The program recognizes the importance of delivering school psychological services from a collaborative framework. Candidates 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) demonstrate understanding of the foundational knowledge base in psychology and education relevant to school psychology service providers, (2) acquire and use assessment, consultation, prevention, and intervention skills for school psychology service providers, and (3) demonstrate knowledge and skills in evaluating and using scientific findings to inform 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, social, and emotional needs of the individuals, families, educational stakeholders, and systems they serve. 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 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, 2010]). 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: Demonstrate understanding of the foundational knowledge base in psychology and education relevant to school psychology providers

Objective 1 – Demonstrate understanding of developmental and diversity factors in development and learning as a foundation for effective practice (NASP Standard V (5.2), VII; FL DOE Competency 3 & 6)
Training for this objective focuses on various influences on academic, behavioral, and social-emotional functioning of children, human development, and research on risk and resilience, as well as research and principles related to diversity factors in children, families, schools, and communities.

Courses:
PSY 700 – Learning and Human Development
PSY 710 – Psychology of Exceptional and At-Risk Children
PSY 715 – Child and Adolescent Psychopathology
PSY 798 – Seminar in School Psychology: Introduction
PSY 799 – Seminar in School Psychology: Current Topics
PSY 720 – Biological Bases of Behavior
PSY 705 – Diversity Considerations in School Psychology

Curricular Sequence:
Several first year courses address a variety of factors which influence student development, learning, and behavior. *PSY 700 Learning and Human Development* provides candidates with a broad overview of classical and contemporary theories of development as they pertain to children and adolescents. Candidates develop an understanding of various factors that impact child and adolescent development in a variety of areas including physical, intellectual, language, behavioral and social emotional functioning. Consideration of diversity and other developmental factors within a risk and resilience paradigm is applied using case vignettes. *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* candidates 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.

Another first year course, *PSY 710 Psychology of Exceptional and At-Risk Children*, requires candidates to consider diversity from the perspective of individual differences, abilities, and disabilities as they learn about characteristics of students with various exceptionalities.

Additionally, two introductory first year courses, *PSY 798 & PSY 799 Seminar in School Psychology: Introduction and Current Topics,* also introduce candidates to diversity within the context of families, schools, and communities and facilitate understanding of how these factors impact student learning, behavior, and physical and mental health. A focus on the role of the school psychologist in serving diverse students, families, and schools takes place in *PSY 798*, while discussion and reflection on the importance of promoting fairness and social justice in educational programs and services is considered in *PSY 799*. In a more advanced third year course, *PSY 705 Diversity Considerations in School Psychology*, candidates apply knowledge and further develop skills in integrating diversity considerations into school psychological practice through role playing, case vignettes, and simulated activities.

Additionally, a third year course, *PSY 720 Biological Bases of Behavior*, extends candidate knowledge of basic concepts provided in *PSY 700* and *PSY 715* and provides in-depth coverage of

topics related to understanding the biological bases of human behavior. Consideration of biological factors as influences on student learning, behavior, and mental health is also provided.

Objective 2– Demonstrate knowledge and understanding of schools and systems (NASP V (5.1); FL DOE 4, 6, 10)
Training covers the management and organization of the public schools, case law related to public education and the practice of school psychology, regular and special education, as well as evidence based school practices that promote positive academic, behavioral, and social-emotional outcomes for students.

Courses:
PSY 710 – Psychology of Exceptional and At-Risk Children
PSY 735 – Organization and Operation of Schools
PSY 798 – Seminar in School Psychology: Introduction
PSY 799 – Seminar in School Psychology: Current Topics
PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists

Curricular Sequence:
During the first year of academic coursework, candidates 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*, candidates 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, candidates identify the continuum of programs and services 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 this course, candidates learn about effective learning environments and design a "highly effective school."

Also in Year 1, in *PSY 798 and 799 Seminar in School Psychology: Introduction and Current Topics,* candidates are introduced to a multi-tiered system of supports as a model of service delivery, as well as practices to promote effective learning environments and optimal academic, behavioral and social emotional development. They observe various types of academic settings in order to gain practical understanding of district policies and procedures regarding assessment and intervention, characteristics of students with varying exceptionalities and cultural and linguistic backgrounds, and placement of students in various educational programs. In PSY 799, candidates research a school's test scores on a state assessment, as compared to district and statewide scores, as the basis for determining areas of school improvement and the role of the school psychologist in assisting the school in meeting its school improvement goals.

Later in the first year or early in the second-year candidates receive greater and more in-depth coverage of specific laws related to public education in *PSY 770 Ethical, Legal, and Professional Issues for School Psychologists*. Further, candidates consider roles and functions of the school psychologist within the context of professional standards of practice, as well as accountability and regulations within the public schools.

Objective 3 – Understand and apply legal, ethical and professional standards for the practice of school psychology (NASP VIII (8.2); FL DOE 4, 7, & 10)

Training covers the historical development of the profession, legal, ethical, and professional development and standards, as well as federal, state, and local policies relevant to the practice of school psychology. Application of professional work characteristics/dispositions, self-reflective practice, engagement in responsive ethical and professional decision-making, and continuous professional development are also woven throughout coursework and applied field experiences.

Courses:
PSY 710 – Psychology of Exceptional and At-Risk Children
PSY 798 – Seminar in School Psychology: Introduction
PSY 799 – Seminar in School Psychology: Current Topics
PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists
PSY 800 – Practicum in School Psychology: School Based
PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:
Throughout the curriculum, candidates are exposed to ethical and professional standards as they relate to specific course content and professional functioning. Additionally, these standards are addressed specifically in several courses. In the first year in *PSY 710 Psychology of Exceptional and At-Risk Children*, candidates 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 & PSY 799 Seminar in School Psychology: Introduction* and *Current Topics*, candidates 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. Also in *PSY 799*, candidates reflect on school improvement plans and determine areas for professional growth as tied to school needs.

In the late first or early 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. Candidates 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.

In Years 2 and 3, in *PSY 800 Practicum in School Psychology: School-Based and PSY 805 Practicum in School Psychology: Applied Skills*, didactic training is augmented with field experiences designed to allow candidates to experience first-hand how regulations, policies, and procedures are put into practice by school psychologists. Under close supervision, candidates apply legal, ethical, and professional standards as they work with students, families, and schools in various settings.

GOAL 2: Acquire and use assessment, consultation, prevention, and intervention skills for school psychology service providers

Objective 1 – Demonstrate knowledge and skills in gathering, analyzing, and communicating assessment data for the purpose of identifying strengths and needs, as well as monitoring and evaluating student and program level progress and outcomes (NASP II; FL DOE 2)
Training domains include varied methods of assessment of individual students including areas such as cognitive, academic, behavioral, psychological process, and social emotional functioning. Specifics skills include psychosocial interviewing, functional behavioral assessment, informal and structured observation techniques, curriculum-based measurement, as well as selecting, administering, and interpreting traditional assessment measures. Training also includes assessment and data gathering methods at the group and systems levels for the purposes of developing and evaluating interventions and programs for students.

Courses:
PSY 765 – Applied Behavioral Assessment
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 & Social Emotional Functioning for Intervention
PSY 792 – Comprehensive Data-Based Assessment: Integrated Report
PSY 800 – Practicum in School Psychology: School Based
PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:
Beginning in year 1, candidates begin a series of courses designed to provide a knowledge base in specific skills and techniques for accurately assessing a wide array of areas at the student, group, and systems levels. Training in traditional assessment begins 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, candidates acquire foundational knowledge in measurement theory and individual differences and develop the skills necessary to conduct intellectual assessment and to interpret the data in a standardized fashion. They are taught to evaluate the utility of various 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*, candidates also consider assets and limitations of measures of intelligence in the assessment of culturally/ethnically and linguistically diverse students and learn how to determine the appropriateness of various tests for use with students with special needs.

In Year 2, candidates extend understanding of concepts established in introductory seminar courses regarding group level decision-making, as well as the problem-solving model and its application to the practice of school psychology. Candidates 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.* Further, candidates learn to integrate behavioral and ecological assessment data to develop hypotheses about the function of student behavior, to plan interventions, and to determine procedures for evaluation of student progress and outcome. They also develop skills in using technology to communicate assessment results in narrative and graph form to educational stakeholders.

During Year 2, candidates gain an understanding of the concept of psychoeducational assessment and develop proficiency in the use of current 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 assessment results in written form. Candidates learn to tailor the use of both traditional and curriculum based measures in order to determine student strengths and weaknesses, as well as 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, candidates are required to consider various psychoeducational tests and techniques in light of the assets and limitations for use with culturally/ethnically diverse students.

Later in the second year of training, candidates apply skills in evaluating the utility of psychological instruments and techniques 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 based on referral questions and student needs and to recognize the strengths and limitations of measures when used with diverse populations.

At the end of the second year or early in the third year of training, candidates continue to learn and to use methods of assessment; however, the focus shifts to one of integration of data with the goal of effectively communicating assessment results and planning for recommendations and intervention. In *PSY 792 Comprehensive Data-Based Assessment: Integrated Report*, candidates utilize 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 candidates.   They also are provided comprehensive assessment data on a student and are required to interpret the data and to generate a comprehensive psychological report.

To enhance and to extend these skills further, trainees are provided multiple opportunities to employ a variety of assessment measures and procedures in applied settings through the second and third year practicum courses, *PSY 800 Practicum in School Psychology: School-Based* and *PSY 805 Practicum in School Psychology: Applied Skills*, respectively. In the first practicum experience, *PSY 800*, candidates utilize skills in data collection and aggregation, as well as visual presentation of data using technology, while working within a MTSS framework as they collaborate with problem-solving teams to meet the needs of diverse students.   They also administer and score various standardized assessment measures for the purpose of educational decision-making and planning.   In the third-year field-based experience, *PSY 805*, closely supervised candidates 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.

Objective 2 – Demonstrate knowledge and skills in consultation and collaboration with diverse students, families, and other stakeholders (NASP III & VI, VII; FL DOE 9)
Training covers methods and models of school-based consultation, as well as skills in consulting, collaborating, and communicating with parents, teachers, and other stakeholders, either individually or in collaborative problem-solving teams, as they develop, implement, monitor, and evaluate student services and programs. Further, training in the use of evidence-based approaches to facilitate collaboration and the development of partnerships among families, schools, and communities is provided.

<u>Courses</u>:
PSY 755 – School Consultation Skills
PSY 760 – Contemporary Clinical Interventions for the School Psychologist
PSY 705 – Diversity Considerations in School Psychology
PSY 800 – Practicum in School Psychology: School-Based
PSY 805 – Practicum in School Psychology: Applied Skills

<u>Curricular Sequence</u>:
Candidates develop an understanding of the major theories and techniques of consultation and how to apply these techniques in individual or team settings in *PSY 755 School Consultation Skills,* a late second or early third year course. They extend skills in considering and planning for the needs of diverse students, families, and schools as they complete problem-identification interviews, gather relevant data, generate hypotheses, and develop and evaluate culturally responsive interventions for students. Specific models of multicultural consultation are also introduced to address evidence-based practices in working with diverse families and schools.

Also in the second year of training, in *PSY 800 Practicum in School Psychology: School-Based*, candidates complete two seminar activities designed to provide them with opportunities for furthering knowledge and skills in collaborating and communicating with families, schools, and communities and in facilitating effective collaboration between families and schools to enhance outcomes for students. First, they research a timely topic relevant to their field-based placements and develop an inservice presentation to demonstrate skills in professionally communicating information to a group of parents, teachers, or other stakeholders. They receive feedback on their presentations and use that feedback to modify and improve their oral and written communication skills. Secondly, candidates develop knowledge and skills in facilitating family-school-community collaboration as they consider cultural and contextual factors when developing plans to transition students from varied backgrounds and disabilities to work or secondary education. Moreover, candidates develop understanding of the need for and use of community agencies and partners for enhancement of academic, social-behavioral, and vocational outcomes for students.

Two third year courses, *PSY 705 Diversity Considerations in School Psychology,* and *PSY 760 Contemporary Clinical Interventions for the School Psychologist*, address knowledge and skills in consultation and collaboration with diverse individuals and systems. In *PSY 760*, candidates participate in role-plays designed to improve skills in facilitating communication and collaboration with parents while considering culture and contextual factors in prevention and intervention services for students and systems. *PSY 705* provides in-depth consideration of family systems, socioeconomic background, and culture as candidates practice the use of strategies to foster communication with families to assist them in creating environments that support student learning, behavior and mental health. In these more advanced courses, candidates build on the foundational knowledge and skills established in earlier courses to extend their consultation and collaboration skills when working with challenging and complex students, families, and schools.

The third-year field-based experience, *PSY 805 Practicum in School Psychology: Applied Skills,* also allows for further practice and skill development in consultation and collaboration and in implementing evidence-based strategies to support families in creating healthy and supportive environments for children. Candidates use effective communication skills as they gather social and developmental histories of children, work with teachers and parents in determining student strengths and needs, collect and interpret traditional assessment and progress monitoring data, and provide assessment and intervention results to various stakeholders.

Objective 3 – Demonstrate knowledge and skills in providing effective academic, behavioral, and mental health interventions with diverse populations (NASP IV; FL DOE 5 & 8)

Training addresses evidence-based instructional strategies and academic interventions; curricular accommodations and modifications; individual and group counseling techniques; parent and group psychoeducation and skills training; classroom organization and management; and applied behavioral analysis and intervention.

Courses:
PSY 799 – Seminar in School Psychology: Current Topics
PSY 750 – Counseling Theories and Techniques
PSY 730 – Instructional Strategies for Students with Diverse Needs
PSY 765 – Applied Behavioral Assessment
PSY 755 – School Consultation Skills
PSY 760 – Contemporary Clinical Interventions for the School Psychologist
PSY 776 – Academic/Behavioral Prevention and Intervention Strategies
PSY 800 – Practicum in School Psychology: School-Based
PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:
Several courses in the curriculum provide opportunities for candidates to gain knowledge in direct interventions to assist children and families. Candidates are first introduced to the provision of direct services (either in individual or group formats) within a multi-tiered system of supports (MTSS) framework in *PSY 799 Seminar in School Psychology: Current Topics*. Further, training in specific intervention strategies begins in the first year in *PSY 750 Counseling Theories and Techniques* as candidates 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*.

In the second-year course, *PSY 765 Applied Behavioral Assessment*, candidates develop an understanding of applied behavior analysis and its use in matching interventions to student needs. In another second year/early third year course, *PSY 755 School Consultation Skills*, candidates develop interventions at the individual student level based on hypotheses regarding function and knowledge of the evidence-based in various problem areas.

In Year 2, candidates complete *PSY 776 Academic/Behavioral Prevention and Intervention Strategies*, a prevention and interventions course specifically designed to expand the breadth of candidate knowledge in empirically supported prevention programs, as well as evidence-based interventions that focus on academic, behavioral, social/emotional, and mental health needs of children and families.

Following *PSY 776*, candidates further their knowledge of best practices in academic instruction and the relevance of these practices in selecting, implementing, and evaluating integrated curricula designed for students with varying developmental levels and exceptionalities and diverse learning needs in a third-year course, *PSY 730 Instructional Strategies for Students with Diverse Needs*. Also in this course, candidates use a MTSS model to research and develop interventions at each Tier for students experiencing academic difficulties.

Development of knowledge and skills in intervention strategies is practiced and enhanced in the field-based courses in the second and third years of training through field-based experiences and university seminar discussions. In *PSY 800 Practicum in School Psychology: School-Based*, candidates incorporate their understanding of the factors impacting academic and cognitive functioning and the importance of the integration of the student's strength and weaknesses as they collaborate with others to gather and use assessment data for educational planning and intervention

development. Further, in collaboration with others, candidates apply knowledge of various influences on child behavioral and social-emotional functioning as they research evidence-based strategies to support socialization, learning and mental health in students with whom they are working. In *PSY 805 Practicum in School Psychology: Applied Skills*, knowledge and skills in researching and implementing services that support cognitive and academic skills, as well as socialization, and mental health are solidified as candidates are required to engage in these activities in the course of their field experiences.

Objective 4 –Demonstrate knowledge and skills in system-wide prevention and crisis services with diverse populations (NASP V (5.2); DOE 8)
Training covers crisis preparation, response and recovery and prevention strategies at the individual, family, group, and/or systems level, and services that enhance learning, safety, and physical and mental health of students.

Courses:
PSY 798 – Seminar in School Psychology: Introduction
PSY 799 – Seminar in School Psychology: Current Topics
PSY 760 – Contemporary Clinical Interventions for the School Psychologist
PSY 776 – Academic/Behavioral Prevention and Intervention Strategies
PSY 800 – Practicum in School Psychology: School-Based

Preparation in this area begins in the first-year course, *PSY 798 Seminar in School Psychology: Introduction*, in which candidates are introduced to the role of the school psychologist in crisis preparation and response, as they complete Red Cross Disaster Mental Health Training and reflect on this training within the context of community crisis response. Also in Year 1, candidates are introduced to multi-tiered models of service delivery and the use of primary, secondary, and tertiary strategies within the public health framework to address student needs in *PSY 799 Seminar in School Psychology: Current Topics*. Further, they are introduced to the role of the school psychologist in prevention and intervention in the areas of academics, behavior, and mental health.

In the second-year field experience course, *PSY 800 Practicum in School Psychology: School-Based*, candidates learn to identify components of successful prevention programs as they interview their field supervisors regarding prevention programs that are currently being used in practice and research and observe school and district-wide prevention programs in their assigned schools and districts within the context of best practices of prevention programming. Also in Year 2, in *PSY 776 Academic/Behavioral Prevention and Intervention Strategies*, candidates gain knowledge regarding system-wide prevention programs in areas such as bullying prevention, school climate, and positive behavioral support. In the advanced third year course, *PSY 760 Contemporary Clinical Interventions for the School Psychologist,* candidates learn and practice skills in effective crisis assessment and management techniques, as well as in school violence prevention.

GOAL 3: Demonstrate knowledge and skills in evaluating and using scientific findings to inform professional practice

Objective 1 – Demonstrate understanding of appropriate methodology for research and program evaluation (NASP VIII – 8.1; FL DOE 1)
Training covers foundational knowledge in research methods and design, statistical theory and application, measurement, data analysis, and program evaluation methods.

Courses:
PSY 740 – Educational Statistics
PSY 745 – Issues and Techniques in Research Design

Curricular Sequence:
Education in the foundational aspects of applying research as the foundation for service delivery begins in the first year, with a foundational course in *PSY 740 Educational Statistics* and early in the second year in *PSY 745 Issues an Techniques in Research Design* that introduce the pivotal relationships among critical thinking, empirical inquiry, and the use and evaluation of empirically validated procedures. Candidates develop an understanding of the use of data analysis in applied settings and in utilizing research as a foundation for professional practice and service delivery. They complete statistical analyses using school-wide academic screening data and practice single subject design in evaluating intervention effectiveness in these courses as well.

Objective 2 – Demonstrate skills in applying research and evaluation to support effective practices at the individual, group, and systems levels (NASP VIII (8.1)
Training for this objective includes developing and applying skills in critical review and synthesis of research to guide use of empirically supported assessment, prevention, and intervention methods, and in the application of techniques and technology for data collection, analysis, and evaluation.

Courses:
PSY 745 – Issues and Techniques in Research Design and Evaluation
PSY 800 – Practicum in School Psychology: School-Based
PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:
Candidates learn the fundamentals of statistical interpretation and research design needed to interpret and to evaluate quantitative research in education and the behavioral sciences in *PSY 745 Issues and Techniques in Research Design and Evaluation*. Throughout this course, emphasis is placed on the development of skills in critically evaluating empirical research, both at the individual study level, as well as synthesizing cumulative bodies of research to inform practice. A focus is also placed on applying these skills in investigating and intervening in real world problems such as evaluation of individual and group interventions, as well as educational programs.

In the Year 2 field-based experience, *PSY 800 Practicum in School Psychology: School-Based,* candidates utilize skills in data collection, aggregation and visual presentation of data using technology to support schools in data-based decision making (e.g. progress monitoring, intervention effectiveness, etc.). In the third-year field experience, *PSY 805 Practicum in School Psychology: Applied Skills*, candidates apply research and evaluation skills as they complete

assessments, write comprehensive reports and plan, monitor, and evaluate the effectiveness of interventions for students and families.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (FEAPs) 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 FEAPs 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 FEAPs is available in the *Candidate Guide to Florida Educator Accomplished Practices*. The skills and competencies consistent with the FEAPs are emphasized throughout the curriculum of the program. However, evaluation of proficiency, remediation, and monitoring of the FEAPs are conducted only in benchmark courses where one FEAP Key Assessment tasks has 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 FEAPs. Pre-professional mastery of FEAPs is achieved only if a grade of 80% or greater is achieved in the course and the candidate 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 candidate 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 candidate to provide appropriate opportunities for the development of a skill. Candidates will have 30 days from the time the remediation plan has been developed to complete the assigned tasks.

Each year at Annual Review, candidates are required to reflect upon the FEAPs 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 six FEAPs is evaluated. Hence, 80% mastery in the internship course is required in order to be recommended for degree conferral.

Development of competency in the FEAPs is a process that will continue throughout the candidate'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 FEAPs.

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 candidates 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.

Library Training Seminar
The Alvin Sherman Library, Research, and Information Technology Center provides all school psychology candidates (regardless of location) with training in an on-line format at the beginning of their academic training. *Razor's Research Bytes* and *Psych Bytes* are located in the Library's Blackboard course, which is a series of "bite-sized" modules that discuss the NSU Libraries, the nature of research, and how best to use library resources. Emphasizing technological skills and critical thinking abilities, the course is designed to develop information literacy skills and to help candidates 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.

In addition, face-to-face instruction regarding how to conduct effective literature searches is provided in the research design courses at each location. The NSU Libraries also provide candidates with numerous library training materials in other modalities that supplement and reinforce the formal, face-to-face instruction. These additional resources include Web pages designed specifically for candidates enrolled at the College of Psychology. The library provides handouts, tutorials, pathfinders, and Web pages that provide candidates 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. Candidates 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 candidates to be continuing life-long learners.

ESOL REQUIREMENT

Once enrolled in the school psychology program, all candidates are required to submit documentation of having taken a course covering the Florida Teacher Standards for English for Speakers of Other Languages (ESOL) endorsement (2010). Candidates who have not met the ESOL requirement are required to take *TSOL 510 – Survey of TSOL for Teachers* through Nova Southeastern University's Fischler College of Education. 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 Florida Teacher Standards, 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. This format was designed to allow access by the working professional. Candidates typically take, on average, nine credit hours per semester. Courses are offered in an eight-week format with weekend class meetings, and in a traditional format during the evenings. Some courses may be offered via a hybrid model or online. Within the first semester of training, candidates may elect to follow a three-year program designed for traditional, full-time students. Regardless of the pace with which the candidate completes the program, all coursework and field-based experiences within the curriculum are required.

A candidate 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 candidates 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 (FL DOE) approved since 2006. Candidates 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 candidate'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, 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, candidates should expect changes or modifications to the curriculum and degree requirements.

Certification/Licensure
The curriculum of the specialist program in school psychology (Psy.S.) meets the credentialing requirements of the Florida Department of Education (DOE) for certification in school psychology, as well as the criteria for licensure as a school psychologist within the state of Florida, as delineated in Chapters 490 and 491 of the *Florida Statutes*. Certification allows graduates to be employed in the public or private schools, while licensure allows for independent practice or employment in hospitals and community agencies.

State licensure/certification or eligibility* requirements for psychologists, school psychologists, school counselors, professional or mental health counselors, substance abuse counselors, and applied behavior analysts are regulated by individual state statutes or state or national professional boards**. Thus, they vary from state to state. New regulations could change during a candidate's enrollment in the program. Candidates are responsible for verifying their individual eligibility for

licensure/certification in the state in which they plan to practice to determine its specific requirements.

> *This refers to such things as the TRICARE/VA regulations for hiring of mental health counselors.*
> **Examples are the national NBCC certification and the APA Board.*

A degree conferred by any College of Psychology program, including those that are APA or NCATE/CAEP accredited, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment. Candidates are responsible for periodically verifying their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject of change without notice.

Course Work
The general curriculum of the specialist program is designed to provide the knowledge and training necessary for the candidate 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 (FL 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, candidates 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 for candidates electing either the three or four-year plan. While the courses will generally be offered in the sequences shown, exceptions do occur. The candidate should not regard the sequence as inviolable. The candidate should exercise care to ensure that all prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed.

Candidates following the four-year plan typically are enrolled in two (2) eight-week, weekend format courses and one (1) fifteen-week traditional format course each semester, while those in the three-year plan will have additional courses each semester. In the eight week courses, candidate 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. Candidates 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
Candidates enrolled in the Psy.S. program in school psychology may earn as an intermediate degree, the master of science degree. 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 University'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. candidate to demonstrate master's level achievement in school psychology, or to qualify for master's level of employment.

Candidates completing the above requirements may complete a degree application form and pay the required fee to receive the degree. However, they <u>may not</u> 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 candidates must sit for and earn passing scores on the following written comprehensive examinations:

1. Florida Teacher Certification Examination – General Knowledge Test (GK)
   (Must be completed during Year 1)

2. Florida Teacher Certification Examination – Professional Education Test (PEd)
   (Complete during Year 2)

3. Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) (required for certification in the state of Florida)
   (Complete during the Year 3/4)

4. Praxis School Psychologist Examination (5402)   (required   for   school   psychology licensure in the state of Florida and NCSP certification)
   (Complete during Year 4/internship)

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

Candidates who do not pass the required FLDOE examinations on the first try may wish to obtain assistance and support through the following web sites:

FLDOE: The FLDOE provides content resources to assist students in preparing for their exams, including sample questions, test information guides, and tutorials (see FLDOE Resources at http://www.fl.nesinc.com/resources.asp).

Learning Liaisons: This web site also offers Florida-specific on-demand video courses and online workshops as well as services that assist universities in developing training platforms and programs (seehttp://www.thelearningliaisons.com/?categoryid=11).

It is the candidate's responsibility to register for and pass all required examinations at the appropriate time in the program. **When registering for each FLDOE test, candidates should elect to have their test score sent directly to their enrolled institution, e.g., NSU using code 5514.** This allows the program direct access to official score reports and allows your scores, along with those of all participants, to be used to evaluate the quality and effectiveness of your program preparation.

Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test:

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

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

Psychological Foundations

PSY 700	Learning and Human Development
PSY 705	Diversity Considerations in School Psychology
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 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 and Intervention
PSY 776	Academic/Behavioral Prevention and Intervention Strategies
RED 550	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
Sample Course Sequence – Four-Year Program

			Credits
1st Year	PSY 700	Learning and Human Development	3
	PSY 715	Child and Adolescent Psychopathology	3
	PSY 735	Organization and Operation of Schools	3
	PSY 740	Educational Statistics	3
	PSY 750	Counseling Theories and Techniques	3
	PSY 782	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 798	Seminar in School Psychology: Introduction	1.5
	PSY 799	Seminar in School Psychology: Current Topics	1.5
2nd Year	PSY 710	Psychology of Exceptional and At-Risk Children	3
	PSY 745	Issues and Techniques in Research Design	3
	PSY 755	School Consultation Skills	3
	PSY 765	Applied Behavioral Assessment	3
	PSY 776	Academic/Behavioral Prevention and Intervention Strategies	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
	RED 550	Foundations of Reading for Content Area Specialists	3
3rd Year	PSY 705	Diversity Considerations in School Psychology	3
	PSY 720	Biological Bases of Behavior	3
	PSY 730	Instructional Strategies for Students with Diverse Needs	3
	PSY 760	Contemporary Clinical Interventions for School Psychologists	3
	PSY 770	Ethical, Legal, and Professional Issues for School Psychologists	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	6
		Total Degree Credits	**79**

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY
Sample Course Sequence – Three-Year Program

			Credits
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 735	Organization and Operation of Schools	3
	PSY 740	Educational Statistics	3
	PSY 750	Counseling Theories and Techniques	3
	PSY 755	School Consultation Skills	3
	PSY 765	Applied Behavioral Assessment	3
	PSY 780	Academic Assessment for Intervention	3
	PSY 782	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 798	Seminar in School Psychology: Introduction	1.5
	PSY 799	Seminar in School Psychology: Current Topics	1.5
	PSY 800	Practicum in School Psychology: School Based	3
	RED 550	Foundations of Reading for Content Area Specialists	3
2nd Year	PSY 705	Diversity Considerations in School Psychology	3
	PSY 720	Biological Bases of Behavior	3
	PSY 730	Instructional Strategies for Students with Diverse Needs	3
	PSY 745	Issues and Techniques in Research Design	3
	PSY 760	Contemporary Clinical Interventions for School Psychologists	3
	PSY 770	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 776	Academic/Behavioral Prevention and Intervention Strategies	3
	PSY 784	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 786	Assessment of Personality and Social-Emotional Functioning for Intervention	3
	PSY 792	Comprehensive Data-Based Assessment: Integrated Report	3
	PSY 805	Practicum in School Psychology: Applied Skills	3
3rd Year	PSY 810	Internship in School Psychology	6
		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 Diversity Considerations in School Psychology (3 credits)
This course addresses research and principles related to diversity factors that influence learning, behavior, and mental health, including family strengths, needs, and culture. The focus builds upon student understanding of individual differences, abilities, disabilities, and other diverse characteristics to enhance school psychology service provision by addressing evidence-based assessment and intervention strategies for children, families and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. The course also examines the manner in which diversity factors impact family, school, and community partnerships and focuses on developing skills to engage families and schools to address the needs of children.

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. *Prerequisite: PSY 776 or permission of instructor*

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 Evaluation (3 credits)
This course will focus on research methodology and scientific thought. Candidates 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.

RED 550 Foundations of Reading for Content Area Teachers (3 credits)
This course is designed for candidates 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, candidates 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 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 permission 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, 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 and Intervention (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 776 Academic/Behavioral Prevention and Intervention Strategies (3 credits)
This course will address content specific to research-based strategies and materials that can be implemented within a multi-tiered system of supports (MTSS). More specifically, academic (reading, writing, and mathematics) and behavioral (including social/emotional) strategies, programs, and supports will be reviewed at each of the three tiers: Tier 1 (prevention) and Tiers 2/3 (intervention). The research and/or evidence basis of the strategies will be discussed, as well as implementation considerations (e.g., training, time, feasibility). The information obtained in this course will provide the basis for prospective school psychologists to appropriately recommend and/or select and implement academic and behavioral strategies for students within the school setting. *Pre or Corequisite: PSY 765, RED 550*

PSY 780 Academic Assessment for Intervention (3 credits)
This course introduces candidates 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 or permission of program director*

PSY 798 Seminar in School Psychology: Introduction (1.5 credits)
The purpose of this course is to introduce candidates 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 125-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 or permission of program director

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 candidate 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

Field Experiences in Coursework and Practica
The applied professional practice 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, consultation, prevention, and intervention experiences. A graduated sequence of field experiences, which take place during each year of the curriculum, is required of all candidates to bridge the gap between theoretical foundations, classroom instruction, and applied practice.

Field-based experiences linked to foundational coursework are required of all candidates beginning in the first semester of training. Through shadowing, observations, and other information gathering activities, candidates develop an applied understanding of the role of the school psychologist and other professionals, as well as to classrooms, schools, and other agencies serving diverse students and families. Courses in which field experiences are required are as follows:
> PSY 798 – Seminar in School Psychology: Introduction
> PSY 799 – Seminar in School Psychology: Current Topics
> PSY 700 – Learning and Human Development
> PSY 710 – Psychology of Exceptional and At-Risk Children
> PSY 735 – Organization and Operation of Schools

Practicum settings include placements in local school districts and clinics. These practicum placements, which take place in the candidate's second and third years of training, 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- or Co-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 candidates an opportunity to work with a variety of students, parents, and educational stakeholders over time. Practicum responsibilities may include providing school support for the MTSS process (e.g., observations, screenings, progress monitoring, graphing of data), individual and small-group skills training/counseling, consultation, parent conferencing, traditional assessment, 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 FEAPs 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 or higher.

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 the specialist (Psy.S.) program 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. Admitted candidates 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 candidate:
- 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 297 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*.

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 may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received <u>within 90 calendar days</u> from the start of the term. If these final and official 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 a provisional/conditional candidate until he or she has been fully admitted as a regular candidate (i.e., all admission requirements have been approved 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.

The University welcomes applications from all qualified candidates. Applications are reviewed after all required documents have been received. No waivers of the admission policies stated above will be offered.

TOEFL Requirement

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 candidate's grade point average.

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 candidate'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 <u>all</u> scheduled learning activities including classes, lectures, seminars, and examinations. Anticipated absences should be cleared in advance with the instructor. Absences from any part of eight-week, 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.

CANDIDATE ENROLLMENT

All degree-seeking and provisional degree-seeking candidates are considered full-time students by the program when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the candidate 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 candidate 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
For program purposes, 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 candidate 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. The academic progress of students is reviewed annually and financial aid may be impacted if not deemed satisfactory. Only courses required by the degree program are eligible for financial aid.

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

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

Candidates must apply in writing for a leave of absence to the Program Office. If granted, the leave shall be for a stated period of time, **not to exceed one year**. A second year leave of absence will be granted only for extraordinary circumstances. Additional leaves of absence will be granted only while securing an internship. 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 determine 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 candidate's formal withdrawal from the program.** Such candidates 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, college, and university requirements will be in effect.

Matriculation Requirements (Degree Candidacy)
Candidates 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, candidates' academic performance in their first four courses will be examined. Candidates must earn a grade point average of 3.0 or above in the four designated courses to be matriculated. **Candidates 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 candidate receive a second grade below "B-" or a grade of "F", the candidate will automatically be withdrawn from graduate study. Under no circumstances will candidates 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 College of Psychology Program.

Candidates 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 college offers academic advisement to candidates through the program office. 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, candidate rights and responsibilities, and other relevant programmatic issues. Candidates may meet with an advisor regularly during registration or at any time upon request.

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 candidate'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
Admission *Does the applicant demonstrate potential for graduate study?* *Does the applicant demonstrate potential for ethical, reflective, professional practice in diverse communities?*	<u>Traditional Admission</u> 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 297 or higher) or MAT (40th percentile or higher) preferred. 6. Completion of 3 credit hours of coursework in research and evaluation or statistics <u>Alternative Admission</u> 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. Applicants in this category must meet the following matriculation criteria in order to be admitted to degree candidacy: 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 (work characteristics/dispositions)
Practicum in School Psychology: School-Based *Does the candidate demonstrate knowledge, skills, and dispositions necessary for second year practicum?*	Documentation of the *Candidate Evaluation and Feedback Form – Year 1* of the following: 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices Key Assessments completed in Year 1 3. Course instructor ratings of 3 or greater in areas of professional functioning 4. Signed log documenting completion of required 35 hours of course-related field experiences 5. Successful completion of prerequisite coursework: PSY 700, 710, 715, 735, 750 6. Completion of FTCE-General Knowledge Exam
Practicum in School Psychology: Applied Skills *Does the candidate demonstrate knowledge, skills, and dispositions necessary for third year practicum?*	Documentation of the *Candidate Evaluation and Feedback Form – Year 2* of the following: 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices Key Assessments completed in Year 2 3. Course instructor ratings of 3 or greater in areas of professional functioning 4. Successful completion of prerequisite coursework: PSY 755, 770, 780, 782, 784, 786, 792, 800 5. Practicum supervisor's ratings of candidate's practicum performance in Practicum in School Psychology: School-Based (PSY 800)

Decision Point	Key Assessment Indicators
Internship *Does the candidate demonstrate knowledge, skills and dispositions necessary for the internship?*	Documentation of the *Candidate Evaluation and Feedback Form – Year 3* of the following: 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices Key Assessments completed in Year 3 3. Course instructor ratings of 3 or greater in areas of professional functioning 4. Successful completion of prerequisite coursework: PSY 760, 800, 805 5. Practicum supervisor's ratings of candidate's practicum performance in Practicum in School Psychology: School-Based (PSY 800) and Applied Skills (PSY 805)

Degree Conferral
 	
Has the candidate demonstrated the knowledge, skills, and dispositions necessary for professional practice?
	Final Internship Portfolio Review and Program Performance Evaluation
	Internship Portfolio Artifacts include:
	  a. Psychoeducational Evaluation Report
	  b. Case Study – Academic (includes effects on student learning)
	  c. Case Study – Behavioral (includes effects of student learning)
	  d. Consultation/Collaboration Audio-recording
	  e. School-Based MTSS Project
	  f. Florida Teacher Certification Examination –Subject Area Test in School Psychology (SAE) (passing scores required)
	  g. PRAXIS II School Psychologist Test (completion of examination in fall with passing score; completion of second administration in winter if failing score obtained in Fall)
	  h. Field Supervisor evaluation of internship competencies (Final Internship Evaluation)
	  i. Final Internship log documenting a minimum of 1200 hours

Follow-up *Has the program adequately prepared graduates for ethical, reflective, professional practice in diverse communities?*	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 College of Psychology requires candidates 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 candidate, the specialist program administration, and the Office of Student Financial Planning will be notified in writing of the candidate's probationary status. A candidate 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 College of Psychology will occur when any of the following conditions exist:
1. Academic probation extends beyond one year;
2. More than 2 grades below "B-" are received;
3. Two grades of "F" are received.

REMEDIATION POLICY

A candidate 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 candidate'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 candidate'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 candidate must repeat the course and a minimum grade of "B-" must be achieved. Both grades shall remain on the candidate'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 candidate's grade point average.

Remediation Guidelines for Coursework and FEAPs
The Director of the Specialist Program 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 candidate 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 candidate 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 candidate's record and count toward an accumulation of below "B-" grades; however, only the higher of the two grades will be counted toward the candidate'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. Candidates must repeat the course and earn a grade of at least a "B-". Both grades shall remain on the candidate's record and count toward an accumulation of below "B-" grades; however, only the higher of the two grades will be counted toward the candidate's grade point average.

2. ***Earning less than 80% in "benchmark" FEAP courses***
   A candidate 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 candidate in need of remediation:* Identification of a candidate 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 complete the appropriate task grading rubric is the ASSESS electronic database, 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 candidate 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 candidate 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 candidate 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)*:* Candidates 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. Candidate name, instructor name, course number, semester, site where course is taught
      ii. Identified problem (*Why does the candidate need to be remediated?*)
      iii. Objective (*What are the specifics goals of remediation?*)
      iv. Assignment (*What task shall the candidate be given?*)
      v. Signatures of candidate, course instructor, and monitoring faculty
      vi. Due date
   e. *Distribution and monitoring of the IRP:* Both the candidate and program director 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) or degree conferral. 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 continuous professional 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

Candidates dismissed from the program may petition for readmission after one academic year. Such candidates will have their records examined by the specialist program admission committee. Applicants should supply documentation regarding remediation. Upon approval, the candidate 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 candidates 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.

Registration Policies and Procedures
Continuing candidates 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 candidate's enrollment.

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

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

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

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

Candidates 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 2017-2018 Academic Year
Specialist tuition for 2017-2018 will be charged at the rate of $790 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	$ 790.00 per credit hour
Student Service Fee	$ 450.00 per semester (for 4 or more credits)
	$ 225.00 per semester (for under 4 credits)
Registration Fee, nonrefundable	$ 30.00 per semester
Late Registration Penalty	$ 50.00 per semester
Late Payment Penalty	$ 100.00 per semester
Professional Liability Insurance Fee	$ 10.00 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

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

Any student in good standing enrolled in the Specialist Program in School Psychology wishing to withdraw from classes because of illness or some other satisfactory reason must contact the School Psychology Program Office immediately at (954) 262-5826 / (800) 541-6682, ext. 25828 or email osulliva@nova.edu.

Adjustment of tuition fees will be computed from the date on which the notice is received by the Program Office.
   a) No part of the application fee or the registration fee will be refundable upon withdrawal.
   b) The refundable percentage of the total tuition (paid or due) will be computed in accordance with the refund schedule and rates provided of the College of Psychology Academic Calendar in at the beginning of this handbook.

Class Cancellation Policy

The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, then 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.

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 candidate's official transcript.

Withdrawal from a Course

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

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 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/or 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 candidate. 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 candidate 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.

Courses completed at other institutions after the candidate has enrolled in the Specialist Program in School Psychology will be considered only if there has been prior approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

No transfer credit may be applied to practicum or internship.

Federal Regulations require that veteran candidates **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.

PROVISIONAL ADMISSIONS

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

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

Commencement (graduation) exercises for Nova Southeastern University take place each summer. Eligibility is determined by having completed all requirements prior to the graduation date or expecting to complete internship 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.

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.

GRADING POLICY

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

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

In all course, a letter grade will be assigned based on the individual instructor's assessment and evaluation of the candidate's work. Some courses (e.g., Directed Study, internship) are graded in terms of Pass (P) or Fail (F).

Before the first class session, dropped courses will be deleted from the student's record. A grade of **W** is assigned when a candidate withdraws from a course after the "last day of drop courses," indicated in the Academic Calendar and before the 11th scheduled class. A grade of **W** will appear on the official transcript. Candidates failing to officially withdraw before the 11th scheduled class will be subject to grading as described in the course syllabus.

An **"IP"** (In Progress) grade indicates that clinical activities are ongoing. It is used for practica and internship. The grade of **"PR"** (Progress) may be used for Directed Study in which a candidate continues to demonstrate progress toward the completion of said requirement.

An **"I"** (Incomplete) indicates that the candidate has not completed some of the course requirements during the scheduled time <u>and</u> the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. An "I" grade is not assigned by faculty when students fail to complete the majority of course requirements. Candidates cannot be assigned an "I" to finish extra credit work.

A candidate must request a grade of Incomplete from the instructor. If the instructor approves an Incomplete, a contract form is signed by the instructor and the candidate 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. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the semester.
3. The grade that the 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 lower than a B- or an "I" (incomplete has been received in a prerequisite course.

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

a. Course Instructor/Supervisor
b. Director of Training
c. Department Chair (final level of appeal).

A candidate seeking to resolve a grade problem or dispute 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 grade appeal should include a concise statement of the basis of the appeal and shall not exceed one (1) page. 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 administrator

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.

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

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESS

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

Candidates in professional psychology programs (at the doctoral, internship, and/or postdoctoral levels) should be aware that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to assess competence in the areas of emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice and to ensure—insofar as possible—that the candidates who complete the program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, the program strives not to advance, to recommend, or to graduate candidates with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Within a developmental framework, and with due regard for the inherent power difference between candidates and faculty, candidates must realize that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, and related program requirements. These evaluative areas include, but are not limited to, demonstration of interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning. Evaluation and remediation of these issues may be accomplished by such activities as assessing constructive responses to feedback from supervisors or program faculty, successful completion of remediation plans, participation in personal therapy in order to resolve issues or problems, etc.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts; social network postings). However, irrespective of setting or context, when a candidate's conduct clearly and demonstrably impacts program performance, development, or functioning; raises questions of an

ethical nature; represents a risk to public safety; or damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program and the Center's evaluation processes.

(Adapted from the comprehensive evaluation of the student-trainee competence in professional psychology programs. Retrieved from http://www.psychtrainingcouncils.org/NCSPP-CCTCmodelStudentCompetency.pdf)

EVALUATION OF SPECIALIST CANDIDATES

Each candidate is evaluated on an ongoing basis while enrolled in the program, including during the practicum and internship experience. Formal review of progress takes place annually through Annual Review meetings, in which faculty and students meet individually. The purpose of evaluation and annual review is to provide candidates with relevant feedback concerning their performance, to approve students for the next upcoming field-based experience, 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 Director and the College of Psychology faculty. Appropriate faculty will be asked for additional review and comment. Additionally, candidates are evaluated by instructors in designated semester-long courses in areas of professional behavior/dispositions using the Assessment of Dispositions in Coursework form, which is reviewed at orientation. Similarly, candidates are evaluated in these areas by field-based supervisors in each of the practicum experiences, as well as on internship using the Assessment of Dispositions in Field/Clinical Activities- PSY 800, 805, 810 form. 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 candidate 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.

NSU CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

Purpose
This code seeks to promote high standards of behavior and academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

Code of Student Conduct Statement
The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college or school. Violations of conduct standards, supplementary standards, university policies, and/or procedures will be handled by the Office of the Vice President of Student Affairs or by the individual academic college, center, or school as deemed appropriate.

Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs website. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:
- the rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- scrupulous respect for the equal rights and dignity of others;
- dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established university and academic college policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County, the state of Florida, as well as any other laws, rules, and/or regulations of other jurisdictions. All members of the community should inform the appropriate official of any violation of conduct regulations.

Academic Standards

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:

- *Cheating.* Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise

- *Fabrication.* Intentional and unauthorized falsification or invention of any information or citation in an academic exercise

- *Facilitating Academic Dishonesty.* Intentionally or knowingly helping or attempting to help another to violate any provision of this code

- *Plagiarism.* The adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have been 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.

Students are expected to comply with the following academic standards:

- *Original Work.* Assignments such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the University and/or program College's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

- ***Referencing the Works of Another Author.*** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program College's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their College and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular college. At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a College-recognized method of citation. Deviating from College standards (see above) are considered plagiarism at Nova Southeastern University.

- ***Tendering of Information.*** All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited

- ***Acts Prohibited.*** Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:
  - Plagiarism
  - any form of cheating
  - conspiracy to commit academic dishonesty
  - misrepresentation
  - bribery in an attempt to gain an academic advantage
  - forging or altering documents or credentials
  - knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

Additional Matters of Ethical Concern

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

For a complete description of Nova Southeastern University's Academic Standards please see the NSU Student Handbook.

Conduct Standards

Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, college, and program rules and regulations and all local, state, and federal laws. Students are responsible for adherence to the university code of conduct and all university policies and procedures while attending or participating in university-sponsored programs, activities, and/or events off the main campus or at any NSU sites.

Supplementary Standards
Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the Code of Ethics for Computer Usage. The university and each college, center or program may prescribe additional standards for student conduct. Reasonable notice may be provided when additions or changes are made to the standards for student conduct. Students should refer to their college and/or Student Affairs Web site for policy updates or changes.

- **Use of social media:** Students should consider the type of personal information they post on social media sites (e.g., Facebook, Instagram, Snapchat). Deciding what to post on a blog or social networking site may be a spontaneous decision with long-term consequences. Many posts and pictures cannot be deleted and are stored in the Cloud or save by others only to come back and cause people problems. In addition, posts or pictures under user names other than your real name may still be accessible by others if not private. Despite using privacy settings, even when strict private settings are employed, there is no guarantee. Information on some social media platforms may be accessible to others – or shared by those whom you have invited to view your private account. Therefore, students should always be mindful of the information being posted and limit the type of personal information that is shared on these platforms. Students need to recognize that unprofessional postings can negatively impact their professional reputation among faculty and supervisors, perhaps hinder future professional opportunities (e.g., practicum or internship placements), and seriously and negatively impact therapeutic relationships with clients. Inappropriate social media postings by students may result in completion of a Professional Behavior Checklist or referral to the Professional Standings Committee.

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans, associate deans, or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental standards violations. Violations of academic, conduct, or supplemental standards are subject to disciplinary action, up to and including, expulsion from the university. Violations of academic standards will be handled through the student's academic college or school. Violations of conduct or of supplementary standards will be handled by the Office of the Vice President of Student Affairs or by the individual academic college, school, or center as deemed appropriate.

If the student is found in violation of the Code of Student Conduct and Academic Responsibility and/or university or college policies and procedures, sanctions may be imposed. The university reserves the right to take additional disciplinary action as it deems appropriate. Sanctions are delineated in the NSU Student Handbook.

CANDIDATE CONDUCT

All candidates are expected to comply with the legal and ethical standards of this institution. Moreover, candidates 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.

When a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the university program or psychology to the profession or public, representatives of the programs will review such conduct in the manner described below. Candidates should be aware that these areas of professional functioning apply to social media platforms as well. As such, postings or other social media activities/content that violate the APA Ethical Principles of Psychologists and Code and Conduct, legal statutes, NSU Code of Student Conduct, or the College's Core Performance Standards for Admissions and Progress may result in a similar review of conduct as described below.

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 College of Psychology is appointed by the Dean of the center and serves in a variety of capacities related to the review of candidate 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.

Candidate 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 candidate's education records within 45 days of the day the University receives a request for access. Candidates 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 candidate of the time and place where the records may be inspected.

- The right to request the amendment of the candidate's education records that the candidate believes is inaccurate or misleading. Candidates 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 candidate' requests, the appropriate records will be amended. If not, the candidate 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 candidate'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 candidate information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion:

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

Release of Candidate 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.

Students may also withhold directory information (as defined above) by completing the Request to Prevent Disclosure of Directory Information form. 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 Candidate Records

Records of deceased candidates will be made available to the parent(s), spouse, or executor/executrix of the deceased candidate 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 candidate; and must be accompanied with an official record certifying authorization to receive the candidate 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 candidate's death. The university reserves the right to deny the request.

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

ETHICAL ISSUES IN THE SCHOOL PSYCHOLOGY PROGRAMS

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 8190 – Practicum in School Psychology: Foundations I* and *PSY 8270 – 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 College of Psychology any such event that occurs after filing their application.** The College of Psychology 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 inquires 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, doctoral, 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 "doctoral candidate", 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. In Florida, recent graduates may apply for a provisional license. "A provisional licensee must work under the supervision of a licensed school psychologist/psychologist until the provisional licensee is in receipt of a license or a letter from the department stating that he or she is licensed as a school psychology/psychologist." A provisional licensee must "submit a letter signed by a licensed school psychologist/psychologist who is in good standing and not under disciplinary investigation, who agrees to supervise the provisional licensee according to law."

8. Any academic, professional, or personal difficulty that results in action being taken by the College of Psychology 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.

9. 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 CANDIDATES

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 candidates are bound to arise. Faculty members and candidates 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 candidate 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 candidate in such matters as teaching a course or otherwise evaluating, supervising, or advising a candidate as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a candidate, the university faculty member or administrator should be sensitive to the perceptions of other candidates that a candidate who has a sexual relationship with a professor may receive preferential treatment. A university faculty member or administrator who is closely related to a candidate by blood or marriage or who has a preexisting analogous relationship with a candidate should eschew roles involving a professional responsibility for the candidate whenever possible. Romantic or sexual relationships between a faculty member and a candidate then enrolled in the faculty member's class (including supervised candidate 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 candidates in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a candidate enrolled in the faculty member's class.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a candidate 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 candidate, or whenever a candidate or any

agency, corporation, or program under the auspices of a candidate employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the College of Psychology. This documentation shall be retained in both the candidate'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 candidate 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 candidates is discouraged; however, extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a candidate was in treatment with a faculty member prior to becoming a candidate. In such cases, the Dean must approve the provision of psychological services to a candidate. Adjunct faculty members who expect no further instructional or supervisory relationship with a candidate may provide services without this reporting requirement.

NO DIRECT PAYMENT TO FACULTY

Direct candidate payment to faculty for educational or professional services is not permissible. That is, no candidate is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Candidates 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.

CANDIDATE GRIEVANCES AND APPEALS

The College of Psychology faculty and staff value professionalism, honesty, and ethical conduct in the handling of candidate concerns. At all times, matters are handled in the spirit of education and development. The purpose of the candidate grievance and appeals process is to allow for the orderly resolution of candidate grievances concerning a policy, procedure, or administrative action. At all times, the respect and protection of candidates 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 candidate 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 candidates shall bring all matters to the director of training of the school psychology program. If the matter remains unresolved, all matters should be brought to the attention of the Director of Training. This appeal should be presented to the appropriate administrator 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 candidate must next request intervention through the dean of the College of Psychology within another 30 days.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.

2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.

   a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the candidate.

   b. If the Dean decides that a further review should occur, the appeal shall be referred to the college's standing Appeals Committee.

   The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the candidate 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 to the Dean with justification, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the candidate of a determination in writing within a reasonable period following the filing of the appeal. The program will make all reasonable efforts to expedite reviews and conclude the Formal Appeal procedure within 60 days from the date the formal written appeal is submitted to the Dean. However, based upon the individual circumstances and nature of the appeal, the Dean has the discretion to extend the period of time in which to complete the appeal and will inform the candidate of such in writing.

4. If the candidate 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 candidate 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. Candidates 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.

CANDIDATES 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.

If an applicant self discloses his or her disability to the university, the university will ensure that the applicant is advised of the procedure to seek accommodation. The procedure the candidate applicant is to follow is the same as that for those existing candidates who request an accommodation. As such, the procedure set forth herein would apply to a candidate applicant. In the event it is determined that a candidate is qualified to apply following the consideration of an accommodation request, that candidate will then be placed into the applicant pool and treated as any other applicant.

For additional information on the university ADA policy and obtaining reasonable accommodations, please contact the Office of Student Disability Services at (954) 262-7185 / (800) 541-6682, ext. 27185 or http://nova.edu/disabilityservices. Refer to the NSU Student Handbook *http://www.nova.edu/studentaffairs/forms/studenthbk_2017-18.pdf* for the complete policy. Candidate requests for accommodation will be considered on an individual basis in accordance with the College's procedures.

Other Policies and Information

WEB-BASED CONDUCT

Candidates enrolled in hybrid courses with web-based instruction or who complete examinations on-line are assigned an independent "N" number, which is utilized in the Blackboard system. This number, in addition to a unique password is utilized when logging in to a course. Candidates are not to share their unique ID number or password with their colleagues. While most courses are taught in a traditional, face-to-face format, when there are work products obtained in an online course, they will be compared with those from face-to-face courses for consistency.

CELLULAR PHONE POLICY

The university recognizes the growing trend regarding student possession of cellular phones and electronic devices with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded. You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the pictures or videos. Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Student Affairs as a violation of the NSU Code of Student Conduct. Students are instructed to refer to their college's individual program policies regarding cellular phone use and possession, as additional restrictions may apply.

COMPUTER POLICY

The use of a personal computer during classes is at the discretion of the individual instructor. The same policies listed above for cellular phone use apply to computer use.

The computing resources of Nova Southeastern University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All users must have proper authorization for the use of the university's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others. For a complete description of Nova Southeastern University's computer policy, refer to the NSU Student Handbook.

NSU EMAIL ACCOUNT

Nova Southeastern University 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 College of Psychology 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, **but do so at their own risk.**

Should you elect to forward your NSU email account to an external location, please keep in mind that Nova Southeastern University and College of Psychology administration use electronic mail on a regular basis as a means of keeping students informed.

HEALTH INSURANCE PORTABILTY 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 physicians, hospitals and other health care providers. HIPAA took effect on April 14, 2006, and helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regard to documentation, handling and privacy.

College of Psychology specialist candidates in the school psychology program are required to complete HIPAA training modules in the course *PSY 798 Seminar in School Psychology: Introduction* during the first semester of training.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH / PROCEDURES FOR BOTH FUNDED AND UNFUNDED RESEARCH

The college 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 College of Psychology 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.

All research studies involving human subjects are reviewed in one of three ways, College Level Review (previously labeled Exempt Research), Expedited Review, and Full Review. Every research protocol begins with a complete submission to the principal investigator's respective college representative. The college representative, **not the principal investigator**, is charged with reviewing the submission to determine the appropriate level of review for the study as well as

assuring that all necessary documents are included. Examples of studies falling into the different types of reviews may be found on the web site here: www.nova.edu/irb/review.html.

The college representative works with the principal investigator to prepare the required IRB documents in accordance with NSU policies/procedures. Contact the Program Office for further information regarding the College of Psychology representative.

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 College of Psychology. The designated College of Psychology 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 College of Psychology 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 Grants and Contracts. The College of Psychology IRB representative informs the Office of Grants and Contracts that an applicant is sending a protocol. Upon receipt of all required paperwork, the Office of Grants and Contracts 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 Grants and Contracts, 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 College of Psychology IRB representative. Policies and procedures can be accessed at the IRB Web site at *www.nova.edu/cwis/ogc/irb.*

COLLEGE OF PSYCHOLOGY STUDENT AID PROGRAMS

Scholarships: The College of Psychology maintains a limited amount of scholarship funds. Information on various scholarships is available at:
http://www.nova.edu/cwis/finaid/scholarships/index.html.

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

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

STUDENT FACILITIES

College of Psychology Testing Library
The center maintains its own library of testing instruments and kits for use by current doctoral and school psychology specialist students, Psychology Services Center and Consortium interns, post-doctoral residents, and College of Psychology faculty. Loan arrangements may vary according to the course and equipment involved. Procedures and conditions for borrowing test equipment will be explained by the course instructor and/or site manager. It is the responsibility of the candidate to check the test kits and materials to verify they are complete and undamaged at checkout. **The candidate 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 Building and at the regional campuses. 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 college 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 College of Psychology 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), <u>but do so at their own risk</u>.

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.

REGIONAL CAMPUS FACILITIES/RESOURCES

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

Services Available at NSU Regional Campuses
The Regional Campuses have established a multitude of services that support candidates in personal and professional development. The school psychology program offers a number of supports specific to candidates 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. They provide support to adjunct faculty and candidates on the routine functioning of the site. Both core faculty members, as well as all of the adjunct faculty teaching at the Tampa campus are mentors in the profession, modeling the role of the practicing school psychologist through example.

The following services are offered at all Regional Campuses:
- 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 candidates 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 candidates 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

The following services are offered at the Tampa Campus for school psychology candidates:
- Testing library (equipped with all tests taught in the curriculum)
- Materials library (equipped with copies of texts used in coursework)

Regional Campus Facility Regulations

Nova Southeastern University contracts for the Regional Campus facilities. Nova Southeastern University candidates and faculty are guests of the facility. As guests, candidates 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 candidate to abide by the on-site regulations could result in a candidate'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 candidates should contact the program office or where applicable the off-campus student education center for updated information.

College of Psychology Organization

DEPARTMENT OF CLINCAL AND SCHOOL PSYCHOLOGY ADMINISTRATIVE COMMITTEE

Karen S. Grosby, Ed.D.	Dean
John E. Lewis, Ph.D.	Chair, Dept. of Clinical and School Psychology
Ana I. Fins, Ph.D.	Director of Academic Affairs
Barbara Garcia-Lavin, Ph.D.	Director of Clinical Training
Sarah Valley-Gray, Psy.D., ABPP	Director of School Psychology Doctoral Program
Angela Waguespack, Ph.D.	Director of School Psychology Specialist Program
Ana Martinez, Psy.D.	Director of Clinical Services/Chief Psychologist Psychology Services Center

SCHOOL PSYCHOLOGY ADMINISTRATION

Sarah Valley-Gray, Psy.D., ABPP	Director of School Psychology Doctoral Program
Angela Waguespack, Ph.D.	Director of School Psychology Specialist Program
Suzanne O'Sullivan, M.A.	Program Manager
Jane Lazarus, Ed.S.	Site Manager
Amanda Prive, Ph.D.	Tampa Campus Core Faculty – Site Manager
Denise Hildebrand, Ph.D.	Tampa Campus Core Faculty – Academics

College of Psychology Faculty Professional Interests

Full-Time Faculty

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

Soledad Argüelles-Borge, Ph.D., Nova Southeastern University. Adult caregiving issues, impact of culture on caregiving, best practices for writing a dissertation.

Jonathan Banks, Ph.D., University of North Texas, assistant professor. Impact of stress on cognitive processes; working memory and executive functioning; mind wandering; change and inattentional blindness; self-control and ego depletion.

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

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

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.

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

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

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

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

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

Travis Craddock, 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. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

Christian DeLucia, Ph.D., Arizona State University, 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. 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.

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.

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

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.

Barbara Garcia-Lavin, Ph.D., Nova Southeastern University, assistant professor. Areas of clinical and research interest include: psychological assessment, training/supervision, autism and developmental disabilities, youth aggression and conduct problems, health psychology, and school psychology.

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, associate professor. Counseling preparation; vicarious trauma; adults in transition; women's issues.

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

Shannon Karl, Ph.D., University of Central Florida, 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.

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

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

Christina Ladd, Ph.D., Florida Atlantic University, assistant professor. Case conceptualization; competency-based psychotherapy skills; self-efficacy; mindfulness; interactive effects of mind, body, and spirit on wellness; stress management; developing resilience.

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.

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

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

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

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.

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.

James M. Pann, Ph.D., University of Miami. Use of program evaluation approaches to study and improve programs in the following areas: domestic violence and specialty courts, mental illness and homelessness, youth gang involvement, women's health promotion and prevention, nutrition and physical activity interventions, and out-of-school services.

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

Jason Piccone, Ph.D., Virginia Commonwealth University, assistant professor. Dehumanization; motivations to accept paranormal beliefs; modern propaganda; philosophy of social psychological science; identity.

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.

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

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

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

Michael Reiter, Ph.D., Nova Southeastern University, professor. Family therapy; solution-focused therapy; intercultural couples; therapeutic interviewing; case conceptualization.

David Reitman, Ph.D., University of Mississippi, 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.

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

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

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

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.

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

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.

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

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

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

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

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

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.

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

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

Jessica Valenzuela, Ph.D., University of Miami, assistant professor. Pediatric psychology; Disparities in child health outcomes and health care quality; Chronic illness prevention and disease management; Psychologists in medical settings; Community-based participatory research approaches and academic-community partnerships for health.

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

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

Michael Voltaire, Ph.D., Florida International University, assistant professor. Applied Behavior Analysis; Developmental Disabilities; Life-Span Human Development; Autism

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.

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.

Contributing Faculty from Other Departments and Colleges

Maribel Del Rio-Roberts, Psy.D. Nova Southeastern University. Autism and developmental disabilities, infant mental health, pediatric psychology, play therapy, parenting, health psychology, and psycho-educational assessment of children and adolescents.

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

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

Jose A. Rey, Pharm.D., BCPP, University of Florida. Psychopharmacology, pharmaco-economics, pain management.

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

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., **ABPP,** 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 an 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.

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

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

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

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.

Maria Fimiani, Psy.D., Nova Southeastern University. Coordinator of Internship Training and Liaison Service at Broward Health Medical Center.

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor, Assistant director of the Neuropsychological Assessment Center.

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.

Doctoral and Specialist Programs in School Psychology
<u>Adjunct Faculty</u>

Erin M. Anderson, Ph.D.
University of Florida

Stephanie Camejo, Psy.D.
Nova Southeastern University

Courtney Cantrell, Psy.D.
Nova Southeastern University

William Carlyon, Ph.D.
University of South Florida

Emily Cimino, Ph.D.
University of South Florida

Christine Collado-Acebal, Ph.D.
Barry University

Laura Cruz, Ph.D.
Florida State University

Jessica Garcia, Ph.D, Psy.D.
Nova Southeastern University

Susan London, Psy.D.
Yeshiva University

Eileen Lyons, Ph.D
University of South Florida

Christina Pickering, Ph.D.
University of Florida

Marcia Pita, Ph.D.
George Washington University

Krista Robertson, Ph.D.
University of Rhode Island

Scott Rosiere, Psy.D.
Nova Southeastern University

Tracy Schatzberg, Ed.D.
University of Sarasota

Nurit Sheinberg, Ed.D.
Harvard University

Bianca Srivastava, Psy.D.
Nova Southeastern University

Nikki Sutton, Psy.D.
Argosy University – Sarasota

Robert Templeton, Psy.D.
Argosy University – Sarasota

MaryAnn Tobin, Ph.D.
University of Miami

Michelle R. Watts, Ph.D.
University of South Florida

Camellia Westwell, Psy.D.
Nova Southeastern University

Ellen Whelan, Psy.D.
Nova Southeastern University

Lee Wilkinson, Ph.D.
University of Newcastle

IMPORTANT TELEPHONE NUMBERS

| **Dean's Office** | Karen Grosby, Ed.D. | (954) 262-5701 |
| | Yvette Coello | (954) 262-5712 |

Academic Affairs   Ana Fins, Ph.D.   (954) 262-5897

| **Dept. of Clinical & School** | John Lewis, Ph.D. | (954) 262-5729 |
| **Psychology** | Gita Neemar | (954) 262-5726 |

| **Clinical Training Office** | Barbara Garcia-Lavin, Ph.D. | (954) 262-5749 |
| | Cavell Vassell | (954) 262-5749 |

Clinics   Davie (Main Campus)   (954) 262-5730

School Psychology Programs	Main Campus	(954) 262-5826
	Sarah Valley-Gray, Psy.D., ABPP	(954) 262-5783
	Angela Waguespack, Ph.D.	(954) 262-5719
	Suzanne O'Sullivan, M.A.	(954) 262-5826
	Jane Lazarus, Ed.S.	(954) 850-2748

Tampa (Specialist Program)

Student Educational Center	Racquel Khuri, Director	(813) 574-5200
Program Administration	Amanda Prive, Ph.D.	(813) 335-3012
	Denise Hildebrand, Ph.D.	(813) 417-6803

Other Important Contacts

College of Psychology Student Employment (Marie Stokes)	(954) 262-5782
College of Psychology Student Government Association	(954) 262-5909
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Library, Research and Tech. Ctr.	(954) 262-4601
NSU Bookstore	(954) 262-4750
Public Safety (Main Campus)	(954) 262-8999
Testing Library	(954) 262-5940
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Bursar	(954) 262-5200
Registrar's Office	(954) 262-7200
Degree Applications	(954) 262-7226/7
Financial Aid	(954) 262-3380
Grades	(954) 262-7235
International Students	(954) 262-7240/1
Transcripts	(954) 262-7225
Loan Deferrals	(954) 262-7251
Veterans' Affairs	(954) 262-7236

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

COLLEGE OF PSYCHOLOGY				REVISED 8/2/17			
F/T & CLINICAL FACULTY	**Phone**	**Email**	**Room**	**FACULTY (72 TOTAL)**	**Phone**	**Email**	**Room**
Acevedo, Amarilis	25741	aa1011	1076	Sobell, Linda	25811	sobelll	1054
Argüelles-Borge, Soledad	25820	soledada	2054A	Sobell, Mark	25747	sobellm	1061
Banks, Jonathan	27965	jb2676	Prkr 241	Starratt, Valerie	27674	vs311	Prkr 236
Black, Ryan	25794	blackrya	2039	Sternglanz, Weylin	28177	sterngla	Prkr 240
Boucher, Leanne	28469	lb1079	Prkr 223	Stripling, Ashley	25762	astripling	2030A
Brochu, Paula	25870	pbrochu	1080	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Burns, Myron	27914	myron.burns	Prkr 131	Tartar, Jaime	28192	tatar	Prkr 231
Burns, W. Joe	25708	burns	2028A	ter Maat, Mercedes	25728	termaat	N/A
Campbell, Stephen	25759	stephcam	2067	Thompson, Eric	25691	ethompson	2081A
Caproni, Peter	24447/25882	pc491	2077/U Schl 127A	Thompson, Isabel	25602	ithompson	2034
Cash, Gene	25703	cralph	2063	Tomozawa, Yukari	25755	tomozawa	1100A
Collins, Matt	28101	wc292	Prkr 222	Valenzuela, Jessica	25737	jv637	2038
Craddock, Travis	22868	tcraddock	CCR 440	Valley-Gray, Sarah	25783	valleygr	2073
Cuc, Alexandru	25889	calex	2064	Van Hasselt, Vincent	25752	vanhasse	1079
Davidtz, Jennifer	25817	jdavidtz	1027A	Voltair, Michael	28190	mvoltair	Prkr 245A
DeLucia, Christian	25810	cdelucia	1081	Waguespack, Angela	25719	waguespa	2070
De Piano, Frank	23766	depiano	OC	**RECRUITMENT/ADM**	**Phone**	**Email**	**Room**
Faust, Jan	25713	jfaust	1062	Arango, Marci (ADM)	23006	marango	2083
Fernandez, Mercedes	27804	mf934	Prkr 119	Belle, Stephanie	26902	sj225	MSC 2280
Fins, Ana	25897	anaifins	2017	Collins, Robin	25832	rcollins1	2010
Formoso, Diana	25772	formoso	2068	Gayle, Gregory	25903	ggayle1	2078A
Garcia-Lavin, Barbara	27917	garciala	2016	Guanche, Chris	27132	cguanche	MSC 2280
Gold, Steven	25714	gold	1074	Jesus, Yvonne	23026	yjesus	MSC 2280
Golden, Charles	25715	goldench	1055	Kalam, Sherene (ADM)	25721	kalamd	2083
Hillier, Donna (ABA)	27264	donnangu	MSC 2226	Perez, Carlos	25702	perez	MSC 2287
Jones, Kristen	25884	cunningh	1101	**CLINICAL PSYCHOLOGY**	**Phone**	**Email**	**Room**
Jungersen, Tara, Chair	25764	tj290	2040	Neemar, Gita	25726	gneemar	2015A
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/2079	Vassell, Cavell	25749	cavell.vassell	2015A
Karl, Shannon	25725	shannon.karl	ORL	**MASTERS PROGRAMS**	**Phone**	**Email**	**Room**
Katell, Alan	25749	katell	2072	Levine, Brenda	25799	bl174	2077A
Kennedy, Thomas	25807	ktom	1057	Pompulius, Junine	25704	jp1443	2081
Kibler, Jeffrey	25879	kibler	1072	Quesada, Nancy	25740	qnancy	2081
Ladd, Christina	25781	cl480	2048	Sokolowski, Connie	25709	cs1747	2081
Lashley, Lisa	25886	lkohn	1111	Stubbs, Natasha	25891	ns183	2081B
Lewis, John, Chair	25729	lewis	2018	Zawoyski, Pat	25720	zawoyski	2081
Ma, Mindy	27934	mmindy	Prkr 243	**SCHOOL PSYCHOLOGY**	**Phone**	**Email**	**Room**
Martinez, Ana	25831	anamarti	1037	O'Sullivan, Suzanne	25826	osulliva	2081
McKibben, Bradley	25847	wmckibben	2073A	**UNDERGRADUTE**	**Phone**	**Email**	**Room**
Menon, Madhavi	27988	madhavi	Prkr 239	Neill, Susan	28063	sneill	Prkr 227
Messer, Steve	25792	sm1851	1073	**SUPPORT STAFF**	**Phone**	**Email**	**Room**
Moragne, Timothy	25735	moragne	1075	Allen, Bill (Finance)	25785	whallen	MSC 2259
Munoz, James R.	28070	jm2701	Prkr 237	Berner, Kirk (Student Support)	25727	kirk	2023
Nierenberg, Barry	25732	nierenbe	1056	Coello, Yvette (Dean's Office)	25712	ycoellp	2020
Pann, James	28155	pann	Prkr 242	Consalvo, Toni (Finance)	27114	ctoni	MSC 2259
Paro, Carly	25736	cparo1	2031	D'Orsi, Rachel (OIIT)	25718	rh1049	2028C
Poland, Scott	25881	spoland	1063	Gaines, Doreen (Clinic)	25788	gainesde	1071
Powell, Patrick	25787	ppowell1	2060	Kriss, Marilyn (WP)	25763	krissm	2014
Quintar, Bady	25751	badyq	2066	Marshall, Susanne (Devel)	23014	msusanne	U Schl 2027
Razza, Timothy	28096	razzatim	Prkr 257	Munoz, Lee (Student Support)	25803	mleonisa	2020
Reitman, David	25717	reitmand	2035	Palmer, Stacy (WP)	25765	stacpalm	2014
Scheyd, Glenn, Chair	27991	scheydjr	Prkr 226	Stokes, Marie (HR)	25782	mdstokes	2041
Schneider, Barry	25742	schneidb	1077	Thaw, Jean (Project Rise)	25761	jthaw	2029
Schnur, Leonard	25731	schnur	1102	Yates, Marisa (EVAL)	25816	myates1	2030
Seifer, Robert	25681	seiferro	1078				
Shapiro, David	25705	shapriod	2036				
Shigeto, Aya	28006	as1959	Prkr 126				

Clinic Intake - 25823			**Maltz Computer Classroom Problems -**			
Help Desk - 24357			1. Call or see lab monitor in 2059, ext. 24954 or call Rachel D'Orsi, ext. 25718			
Maltz Room Reservations - 25763			2. Call Marilyn or Stacy at ext. 25763			
NSU Student Counseling - 27050			**Office Desktop and Blackboard Problems -**			
Parker Classroom Technical Support - 24983			1. Create a ticket using the NSU Service Manager - Icon on your computer desktop			
Public Safety - 28999			2. Call the IZONE, ext. 20777 to have Stategic Support create a ticket for you			
Testing Library - 25940						

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