

NSU

Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

Specialist Program in School Psychology

Policies and Procedures Handbook 2019-2020

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook

https://www.nova.edu/studentaffairs/forms/studenthbk_2019-2020.pdf

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Department Chair's Message


As Chair of the Department of Clinical and School Psychology, it is my pleasure to welcome you to our programs for the 2019-2020 academic year. We are part of the College of Psychology that offers bachelor's degrees in psychology and behavioral neuroscience and graduate programs in clinical psychology, school psychology, counseling, experimental psychology, forensic psychology and general psychology.

I take pride in working in an environment that is inclusive. Our commitment to diversity is an essential core value throughout the various programs in the department. To that end, we endeavor to provide an atmosphere and curriculum appropriate to the mandates of a culturally diverse society. With an eclectic mix of students, and faculty, and a wide range of curriculum and practicum experiences we enrich the understanding of educational and psychological principles and their applications. I am especially proud of our first-rate faculty, many of whom are nationally and internationally known. Interacting with your professors who have developed their professional identity and continue to expand their expertise in assessment, diagnosis, intervention, and research will provide the milieu for you to be mentored into the professional world.

We provide a wide range of training, throughout the programs, in various theoretical perspectives that link directly to the delivery of clinical and school psychology interventions. Our concentrations and tracks provide the prospect to gain specific expertise in a wide range of specialty areas. In addition, there are numerous opportunities available outside of your classroom, through active participation in the many student groups in the department and university, and community-based projects.

I encourage you to explore the wide range of experiences that are available to you while enrolled in your program. Get to know your classmates who will become an integral part of your journey at NSU and in many instances will become part of your professional network after graduation. With all the experiences that will come your way in the next few years, I urge you to discover and develop your passion in pursuing your path to professional competence.

Welcome to the department, and good luck pursuing your goals and dreams.



John E. Lewis, Ph.D.
Chair, Dept. of Clinical & School Psychology

SCHOOL PSYCHOLOGY PROGRAMS

ACADEMIC CALENDAR 2019-2020

Fall 2019 – Full Semester	
Thursday, August 15	Orientation for new on-campus students
Monday, August 19	Fall semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 1	End of 75% refund
Monday, September 2	Labor Day – university offices closed
Sunday, September 8	End of 50% refund
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
Sunday, November 17	Last day to withdraw from classes (no refund)
Thursday, November 28 Friday, November 29	Thanksgiving – university offices closed
Sunday, December 8	Fall semester classes end
Monday, December 23 – Wednesday, January 1	Winter Holiday – university offices closed

Fall I 2019 (8-Week / Intensive Weekend Format)	
Monday, August 19	Fall I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 1	End of 75% refund
Monday, September 2	Labor Day – university offices closed
Sunday, September 8	End of 50% refund
September 13, 14, 15	Intensive weekend-format class meeting
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
Sunday, September 22	Last day to withdraw from classes (no refund)
October 11, 12, 13	Intensive weekend-format class meeting
Sunday, October 13	Fall I classes end
Fall II 2019 (8-Week / Intensive Weekend Format)	
Monday, October 14	Fall II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, October 20	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 27	End of 75% refund
November 1, 2, 3	Intensive weekend-format class meeting
Sunday, November 3	End of 50% refund
Sunday, November 10	End of 25% refund Last day for dropping classes with refund
Sunday, November 17	Last day to withdraw from classes (no refund)
Thursday, November 28 Friday, November 29	Thanksgiving – university offices closed
December 6, 7, 8	Intensive weekend-format class meeting
Sunday, December 8	Fall II semester classes end

Winter 2020 – Full Semester	
Monday, December 23 – Wednesday, January 1	Winter Holiday – university offices closed
Thursday, January 2	University offices reopen
Monday, January 6	Winter semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 19	End of 75% refund
Monday, January 20	Martin L. King, Jr. Day – university offices closed
Sunday, January 26	End of 50% refund
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
March 2 – March 6	Spring Break
Sunday, April 12	Last day to withdraw from classes (no refund)
Sunday, May 3	Winter semester classes end

Winter I 2020 (8-Week / Intensive Weekend Format)	
Monday, January 6	Winter I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 19	End of 75% refund
Monday, January 20	Martin L. King, Jr. Day – university offices closed
Sunday, January 26	End of 50% refund
January 31, February 1, 2	Intensive weekend-format class meeting
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
Sunday, February 9	Last day to withdraw from classes (no refund)
February 28, 29, March 1	Intensive weekend-format class meeting
Sunday, March 1	Winter I classes end
Winter II 2020 (8-Week / Intensive Weekend Format)	
Monday, March 9	Winter II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, March 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 22	End of 75% refund
Sunday, March 29	End of 50% refund
April 3, 4, 5	Intensive weekend-format class meeting
Sunday, April 5	End of 25% refund Last day for dropping classes with refund
Sunday, April 12	Last day to withdraw from classes (no refund)
May 1, 2, 3	Intensive weekend-format class meeting
Sunday, May 3	Winter II semester classes end

Summer 2020 – Full Semester	
Monday, May 4	Summer semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
Monday, May 25	Memorial Day – university offices closed
Sunday, May 31	End of 25% refund Last day for dropping classes with refund
Friday, July 3	Independence Day (Observed) – university offices closed
Saturday, July 4	Independence Day – university offices closed
Sunday, July 19	Last day to withdraw from classes (no refund)
Sunday, August 9	Summer semester classes end

Summer I 2020 (8-Week / Intensive Weekend Format)	
Monday, May 4	Summer I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
Monday, May 25	Memorial Day – university offices closed
May 29, 30, 31	Intensive weekend-format class meeting
Sunday, May 31	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 19, 20, 21	Intensive weekend-format class meeting
Sunday, June 21	Summer I classes end
Summer II 2020 (8-Week / Intensive Weekend Format)	
Monday, June 22	Summer II semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, June 28	End of 100% refund Last day for completing late registration Last day for adding classes
Friday, July 3	Independence Day (Observed) – university offices closed
Saturday, July 4	Independence Day – university offices closed
Sunday, July 5	End of 75% refund
July 10, 11, 12	Intensive weekend-format class meeting
Sunday, July 12	End of 50% refund
Sunday, July 19	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 7, 8, 9	Intensive weekend-format class meeting
Sunday, August 9	Summer II semester classes end

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

Fall 2019	
<p style="text-align: center;">Session I: August 19 – October 14 September 13, 14, 15 October 11, 12, 13</p>	
<p style="text-align: center;">Session II: October 14 – December 8 November 1, 2, 3 December 6, 7, 8</p>	
Winter 2020	
<p style="text-align: center;">Session I: January 6 – March 1 January 31, February 1, 2 February 28, 29, March 1</p>	
<p style="text-align: center;">Session II: March 9 – May 3 April 3, 4, 5 May 1, 2, 3</p>	
Summer 2020	
<p style="text-align: center;">Session I: May 4 – June 21 May 29, 30, 31 June 19, 20, 21</p>	
<p style="text-align: center;">Session II: June 22 – August 9 July 10, 11, 12 August 7, 8, 9</p>	

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 services, including assessment, intervention and prevention, and health promotion, as well as program design, implementation and evaluation 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, assessment, prevention and intervention, consultation, research, and professional ethics and standards. Through the application of their knowledge, skills, and techniques, graduates of the specialist program apply the practice 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 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, an advanced 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 training, 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.

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 *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. Specific skills include psychosocial interviewing, functional behavioral assessment, informal and structured observation techniques, curriculum-based measurement, as well as selecting, administering, and interpreting standardized 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.

As training progresses, 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.

Further, 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 assessment sequence, 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.

Candidates continue to learn and to use methods of assessment as they move into the final assessment courses; 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 students. 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 practicum courses, *PSY 800 Practicum in School Psychology: School-Based* and *PSY 805 Practicum in School Psychology: Applied Skills*. 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 second 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.

Courses:

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

Curricular Sequence:

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*. 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 *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 advanced 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 second 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 and skills 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 *PSY 760 Contemporary Clinical Interventions for the School Psychologist*.

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

Candidates also complete *PSY 776 Academic/Behavioral Prevention and Intervention Strategies*, a prevention and intervention 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 *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 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. 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 first 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 *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 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 early in training, with foundational courses in *PSY 740 Educational Statistics* and *PSY 745 Issues and Techniques in Research Design* which 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 first 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 second 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 College of Psychology (COP) 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.

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.

Admission Requirements

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 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 (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 153 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.

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 by the department chair. 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.

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 fifteen-week 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 and delivered in a sequential set of learning experiences.

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–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 Specialist (Psy.S.) in School Psychology program meets the educational degree certification requirements for the Florida Department of Education (DOE) and the National Association of School Psychologists (NASP) National Certification in School Psychology (NCSP). In addition, in Florida, as well as a few other states, graduates who hold the specialist degree are license eligible for independent practice as school psychologists. Certification and licensure requirements for school psychologists vary by state. At this time, the College of Psychology cannot confirm whether its Specialist in School Psychology degree meets all of the licensure and certification requirements in a student's state of residence. Students should refer to their state licensing and certification bodies for further information.

We advise you to contact your state's credentialing body to ensure the degree will meet requirements for certification and/or licensure in the state in which you seek to be licensed or certified. School psychology credentialing requirements by state may be found on the NASP

website through the following link: <http://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>.

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, as stated previously, 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, intensive 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 and will often be required to meet for live course orientation via videoconference to occur during the first week of the course. In addition, preparation is supplemented by on-line feedback and interaction with faculty, discussion with colleagues, and completion of assignments via a dropbox on Canvas. 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 the online platform. Fifteen 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 may not participate in the graduation ceremony.

Comprehensive Examinations

To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all specialist candidates must sit for and earn passing scores on the following written comprehensive examinations:

1. Florida Teacher Certification Examination – Professional Education Test (PEd)
(Complete during Years 2/3)
2. 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)
3. Praxis School Psychologist Examination (5402) (required for school psychology licensure in the state of Florida and NCSP certification)
(Complete during internship year)

Passing scores are required on the FTCE Professional Education Test, and 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 (see <http://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.

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

			<u>Credits</u>
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

			<u>Credits</u>
1st Year	PSY 700	Learning and Human Development	3
	PSY 710	Psychology of Exceptional and At-Risk Children	3
	PSY 715	Child and Adolescent Psychopathology	3
	PSY 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-counsee 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 give candidates the opportunity to work with a diverse range of students and problems. Faculty and administrators of the specialist program approve the candidate's readiness for practicum and determine the candidate's practicum site placement based upon their annual review.

Candidates who do not meet the minimum requirements are 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, assessment and data-gathering, 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 faculty and administrators of the program or 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.

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 semesters. Candidates are expected to register for Fall, Winter, and Summer 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 Candidate Enrollment).

Attendance

Candidates are expected to attend all scheduled learning activities including classes, lectures, seminars, and examinations. Anticipated absences should be cleared in advance with the instructor. Absences from any part of 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.

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 Assistance. The academic progress of students is reviewed annually by this office, and financial aid may be impacted if not deemed satisfactory. Only courses required by the degree program are eligible for financial aid.

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 field-based 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 and will be administratively withdrawn from the program. 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.

Financial aid will not cover any courses beyond the model curriculum. The candidate is encouraged to consult with the Office of Financial Assistance in order to plan accordingly.

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.

ADVISEMENT

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, college, and program, as well as register for the first semester. Candidates will have the opportunity to meet with program faculty and administration

Academic Advisement

The specialist program offers academic advisement to candidates through the program office. Faculty 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.

Peer Mentoring

Prior to orientation, each candidate will be assigned a mentor from among upper-level candidate cohorts. This mentor will be available to all first year students to provide support and peer advisement. This process is coordinated by the Graduate Association of School Psychology (GrASP) and monitored by the site manager.

CANDIDATE RETENTION AND PROGRESSION

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

Decision Point	Key Assessment Indicators
<p>Admission</p> <p><i>Does the applicant demonstrate potential for graduate study?</i></p> <p><i>Does the applicant demonstrate potential for ethical, reflective, professional practice in diverse communities?</i></p>	<p><u>Traditional Admission</u></p> <ol style="list-style-type: none"> 1. GPA (3.0 based upon last 2 years undergraduate study preferred; 3.4 GPA from a regionally accredited graduate program in psychology, education or a related field based on a minimum of 18 hours) 2. Professional/Faculty letters of recommendations (2) 3. Faculty interview ratings 4. Written statement of professional experiences 5. Completion of GRE (with combined 297 or higher) or MAT (40th percentile or higher) preferred. 6. Completion of 3 credit hours of coursework in research and evaluation or statistics <p><u>Alternative Admission</u></p> <p>An applicant who does not meet one or more of the criteria above, but has a bachelor's degree in psychology, education, or a related field from a regionally accredited institution and has completed 3 credit hours in research and evaluation or statistics may be considered on the basis of relevant professional or exceptional experience or accomplishment. The admissions committee renders a decision based on Professional/Faculty letters of recommendation, faculty interview ratings, written statement of professional experiences, resume, and teaching certification.</p> <p>Applicants in this category must meet the following matriculation criteria in order to be admitted to degree candidacy:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ on four designated courses 2. Candidates must not receive two grades below "B-" or a grade of "F" in any of the four designated courses. Candidates who do so are automatically withdrawn from graduate study and not permitted to take graduate level courses in the program. 3. Faculty evaluation of professional functioning (work characteristics/dispositions)
<p>Practicum in School Psychology: School-Based</p> <p><i>Does the candidate demonstrate knowledge, skills, and dispositions necessary for practicum?</i></p>	<p>Documentation of the <i>Candidate Evaluation and Feedback Form – Year 1</i> of the following:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices 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
<p>Practicum in School Psychology: Applied Skills</p> <p><i>Does the candidate demonstrate knowledge, skills, and dispositions necessary for third year practicum?</i></p>	<p>Documentation of the <i>Candidate Evaluation and Feedback Form – Year 2</i> of the following:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices Key Assessments completed in Year 2 3. Successful completion of prerequisite coursework: PSY 755, 770, 780, 782, 784, 786, 792, 800 4. Practicum supervisor's ratings of candidate's practicum performance in Practicum in School Psychology: School-Based (PSY 800)

Decision Point	Key Assessment Indicators
Internship <i>Does the candidate demonstrate knowledge, skills and dispositions necessary for the internship?</i>	Documentation of the <i>Candidate Evaluation and Feedback Form – Year 3</i> 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. Successful completion of prerequisite coursework: PSY 760, 800, 805 4. 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 <i>Has the candidate demonstrated the knowledge, skills, and dispositions necessary for professional practice?</i>	Final Internship Portfolio Review and Program Performance Evaluation Internship Portfolio Artifacts include: a. Psychoeducational Evaluation Report b. Case Study – Academic (includes impact on student learning) c. Case Study – Behavioral (includes impact on student learning) d. Consultation/Collaboration Audio-recording e. School-Based MTSS Project f. Florida Teacher Certification Examinations – Professional Education Test (Ped) and 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 <i>Has the program adequately prepared graduates for ethical, reflective, professional practice in diverse communities?</i>	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 Assistance 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;
4. A grade of "Fail" is earned for internship.

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, as well as a plan for achieving academic success. 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 the are equivalent will be applied toward the specialist degree.

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, 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 director 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 of their progress in several areas. Prior to their meeting with faculty, candidates submit paperwork which includes 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.

GRADING POLICY

The following policies apply to all academic programs in the College of Psychology. All degree programs in the College of Psychology 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 courses, a letter grade will be assigned based on the individual instructor's assessment and evaluation of the candidate's work. Some courses (e.g., internship) are graded in terms of **Pass (P)** or **Fail (F)**.

A grade of **"W"** is assigned when a candidate withdraws from a course after the "last day of drop courses," as indicated in the Academic Calendar. A grade of **"W"** will appear on the official transcript. Candidates failing to officially withdraw as indicated in the Academic Calendar will be assigned a final grade based on the work completed and will be subject to grading as described in the course syllabus. Candidates should consult the College's Academic Calendar for specific dates associated with these deadlines.

An **"IP"** (In Progress) grade indicates that clinical activities (e.g., practica and internship) are ongoing.

An **"I"** (Incomplete) indicates that the candidate has not completed some of the course requirements during the scheduled time and the instructor has given additional time to do so. An **"I"** grade is not routinely assigned in courses. An **"I"** grade is not assigned by faculty when students fail to complete the majority (at minimum 50%) 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"** 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 (Program Director)
- 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.

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 Office of the Bursar 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 Office of the Bursar 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 Assistance.

Tuition and Fees for the 2019-2020 Academic Year

Specialist tuition for 2019-2020 will be charged at the rate of \$860 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	\$ 860.00 per credit hour
Student Service Fee	\$ 500.00 per semester (for 4 or more credits)
	\$ 250.00 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., testing materials) and supplemental course materials.

***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-and-certification/professional-ethics>) and to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (2010 and 2016 Amendments) (<http://www.apa.org/ethics/code/index.aspx>). In addition to complying with the policies and procedures of the College of Psychology, 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

The period in which a candidate is able to obtain a 100% refund occurs during the first week of the semester. 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 at the beginning of this handbook under Academic Calendar.

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 candidate 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. 25826 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 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 15th. Request for all other transfer credit must be made by October 15th. For candidates entering during the winter semester, a request for transfer credit for first semester courses must be made by December 15th. Request for all other transfer credit must be made by February 15th.

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, Office of the Bursar, 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.

Core Performance Standards for Admission and Progress

The standards required for admission and evaluation of progress are designed to protect the safety and well-being of clients and others whom graduates of the program will eventually serve in applied settings. Candidates will be evaluated on an ongoing basis, including in courses, and field experiences (e.g., practica and internship). Candidates for the degree must possess with or without reasonable accommodation(s), multiple abilities and skills. In addition to academic abilities and skills, candidates must possess intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Many of these correspond to the Professional Skills and Dispositions assessed throughout the program.

Candidates should be aware – prior to program entry, and at the outset of training – that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a candidate’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, capacity for self-care, and personal fitness for practice); and (b) 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, and within the parameters of their administrative authority, faculty, training staff, supervisors, and administrators must strive not to advance, recommend, or 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.

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 are considered to be an integral and necessary part of professional functioning. These broad areas include the following:

1. Responsible Behavior

- a) Responds constructively to feedback from supervisors or program faculty.
- b) Demonstrates dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
- c) Accepts responsibility for own work.
- d) Successfully completes remediation plans and activities.
- e) Resolves issues or problems that interfere with the capacity to acquire knowledge, skills, and attitudes necessary to enter the profession, professional development, or other functioning in a satisfactory manner.
- f) Seeks needed guidance from appropriate sources.
- g) Demonstrates professional comportment.

- h) Abides by the Nova Southeastern University Student Code of Conduct, all College of Psychology policies and procedures, policies and procedures of practicum, internship, or field experience agencies or schools, and state and/or federal law.
- i) Reports immediately any change in status, including arrests, convictions, or incidents in school or field experiences when enrolled as a student.

2. Ethical Behavior

- a) Abides by the ethical standards of the profession as delineated in the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (<https://www.apa.org/ethics/code/>). Candidates will similarly adhere to the *National Association of School Psychologists (NASP) Principles of Professional Ethics* (<https://www.nasponline.org/standards-and-certification/professional-ethics>), the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida (http://www.fldoe.org/edstandards/code_of_ethics.asp), and to the State of Florida Statutes for licensed psychologists (Title XXXII, Chapter 490) (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0490/0490ContentsIndex.html).
- b) Complies with university and program requirements, including academic integrity.

3. Intrapersonal Behavior

- a) Displays usual and customary judgment, flexibility, discretion, self-awareness, self-reflection, and self-evaluation.
- b) Demonstrates the ability to function independently.
- c) Understands the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.
- d) Participates in activities that are pursuant to professional development.

4. Interpersonal Behavior

- a) Demonstrates mature behavior.
- b) Presents a generally respectful, non-hostile, and cooperative attitude.
- c) Demonstrates social skills that facilitate interaction and communication with others; listens well, demonstrates empathy.
- d) Relates well to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.
- e) Is open to the processes of supervision, including the provision of feedback on personal or interpersonal functioning.
- f) Is able to explore issues that may interfere with the appropriate provision of care or impede professional development or functioning.

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 candidate's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the candidate, (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 college 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

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 (NASP). In addition, candidates should review the provisions of the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*. A copy of the full text of materials to which candidates and graduates are expected to conform will be made available in the courses PSY 798 – *Seminar in School Psychology: Introduction* and PSY 770 – *Ethical, Legal, and Professional Issues for School Psychologists*, and are also available on the following websites: <https://www.apa.org/ethics/code/> and <https://www.nasponline.org/standards-and-certification/professional-ethics>. 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. At application, candidates give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school; government agency; employer; person; firm; corporation, its officers, employees and agents; or any other person or entity making a written or oral request for such information.
2. No candidate should represent him/herself as being in possession of the master's, 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 "specialist 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. 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 the Program Director. Depending upon the particular type of difficulty identified, a number of procedures are available.
8. Candidates should familiarize themselves with Chapter 490, *Florida Statutes*, the Florida State law governing licensure as a school psychologist, as well as Chapter 64B, Florida Administrative Code, the rule implementing Chapter 490, *Florida Statutes*.
9. Candidates should familiarize themselves with Plan One, Rule 6A-04311, State of Florida Department of Education specialization requirements on certification in school psychology.

DUAL RELATIONSHIP BETWEEN FACULTY MEMBERS AND CANDIDATES

While in principle the NASP and APA policies of discouraging dual relationships are 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, and to avoid them whenever possible.

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 Program Director. 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 candidate 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.

Other Policies and Information

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://psychology.nova.edu/scholarships/index.html>.

Assistantships: Assistantships (teaching and research) are available for advanced students through the college.

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 college 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 candidates are assigned personal mailboxes. These mailboxes provide for communication between the center and students. Therefore, it is imperative that students check their mailboxes routinely. Candidates 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. Candidates 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.

College of Psychology Organization

DEPARTMENT OF CLINICAL AND SCHOOL PSYCHOLOGY ADMINISTRATIVE COMMITTEE

Karen S. Grosby, Ed.D.	Dean
Mindy Ma, Ph.D.	Associate 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

Department of Clinical and School 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, associate professor. Adult caregiving issues, impact of culture on caregiving, best practices for writing a dissertation.

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

Paula Brochu, Ph.D., University of Western Ontario, Canada, associate 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.

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, associate 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.

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, associate 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.

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

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

Diana Formoso, Ph.D., Arizona State University, associate 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, associate professor. Psychological assessment, training/supervision, autism and developmental disabilities, youth aggression and conduct problems, health psychology, and school psychology.

Douglas Gibson, Psy.D., M.P.H., ABPP, Nova Southeastern University, associate professor. Neuropsychology; concussion assessment and management; expert consulting and testimony; neurocognitive functioning and medical illness; resilience and health psychology; heart rate variability; national security/intelligence 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.

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, associate professor. 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.

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.

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.

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

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

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

Emily Salivar, Ph.D., University of Miami, assistant professor. Couple processes and interventions; treatment dissemination and cost-effectiveness; underserved populations; impact of trauma on relationship functioning.

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.

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.

Ashley Stripling, Ph.D., University of Florida, Gainesville, associate 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, associate professor. Cultural factors in clinical research. Cognitive, environment, and cultural factors and their relationship to anxiety in youth.

Kayla Gurak Thayer, Ph.D., University of Miami, assistant professor. Treatment of severe psychopathology in adults; complex clinical presentations with psychiatric and medical comorbidities; recovery-oriented and evidence-based treatments; veteran and military populations; chronic and severe mental illness; culturally-informed treatments; clinical training and supervision.

Jessica Valenzuela, Ph.D., University of Miami, associate 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.

Angela Waguespack, Ph.D., Louisiana State University, professor. School-based consultation; psychological services within schools; behavioral interventions with children and adolescents; school readiness.

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.

William Dorfman, Ph.D., ABPP, Ohio State University. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psycho-diagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

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

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.

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

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

Contributing Faculty from Other Departments and Colleges

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

Matthew Collins, Ph.D., McMaster University. Language development and memory; body position/activity and cognitions and representation of language in the mind.

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.

Timothy Razza, Psy.D., Nova Southeastern University. Psychological assessment; evidence-based treatment of anxiety and disruptive behavior disorders in children and adolescents; assessment of suicide in children and adolescents; stigma of mental illness.

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

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

Part-Time Core Faculty

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

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

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

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

Amy Ellis, Ph.D., Nova Southeastern University, Assistant Director, Trauma Resolution and Integration Program. Trauma; PTSD.

Maria Fimiani, Psy.D., Nova Southeastern University, Director of Internship Training for the South Florida Consortium Internship Program (SFICP) and Psychology Services at Broward Health Medical Center (BHMC).

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

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor, Assistant Director of the Neuropsychological 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
Adjunct Faculty

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

Dana Babain, Psy.D.
Nova Southeastern University

Donna Berghauser, Psy.D.
Nova Southeastern University

Stephanie Camejo, Psy.D.
Nova Southeastern University

Michael Carifio, Ph.D.
Auburn University

William Carlyon, Ph.D.
University of South Florida

Emily Cimino, Ph.D.
University of South Florida

Laura Cruz, Ph.D.
Florida State University

Ana M. Faraci, Ph.D.
Caribbean Center for Advanced Studies

Nicole Jimenez, Psy.D.
Nova Southeastern University

Stefany Marcus, Psy.D.
Nova Southeastern University

Marcia Pita, Ph.D.
George Washington University

Scott Rosiere, Psy.D.
Nova Southeastern University

Valerie Roth, Psy.D.
Argosy University - Sarasota

Sally Rushing, Ph.D.
University of Florida

Tracy Schatzberg, Ed.D.
University of Sarasota

Bianca Srivastava, Psy.D.
Nova Southeastern University

Robert Templeton, Psy.D.
Argosy University – Sarasota

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

Camellia Westwell, Psy.D.
Nova Southeastern University

Ellen Whelan, Psy.D.
Nova Southeastern University

IMPORTANT TELEPHONE NUMBERS

<u>Dean's Office</u>	Karen Grosby, Ed.D. Yvette Coello	(954) 262-5701 (954) 262-5712
<u>Academic Affairs</u>	Ana Fins, Ph.D.	(954) 262-5897
<u>Dept. of Clinical & School Psychology</u>	John Lewis, Ph.D. Gita Neemar	(954) 262-5729 (954) 262-5726
<u>Clinical Training Office</u>	Barbara Garcia-Lavin, Ph.D. Cavell Vassell	(954) 262-5749 (954) 262-5749
<u>Clinics</u>	Davie (Main Campus)	(954) 262-5730
<u>School Psychology Programs</u>	Main Campus Sarah Valley-Gray, Psy.D., ABPP Angela Waguespack, Ph.D. Suzanne O'Sullivan, M.A. Jane Lazarus, Ed.S.	(954) 262-5826 (954) 262-5783 (954) 262-5719 (954) 262-5826 (954) 850-2748
<u>Tampa (Specialist Program)</u> <i>Student Educational Center</i> <i>Program Administration</i>	Racquel Khuri, Director Amanda Prive, Ph.D. Denise Hildebrand, Ph.D.	(813) 574-5200 (813) 335-3012 (813) 417-6803
<u>Other Important Contacts</u>		
College of Psychology Student Employment (Marie Stokes)		(954) 262-5782
College of Psychology Student Government Association		(954) 262-5909
Accounts Receivable		(954) 262-5200
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
Enrollment and Student Services		
Bursar		(954) 262-5200
Registrar's Office		(954) 262-7200
Degree Applications		(954) 262-7226/7
Financial Aid		(954) 262-3380
Grades		(954) 262-7235
International Students		(954) 262-7240/1
Transcripts		(954) 262-7225
Loan Deferrals		(954) 262-7251
Veterans' Affairs		(954) 262-7236

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

COLLEGE OF PSYCHOLOGY				REVISED 8/9/19			
P/T & CLINICAL FACULTY	Phone	Email	Room	FACULTY (89 TOTAL)	Phone	Email	Room
Acevedo, Amarilis	25741	aa1011	1076	Schneider, Barry	25742	schneidb	1077
Argüelles-Borge, Soledad	25820	soledada	2040	Schnur, Leonard	25731	schnur	1102
Banks, Jonathan	27965	jb2676	Prkr 241	Seifer, Robert	25681	seiferro	1078
Black, Ryan	25794	blackrya	2039	Shapiro, David	25705	shapirod	2036
Boucher, Leanne	28469	lb1079	Prkr 223	Shiget, Aya	28006	as1959	Prkr 238
Brochu, Paula	25870	pbrochu	1080	Simco, Ed	25744	ed	2030A
Burns, Myron	27914	myron.burns	Prkr 229	Sobell, Linda	25811	sobelll	1054
Burns, W. Joe	25708	burns	2028A	Sobell, Mark	25747	sobellm	1061
Campbell, Stephen	25759	stephcam	2067	Starratt, Valerie	27674	vs311	Prkr 236
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Stenglanz, Weylin	28177	stengla	Prkr 240
Cash, Gene	25703	cralph	2063	Stripling, Ashley	25762	astripling	1027A
Collins, Matt	28101	wc292	Prkr 222	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Craddock, Travis	22868	traddock	CCR 440	Tartar, Jaime	28192	tartar	Prkr 231
Cuc, Alexandru	25889	calex	2064	Ter Maat, Mercedes	25728	termaat	2079
Davidtz, Jennifer	25817	jdavidtz	1036	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Davis, Cierra	25603		2037A	Thayer, Kayla	25880	kg119	1027
DeLucia, Christian	25810	cdelucia	1081	Thompson, Eric	25691	ethompson	2034
De Piano, Frank	23766	depiano	OC	Thompson, Isabel	25602	ithompson	2040A
Dorfinan, William	25710	dorfinan	1117	Tomozawa, Yukari	25755	tomozawa	1100A
Dunagan, Mindy	25781	mdunagan	2031	Valenzuela, Jessica	25737	jav637	1028
Ellis, Amy	25902	Amy.Ellis	1124	Valley-Gray, Sarah	25783	valleygr	2073
Faust, Jan	25713	jfaust	1062	Van Hasselt, Vincent	25752	vanhasse	1079
Feldman, David	25651	dfeldman	2032	Voltaire, Michael	28190	mvoltair	Prkr 230
Fernandez, Mercedes	27804	mf934	Prkr 242	Waguespack, Angela	25719	waguespa	2070
Fimiani, Maria	25689	mf245	1057	Walker, Lenore	25724	walkerle	2030A
Fins, Ana	25897	anaifins	2026B	RECRUITMENT/ADM			
Fornoso, Diana	25772	formoso	2068	Arango, Marci (ADM)	23006	marango	Mailman 228
Garcia-Lavin, Barbara	27917	garciala	2026A	Boros, Paula	25874	pb756	2014
Gibson, Douglas	25652	gibsondp	1065	Gayle, Gregory	25903	ggayle1	2078A
Gold, Steven	25714	gold	1074	Gold, Debbie	27441	dgold1	MSC 1214
Golden, Charles	25715	goldench	1055	Guanche, Chris	27132	cguanche	Mailman 307
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Hubbell, Jessica	25832	jhubbell	2010
Hillier, Donna (ABA)	27264	donmangu	MSC 2226	Kalani, Sherene (ADM)	25721	kaland	2083
Iarussi, Melanie	25734	mjarussi	2038	Noriega, Anthony	26902	anoriego	Mailman 307
Jones, Kristen	25884	cunningh	1101	Perez, Carlos	25702	perez	2026C
Jungersen, Tara, Chair	25764	tj290	2024	CLINICAL PSYCHOLOGY			
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/2079	Neemar, Gita	25726	gneemar	2020
Karl, Shannon	25725	shannon.karl	ORL 221D/2079	Vassell, Cavell	25749	cavell.vassell	2026
Katell, Alan	25723	katell	2072	MASTERS PROGRAMS			
Kennedy, Thomas	25807	tkenn	1085	Levine, Brenda	25799	bll74	2077A
Kibler, Jeffrey	25879	kibler	1072	Pompilius, Junine	25704	jp1443	2081
Kochen, William	25654		Prkr 248	Quesada, Nancy	25740	qnancy	2081
Landy, Justin	25653	jlandy	Prkr 247	Sokolowski, Connie	25709	cs1747	2081
Lashley, Lisa	25886	lkohn	1111	Stubbs, Natasha	25891	ns183	2081B
Lewis, John, Chair	25729	lewis	2023	Zawoyski, Pat	25720	zawoyski	2081
Ma, Mindy	27934	mmindy	Prkr 243	SCHOOL PSYCHOLOGY			
Maki, Justin	25605	jmaki	2037	O'Sullivan, Suzanne	25826	osulliva	2081
Martinez, Ana	25831	anamarti	1037	UNDERGRADUATE/MASTERS			
McKibben, Bradley	25847	wmckibben	2073A				
Menon, Madhavi	27988	madhavi	Prkr 239	Schenck, Regina	25757	rschenck	2014
Messer, Steve	25792	sm1851	1073	SUPPORT STAFF			
Moragne, Timothy	25735	moragne	1075	Allen, Bill (Finance)	25785	whallen	MSC 2259
Munoz, James R.	28070	jm2701	Prkr 237	Berner, Kirk (Student Support)	25727	kirk	2018
Nierenberg, Barry	25732	nierenbe	1056	Coello, Yvette (Dean's Office)	25712	ycellop	2020
Owens, Anna		aowens1	2041	Consalvo, Toni (Finance)	27114	ctoni	MSC 2259
Paro, Carly	25736	cparol	Flex/Tampa	Dyni, Craig	24963	cdyni	2028
Poland, Scott	25881	spoland	1063	Freyre, Erised (EVAL)	25816	freyre	2017
Powell, Patrick	25787	ppowell1	2060	Izzi, Doreen (Clinic)	25788	gainesda	1071
Quintar, Bady	25751	badyq	2066	Kriss, Marilyn (WP)	25763	krissm	2014
Razza, Timothy	28096	razzatim	Prkr 257	Lores, Diana	25761	dlores	2029
Reitman, David	25717	reitmand	2035	Munoz, Lee (Student Support)	25803	mleconisa	2020
Robino, Ariann	25606	arobino	2081A	Palmer, Stacy (WP)	25765	stacpalm	2015A
Salivar, Emily Georgia	25895	esalivar	1083A	Sloane, Nathalie (Devel)	27123	nsloane	MSC 2235
Scheyd, Glenn, Chair	27991	scheydjr	Prkr 226	Stokes, Marie (HR)	25782	mdstokes	2016

Office Desktop and Canvas Problems -

1. Create a ticket using the NSU Service Manager-Icon on computer desktop
 2. Call ext. 20777 to have Statagic Support create a ticket for you
- Parker Classroom Tech Support - 24983 Public Safety - 28999

Maltz Computer Classroom Problems -

1. Call/see monitor in 2059, ext. 24954
 2. Call Marilyn or Stacy, ext. 25763
- Testing Library - 25940

Clinic Intake - 25823

- Help Desk - 24357
Maltz Rm Reservations-25763
NSU Student Counseling-27050

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