

2018

2018 NSU Fact Book

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY **2018 FACT BOOK**

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Prepared by The Office of Institutional Effectiveness
June 2018

Notice of Nondiscrimination and Accreditation Statement

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

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This nondiscrimination

policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs..

Accreditation Statement

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

Preface

This 26th edition of the Nova Southeastern University *Fact Book* reflects an expanding body of data and information that provides perspective on the university's character, growth, and accomplishments. The 2018 *Fact Book* includes narrative, numeric, and graphic representation of the university, including history, characteristics, and development of the institution. Data are presented in both tabular and graphic formats to provide pertinent detail, and general trends are highlighted.

Last year, Institutional Effectiveness distributed approximately 1,500 copies of the 2017 *Fact Book*, carrying NSU's message to a wide and varied audience. *Fact Book* readers continue to contribute to the usefulness of the document with each publication cycle. The *Fact Book* is also accessible on the World Wide Web via NSU's web page or directly at nova.edu/ieffactbook.

The *Fact Book* is consulted regularly by faculty and staff members and administrators throughout the university. It is a critical resource regarding NSU for both internal and external institutional stakeholders. The *Fact Book* has proven to be an essential reference for the Office of Sponsored Programs in culling data and information for inclusion in sponsored funding proposals, and serves as an official record for NSU of institutional status and progress during a given period. The different versions of the *Fact Book* produced over the last decade provide a vital record for purposes of tracking and monitoring progress toward institutional excellence.

Appreciation is again extended to the institutional effectiveness staff who produced the content, to our partners in the academic and administrative units for their updates and reviews of relevant sections, and to the executive administration of NSU for their thorough review of the *Fact Book*.

Don Rudawsky, Ph.D.
Vice President for Institutional Effectiveness

Vision Statement, Mission Statement, and Core Values

Vision 2020 Statement

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

Mission Statement

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

Core Values

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

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

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Message from the President

Dear Friends of NSU,

The students, faculty and staff members, and alumni of Nova Southeastern University have, again this year, truly demonstrated their hard work, innovation, spirit, and generosity in their work and lives. We are making remarkable progress toward achieving NSU's Vision 2020, and this past year, we achieved several landmark events in our journey.

I'm thrilled to report that *U.S. News & World Report* ranked NSU within their 2018 list of top 200 Best Colleges. In January 2017, the magazine also recognized three NSU online programs: criminal justice, education graduate program, and nursing graduate program.

The combined \$80-million in gifts from Drs. Kiran C. and Pallavi Patel were certainly among the year's most notable points in a year filled with extraordinary giving at NSU. We also welcomed 12 new Shark Circle members—those who have given gifts totaling \$1 million or more in their lifetime. As of January 2018, our generous donors have helped NSU surpass our Realizing Potential philanthropic campaign goal of raising \$250 million by 2020, and they've done it three years early!

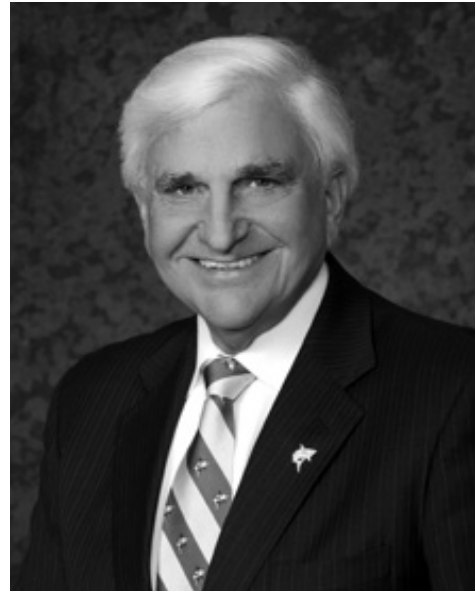
Our sponsors have supported our goal to raise \$300 million in research, service, and training projects. We have now attained more than 70 percent of our research funding goal.

This *Fact Book* lays out data supporting the remarkable teaching, research, community service, scholarship, diversity, and innovation that makes me proud to lead NSU toward Vision 2020. I invite you to learn more about NSU and become even more immersed in our drive to support education, community, and social understanding.

Go Sharks!



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





Overview of the University

Institutional Description

Nova Southeastern University (NSU) is a private, not-for-profit, accredited, coeducational university Carnegie-classified as both “high research activity” and “community engaged” university. It was founded in 1964 as Nova University of Advanced Technology. In 1974, the board of trustees changed the university’s name to Nova University. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University.

Using 2015 fall-term enrollment as a measure, Nova Southeastern University is the largest private, nonprofit institution of higher education in Florida and the 17th largest nationally. However, NSU is the 12th largest four-year, not-for-profit, private Carnegie research university in the United States.

The university awards associate’s, bachelor’s, master’s, specialist, doctoral, and first-professional degrees in a wide range of fields, including the humanities, biological and environmental science, business, counseling, computer and information sciences, conflict resolution, education, family therapy, medicine, dentistry, various health professions, law, marine sciences, performing and visual arts, psychology, and other social sciences. Nova Southeastern University has the only college of optometry in Florida, and one of only two colleges of pharmacy in South Florida. The institution also enjoys an excellent reputation for its programs for families offered through the Mailman Segal Center for Human Development and the NSU University School. These include innovative parenting, preschool, primary, and secondary education programs, and programs across the life span for people with autism.

The university’s programs are administered through colleges that offer courses at the Fort Lauderdale/Davie Campus as well as at locations throughout Florida, in Puerto Rico, nationally, and in four countries. Despite the geographic diversity of sites where classes are offered, Nova Southeastern University is a major provider of educational programs for Florida residents. Forty-four percent of the student body attends classes in Fort Lauderdale/Davie, Florida. Thirty-five percent of all students were enrolled in exclusively online

courses, and 15 percent attended courses at one of NSU’s regional campuses in Florida or Puerto Rico. Through its undergraduate, graduate, and professional degree programs, NSU educated more than 13,000 Florida students in fall 2017. With an annual budget in excess of \$570 million, Nova Southeastern University also has a significant economic impact on the surrounding community. A recent NSU study revealed that the university and its students and employees contributed approximately \$3.2 billion to the Florida economy during fiscal year 2015. With numerous funded projects currently in the pipeline at the Fort Lauderdale/Davie and Tampa Bay Regional campuses, it is expected that, by 2020, our economic impact throughout Florida will exceed \$5 billion.

UNIVERSITY LIBRARIES

The mission of the Nova Southeastern University libraries is to collaborate to be the premier research, cultural, and lifelong learning centers for NSU and the community. The university libraries include the Martin and Gail Press Health Professions Division Library; the Panza Maurer Law Library; the Oceanographic Campus Library; the NSU University School Media Center; and the Alvin Sherman Library, Research, and Information Technology Center.

The university libraries offer extensive print and online collections in a wide range of formats, knowledgeable librarians and staff members, and up-to-date technology that supports the research and information needs of library users at every location within the university system. The diverse collections at the university libraries include more than 1 million items and 370,000+ unique electronic resources, as well as extensive collections of maps, audio and visual recordings, microforms, rare books, and manuscripts. More than 550 research databases contain the full text and images from hundreds of thousands of ebooks, journals, and newspapers. Most electronic resources are accessible to NSU-affiliated users from any location.

Buildings within the university library system offer wireless access and a variety of study spaces, including group and individual study rooms, collaborative workspaces, individual study carrels, and designated

quiet study spaces. Library computer workstations, including Macs and PCs, are loaded with standard software applications.

The Alvin Sherman Library, Research, and Information Technology Center provides the university libraries with a unique opportunity to fulfill its ambitious mission to serve both the university and the local community. The Alvin Sherman Library is the physical manifestation of a rare collaboration between a private university and a public entity. This joint-use, multipurpose building serves the students and faculty and staff members of NSU as well as the residents of Broward County. A 40-year agreement between NSU and the Broward County Board of County Commissioners allows the Alvin Sherman Library to support the curricular and research needs of the university while simultaneously providing traditional public library services to the citizens of Broward County.

At 325,000 square feet, the Alvin Sherman Library is among the largest library buildings in the Southeastern United States. All visitors are welcomed into the building by a spacious, five-story atrium. This modern facility includes multiple service points; high-density, movable shelving; 13 electronic classrooms; 25 group study rooms; 7 conference rooms; a 25-seat teleconference room; the 75-seat, technology-rich Circle of Friends Collaborative Study Room; the Ann Porterfield Digital Media Lab; a café; and the University Archives. It will also soon be host to NSU's 3,000-square-foot Write from the Start Writing and Communication Center.

The Alvin Sherman Library is not only the research library for both NSU and Broward County; it is a cultural hub for both communities. Several permanent works of art are on display throughout the building, including *The Glass Garden* by famed glass artist Dale Chihuly; a five-piece sculpture collection entitled *The Family* by renowned, multimedia artist Red Grooms; and a Buddhist prayer wheel blessed by His Holiness the 14th Dalai Lama. The 2,150-square-foot Adolfo and Marisela Cotilla Gallery is host to a variety of engaging exhibits throughout the year. The Craig and Barbara Weiner Holocaust Reflection and Resource Center on the second-floor houses educational resources and rare artifacts from the WWII-era Nazi genocide of the 20th century.

Adjacent to the Sherman Library, the 500-seat Rose and Alfred Miniaci Performing Arts Center includes state-of-the-art lighting and acoustics suited for larger events. Every year, the Alvin Sherman Library offers many varied cultural opportunities through its support and hosting of public lectures, workshops, receptions, salons, concerts, outdoor festivals, and events.

UNIVERSITY FACILITIES

The Fort Lauderdale/Davie Campus

The Fort Lauderdale/Davie Campus consists of 314 acres with general-purpose athletic fields and NCAA Division II-qualifying soccer and baseball fields. Facilities house the central administration offices; the Health Professions Division; the Farquhar Honors College; the College of Arts, Humanities, and Social Sciences; the College of Engineering and Computing; the Shepard Broad College of Law; the College of Psychology; the H. Wayne Huizenga College of Business and Entrepreneurship; the Mailman Segal Center for Human Development; the NSU University School (grades JK–12); the Alvin Sherman Library, Research, and Information Technology Center; the Miami Dolphins Training Facility; the Don Taft University Center; the Rolling Hills Office Center; and University Park Plaza.

Fiscal year 2016 saw the completion of new facilities: the Center for Collaborative Research (CCR) and the Noël P. Brown Sports Center. The CCR consists of 215,000 square feet of research and collaborative spaces. This project is registered with the U.S. Green Building Council (USGBC) and is the first NSU facility to achieve a LEED certification level of Gold. NSU funded the construction by using a combination of its own reserves and tax-exempt financing. The facility was occupied in September 2016 and is now home to the United States Geological Survey (USGS) and NSU research including: NSU Institute for Neuro-Immune Medicine, NSU AutoNation Institute for Breast and Solid Tumor Cancer Research, NSU Cell Therapy Institute, NSU Rumbaugh-Goodwin Institute for Cancer Research and the Emil Buehler Research Center for Science Technology, Engineering, and Mathematics. NSU is classified as a research university with “high research activity” by the Carnegie Foundation for the Advancement of Teaching. More

than 200 research projects are underway at the university, including studies on cardiovascular disease, anticancer therapies, chronic fatigue syndrome, autism, coral reef restoration, stem cells, and wildlife DNA forensics, among other subjects.

The Noël P. Brown Sports Center is a 75,000-square-foot gymnasium facility located next to NSU's Aquatics Complex. The building contains state-of-the-art training and fitness rooms for student-athletes participating in 15 different sports; a gymnasium for basketball, volleyball, and other activities; a general-purpose activity room for use by students as young as junior kindergarten; offices for athletic department staff; locker room facilities for aquatics and visiting athletes; and an office suite for Special Olympics Broward County. To complement the project, the original Sports Center facility received refurbishments to enhance classroom and programming areas.

The Don Taft University Center is a 366,000-square-foot facility featuring three NCAA competition courts in the main arena, as well as two intramural courts, group fitness and instruction rooms, cardio and weight training areas, squash courts, a rock climbing wall, and the Flight Deck Pub.

The Performing and Visual Arts Wing of the Don Taft University Center includes state-of-the-art classrooms and facilities that support the art, dance, music, and theatre majors of the Department of Performing and Visual Arts at the College of Arts, Humanities, and Social Sciences (CAHSS). The Performing and Visual Arts Wing features

- a 230-seat performance theater with full staging capacity for recitals, concerts, plays, films, and lectures
- a 100-seat black box theater with flexible seating arrangements for multiple staging
- academic support facilities for the performing arts, including professional-caliber scene and costume shops; a scenic design lab; dance studios; choral and instrumental rehearsal rooms; music practice studios; and acoustic, percussion, and keyboard technology

- visual arts classrooms that support painting, drawing, ceramics, and graphic design
- a gallery for the display of private art collections, photography, and student artwork

There is also an outdoor aquatic center with an Olympic-sized swimming pool and integrated dive well, as well as a dryland training facility.

In addition, seven residence halls on the Fort Lauderdale/Davie Campus serve undergraduate, graduate, health professions, and law students, with a capacity for housing nearly 1,500 students in approximately 207,000 square feet of living space. The Commons, a 525-bed residence hall, opened its doors to students in August 2007.

There are also housing facilities at the Rolling Hills Complex that can accommodate up to 373 students in fully furnished single and quad rooms. The Cultural Living Center has 135 furnished single and double apartments for upper-level students.

University Park Plaza, just to the south of the Health Professions Division (HPD) complex, has 173,000 square feet of space and will be the location of a new hospital built by HCA East Florida, which will replace Plantation General Hospital.

NSU's Health Professions Division complex is located at the northwest corner of the Fort Lauderdale/Davie Campus. The complex includes eight buildings totaling more than 540,000 square feet of space for administrative offices, classrooms, laboratories, the Health Professions Division Library, and a patient-services clinic. Also, there is a 600,000-square-foot parking structure with space for approximately 2,000 vehicles.

In addition to the Fort Lauderdale/Davie Campus, the university has permanent facilities in Fort Lauderdale, Hollywood, and North Miami Beach. These locations are all within 20 miles of the Fort Lauderdale/Davie Campus.

East Campus

The East Campus is located in Fort Lauderdale, six miles from the Fort Lauderdale/Davie Campus. The East Campus is located on 10 acres and has 8 buildings

that provide 104,000 square feet of office and classroom space. Facilities house the university's financial operations; the regional campuses administration; human resources; the university call center; and Alumni Hall, a multipurpose auditorium.

North Miami Beach Campus

The 18-acre North Miami Beach Campus is home to dental medicine, family medicine, and optometry clinics operated by the Health Professions Division. Overall, the facility includes three buildings totaling approximately 230,000 square feet.

Oceanographic Campus

The Oceanographic Campus, which houses the Halmos College of Natural Sciences and Oceanography, occupies 10 acres within the Von D. Mizell-Eula Johnson State Park at Port Everglades in Hollywood. The facilities are composed of three original buildings and a modular encompassing 27,000 square feet. It also boasts the Guy Harvey Oceanographic Center Building—a state-of-the-art, 86,000-square-foot research facility. Space exists for offices, classrooms, a library, and research laboratories. The campus's marina and proximity to the ocean is ideal for field studies. Partially funded by a \$15-million grant from the National Institute of Standards and Technology, the Center of Excellence is the only facility in the country dedicated to the study, research, and preservation of coral reefs. It was completed in September 2012.

NSU Art Museum Fort Lauderdale

The NSU Art Museum Fort Lauderdale was founded in 1958, and has been housed since 1986 in a distinguished modernist building designed by Edward Larrabee Barnes. The museum building encompasses 94,500 square feet on three levels, of which 35,000 square feet is exhibition space used for the display of art. The adjacent Horvitz auditorium, which contains 256 seats, is used for a variety of presentations and performances, including lectures, films, concerts, and theatrical events.

NSU also maintains space in the Museum Tower. The Museum Tower is the home of the Office of Advancement and Community Relations as well as a satellite office for the President.

Technology Facilities

The university maintains an extensive information technology network for teaching and learning, research, and administrative computing. Comprehensive fiber-optic and wireless networks provide high-speed Internet access to all campus sites. The NSU wireless network provides students with mobile and wireless network connectivity. The wireless network covers the university's campuses throughout Florida and Puerto Rico.

NSU is an equity member of the Florida LambdaRail (FLR), a not-for-profit, limited liability corporation composed of public and private, not-for-profit Florida universities. The FLR operates a statewide, high-performance, fiber-optic network infrastructure that utilizes next-generation network technologies, protocols, and services. The FLR provides NSU with high-speed commercial Internet services and connectivity to advanced regional and national networks, such as the National LambdaRail (NLR) and the Abilene Internet2 backbone. The FLR has significantly enhanced university research and distance-education capabilities and allows NSU faculty and staff members, researchers, and students to collaborate with colleagues around the world on leading-edge research projects and social science areas.

Students, faculty, and staff have access to university computing resources including desktop and laptop computers and document printers and copiers. Numerous computer labs are conveniently located throughout the university's facilities for student use. Administrative computing resources consist of multiple servers and numerous other application-specific Linux and Microsoft Systems. The university's administrative operations are supported by the Ellucian Banner Application.

Additional administrative systems include imaging systems; campus card systems; facilities systems; procurement systems; time/effort; and medical, dental, optometry, and mental health clinic systems. Multiple Oracle servers support academic applications and World Wide Web-based tools. Microsoft Exchange email systems support all faculty and staff email services, while Microsoft Office 365 provides email services to NSU students. Faculty and staff are migrating to

Office 365 in the near term to better enable collaboration. Synchronous and asynchronous web tools are used for the delivery of distance education.

Electronic classrooms and microcomputer labs provide hands-on technology support for students and faculty. Multimedia technology training labs support technology-training opportunities for faculty and staff. Internet Protocol (IP)-based videoconferencing is provided for distance education. IP conferencing is based both on a videoconferencing bridge located on campus and on cloud-based conference services. Campus sites can be linked to form a global classroom. Students can connect from their own devices to cloud services to form virtual classrooms. There are videoconferencing rooms located at NSU's regional campuses and other sites throughout Florida. Also, videoconferencing rooms are located in Puerto Rico. Desktop and mobile device videoconferencing units are located at clinical and internship sites and in the homes of students enrolled in the speech-language pathology and audiology doctoral programs.

To further augment the libraries' print materials and online databases, the Office of Educational Technologies and Media Services has an extensive collection of videotapes and DVDs. A digital media production studio houses tools for the creation of instructional, informational, and marketing videos, CDs, and DVDs.

Clinical Facilities

In addition to clinical facilities on the Fort Lauderdale/Davie Campus, the university provides clinical services to the surrounding community through owned and leased off-campus facilities. The Health Professions Division has outpatient facilities that provide medical, dental, optometry, pharmacy, occupational therapy, and physical therapy services, as well as audiology and hearing and balance services. The College of Psychology provides mental health services through the Psychology Services Center. The College of Arts, Humanities, and Social Sciences provides family therapy services through the Brief Therapy Institute. The Health Professions Division operates the Clinic for Speech, Language, and Communication, which provides testing and rehabilitation services for schools and individuals. Clinic locations are as follows:

College of Psychology

• Psychology Services Center

- Maltz Building
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-5730

College of Arts, Humanities, and Social Sciences

• Community Resolution Services

- Maltz Building
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-4237

Marriage and Family Therapy

• Brief Therapy Institute

- Maltz Building
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-3030

Health Professions Division

• Clinic for Speech, Language, and Communication

- 6100 Griffin Road
Fort Lauderdale, Florida 33314-4416
(954) 262-7726

• Medical Services

- Sanford L. Ziff Health Care Center
3200 South University Drive
Fort Lauderdale, Florida 33328-2018
(954) 262-4100
- Health Care Center at North Miami Beach
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(305) 949-4000
- Health Care Center at Covenant Village
99215 West Broward Boulevard
Plantation, Florida 33324
(954) 916-6585
- NSU Hearing and Balance Clinic
Sanford L. Ziff Health Care Center
3200 South University Drive
Fort Lauderdale, Florida 33328-2018
(954) 262-7750

- Sports Medicine Clinic in the Don Taft University Center
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-5590
 - **Dental Services**
 - Dental Medicine Patient Care Center
3200 South University Drive
Fort Lauderdale, Florida 33328-2018
(954) 262-7500
 - Health Care Center at North Miami Beach
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(305) 949-4000
 - Kids In Distress, Broward County
819 NE 26th Street
Wilton Manors, Florida 33305-1239
(954) 567-5650
 - Oakland Park Dental Center
830 East Oakland Park Boulevard, Suite 103
Oakland Park, Florida 33334-2773
(954) 568-7709
 - **The Eye Care Institute**
 - Sanford L. Ziff Health Care Center
3200 South University Drive
Fort Lauderdale, Florida 33328-2018
(954) 262-4200
 - NSU Specialty Care Center
1111 West Broward Boulevard
Fort Lauderdale, Florida 33312-1638
(954) 525-1351
 - NSU Health Care Center at North Miami Beach
1750 NE 167th Street
North Miami Beach, Florida 33162-3017
(305) 949-4000 or (954) 262-4200
 - Lighthouse of Broward County
650 North Andrews Avenue
Fort Lauderdale, Florida 33311-7436
 - Kids In Distress, Broward County
819 NE 26th Street
Wilton Manors, Florida 33305-1239
(954) 262-4200
 - **Pharmacy**
 - NSU Pharmacy and Pharmaceutical Wellness Center
3200 South University Drive
Fort Lauderdale, Florida 33328-2018
(954) 262-4550
 - **Institute for Neuro-Immune Medicine**
 - University Park Plaza
3424 South University Drive, Suite 3440
Davie, Florida 33328-2022
(954) 262-2850
 - Kendall Village Center
Professional Arts Building
8501 SW 124th Avenue, Suite 111
Miami, Florida 33183-4631
(305) 595-4300
- Mailman Segal Center for Human Development**
- **Autism Assessment and Diagnosis Unicorn Children's Foundation Clinic**
7600 SW 36th Street
Davie, FL 33328-1902
(954) 262-7129

INSTITUTIONAL ACCREDITATION

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

PROFESSIONAL ACCREDITATIONS

■ Nova Southeastern University's Shepard Broad College of Law is a member of the Association of American Law Schools and is accredited by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (321 North Clark Street, 21st Floor, Chicago, Illinois 60610-4714: Telephone number: (312) 988-6738).

■ The Dr. Kiran C. Patel College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation of the American Osteopathic Association and is a member of the American Association of Colleges of Osteopathic Medicine.

■ The Doctor of Pharmacy Program is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, Illinois 60602 (telephone number: (312) 664-3575, 800-533-3606; fax: (312) 664-4652.) The College of Pharmacy is a member of the American Association of Colleges of Pharmacy.

■ The Doctor of Optometry Program at Nova Southeastern University is fully accredited by The Accreditation Council on Optometric Education (ACOE). The ACOE (243 North Lindbergh Avenue, St. Louis, Missouri; telephone number 800-365-2219) is the accrediting body for professional degree programs offered by all optometric institutions in the United States.

■ The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland 20814-1220, telephone number: (301) 652-2682.

■ College of Dental Medicine programs in dentistry, advanced general dentistry, oral and maxillofacial surgery, endodontics, orthodontics and dentofacial orthopedics, periodontics, pediatric dentistry, and prosthodontics are accredited by the Commission on Dental Accreditation. (211 East Chicago Avenue, Chicago, Illinois 60611; telephone number: (312) 440-4653).

■ The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE).

■ The Physician Assistant Programs are accredited by the Accreditation Review Commission (ARC-PA).

■ The Bachelor of Science—Medical Sonography courses of study are accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

■ The Cardiovascular Sonography program at NSU Tampa is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT), in both Adult Echocardiography and noninvasive Vascular Sonography. Commission on Accreditation of Allied Health Education Programs, 25400 U.S. Highway 19 North, Clearwater, Florida 33763, Phone: 727-210-2350 / Fax: 727-210-2354, www.caahep.org

■ The Master of Science in Anesthesia is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

■ The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, telephone number (202) 887-6791.

■ The Ph.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the programs' accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, D.C. 20002, Phone: (202) 336-5979, Email: apaaccred@apa.org, Web: www.apa.org/ed/accreditation

Additionally, the College of Psychology sponsors the South Florida Consortium Internship program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The master's degree program in school counseling is approved by the Florida Department of Education. The specialist program in school psychology is approved by the Florida Department of Education and National Association of School Psychologists Approval-Conditional (National Recognition with Conditions).

■ The Master of Public Health Program is accredited by the Council on Education in Public Health (CEPH).

■ The Mailman Segal Center for Human Development Family Center Preschool and Baudhuin Preschool are accredited by the National Association for the Education of Young Children, the National Association of Laboratory Schools, and the Association of Independent Schools of South Florida.

■ The College of Arts, Humanities, and Social Sciences, Master of Science and Ph.D. Degree Programs in Family Therapy are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

■ The Abraham S. Fischler College of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), ncate.org. This accreditation covers initial teacher preparation programs and includes advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

■ The Master's Degree Program in Speech-Language Pathology, offered through the Health Professions Division, is approved by the Florida and Nevada Departments of Education and accredited by the Council on Academic Accreditation in audiology and speech-language pathology of the American Speech-Language-Hearing Association (ASHA).

■ The audiology doctorate (Au.D.) offered through the Dr. Pallavi Patel College of Health Care Sciences is also accredited by the Council on Academic Accreditation of ASHA.

■ Within the Dr. Pallavi Patel College of Health Care Sciences, the Bachelor of Science in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

■ Bachelor's, master's, and doctoral degree programs offered in a variety of fields of business and administration by the H. Wayne Huizenga College of Business and Entrepreneurship are accredited by the Network of Schools of Public Policy, Affairs, and Administration.

■ The Bachelor of Science in Paralegal Studies is accredited by the American Bar Association (321 North Clark Street, Chicago, IL 60610, Telephone number: 800-285-2221).

■ NSU University School is accredited by the Southern Association of Colleges and Schools, by the Florida Council of Independent Schools, by the Florida Kindergarten Council, and by the Association of Independent Schools of Florida. NSU University School is a member of the National Association of Independent Schools, the Educational Records Bureau, the College Entrance Examination Board, the National Association of College Admission Counseling, the National Association of Campus-Based Schools, and the American Camping Association.

COMMUNITY OUTREACH SERVICES

Nova Southeastern University goes beyond its primary mission by reaching out to the community with diverse community service programs and resources. Nova Southeastern University is 1 of only 311 colleges and universities nationally selected for the Carnegie Foundation's Community Engagement Classification, and only 1 of 50 colleges and universities to hold both community engaged and high research activity designations. The community engagement classification acknowledges significant commitment to, and demonstration of, community engagement.

The following is a partial list of some of the community service programs and facilities provided.

Abraham S. Fischler College of Education

- Behavior Support Group
- Cervantes Award for Hispanic Educators
- Deaver Foundation/Enlightenment
- Evaluation of a holistic program for military service members and their families
- Florida Fund for Minority Teachers Inc. (FFMT)
- Florida Power Library School Award
- General Family Support Group
- Impact of yoga therapy on veterans with PTSD
- Language Links: AAC, Communication, and Technology
- Outstanding Education Leadership
- Senior Comp (computer literacy for older adults)
- Support group for caregivers of adults who have had strokes

- Teacher of the Year events
- Teacher Preparation Advisory Committee (TPAC)
- Together You and I: Parent-Toddler Group
- Understanding the Post-Development Experiences of OEF/OIF Marine Corps Veterans: A Phenomenological Study
- Weight of Words Program

Alvin Sherman Library

- Artists for Conservation Collaboration Program
- Asi Somos Dance Performance—IFE-ILE Afro Cuban Dance and Music
- Bharatanatyam to Bollywood: Journey of Indian Dance—Rhythms School of Dance
- Broward County Libraries Exhibits
- Chinese New Year Celebration—CASEC (Chinese Association of Science, Education, and Culture of South Florida)
- Cine Argentino—Adriana Bianco
- City of Lauderdale Lakes Community Resource Fair
- Cultural Demonstration—Morikami Museum and Japanese Gardens
- Davie Fire Rescue Visits Sharkey's Story Time—Davie Fire Rescue
- Elementary School Outreach Programs—Broward County Public Schools/Charter Schools of Excellence
- Florida Humanities Council Lectures
- Freedom Foundation of Valley Forge, Broward chapter lectures
- Genealogical Society of Broward County
- Programs Gold Coast Watercolor Society Exhibit
- Grant Seeking 101—Foundation Center
- Honorary Slovakian Consulate of Florida Exhibit
- I Love Yarn Day—Southeast Florida Head Huggers
- Identity Theft: Who's Got Your Number—City County Credit Union
- Jewish Genealogical Society of Broward County Workshops
- LEAPS (Learning and Enrichment Activities for Primary School) Afterschool Program—Hope Outreach Center
- Mortgage Planning and Credit Solutions—Regent Bank
- PACE Collaboration/Educational Programming—Pace Center for Girls—Broward
- Read for the Fun of It Outreach Program—

- Gloria Dei, Lil Rascals, Creative Child, Children's World South, Early Education Center, HOPE Outreach Center, YMCA
- Resources for Broward County High Schools
- SCORE: All About Grants Program
- Urban League of Broward County National Achievers Program

College of Arts, Humanities, and Social Sciences

- African Working Group
- Advanced Bowen Studies Project
- Best Buddies
- Brief Therapy Institute Community Training Projects
- Brief Therapy Institute Crisis Team
- Broward Crime Commission
- CAHSS Graduate Student Government Association (SGA)
- CAHSS Intellectual Conversations
- Center for Applied Research on Substance Use and Health Disparities
- Children's Services Council
- Christian Perspective in Peacemaking
- Conflict Resolution Community of Practice Working Group
- Credentialed by 26 Project
- Criminal Justice Club
- Culture and Conflict Group
- Do Something Different (Campus Diversity Dialogs)
- Equine-Assisted Family Therapy Project (in partnership with Stable Foundations)
- Gallery 217
- Gender and Conflict Group
- Interdisciplinary Collaborative Divorce Fostering Resilience—A Team Initiative
- Jewish Adoption and Foster Care Options (JAFCO)
- Latin American and Caribbean Forum (MI CASA Research Group)
- Lauren's Kids
- Marriage and Family Therapy (MFT Club)
- Mission United
- Monitoring Issues of Central and South American Research Group
- Narrative Practice and Research Consortium
- Needs Assessment and Capacity Building for Land Rights Process in Suriname
- Nova International Relation Association

- (NIRA) and NSU Model UN Team
- Peace and Conflict Resolution Education Working Group
- Performing and visual arts series
- PROMISE—Preventing Recidivism through Opportunities, Mentoring, Interventions, Support Education (in partnership with the Broward County School Board)
- Students United with Parents and Educators Promise to Resolve Bullying (SUPERB)
- The Miami Coalition for a Safe and Drug-Free Community
- The Middle East and Islamic World Awareness Group
- The Palm Beach County Substance Awareness Coalition
- The Social Justice Roundtable

College of Dental Medicine

- A Day for Children
- Boating and Beach Bash for People with Disabilities
- Bolivia Mission Trip
- Care to victims of domestic violence in Broward and Miami-Dade counties
- Dominican Mission Trip
- Family Café
- Family Health Carnival Boca Raton Regional Hospital
- Give Kids A Smile
- Hispanic Dental Association South Florida Chapter Holiday Toy Drive
- Hispanic Dental Association South Florida Chapter Lessons in a Lunch Box
- Hispanic Dental Association South Florida Chapter NSU CommunityFest
- International Endodontic Surgical Externships: Spain, Peru, and Mexico
- International Week
- Jamaica Mission Trip
- Nicaragua Mission Trip
- Nova Southeastern University Heart Walk
- Oral Cancer Awareness Walk
- Outpatient Care for children with cleft and craniofacial disorders at Joe DiMaggio Children's Hospital
- Services for AIDS service organizations located in Broward, Miami-Dade, and Palm Beach counties

- Susan G. Komen South Florida Race for the Cure
- Swinging for Smiles Charity Golf Tournament
- Zo's Family Health & Wellness Groove

College of Engineering and Computing

- Cybersecurity Awareness Month
- Douglas Gardens North—Teaching Senior Citizens to Use Computers
- ITPalooza
- SharePoint Saturday
- South Florida .Net Code Camp
- South Florida Agile Association
- SQL Saturday

College of Optometry

- A Day for Children
- American Cancer Society Taste of Parrot-dise
- American Diabetes Association
- American Heart Association Heart Walk
- Babies 'R' Us
- Broward 4-H
- Broward Parks and Recreation Special Needs
- ChampionShips, Inc./City of Miramar
- Children's Services Council of Broward
- Council on American-Islamic Relations
- Dillard High School
- FCO optometric mission to Jamaica
- Florida Heiken Children's Vision Program at the Miami Lighthouse for the Blind
- Fort Lauderdale Lions Club
- Fort Lauderdale Seventh Day Adventist Church
- Foundation Fighting Blindness VISION WALK
- Holy Cross Hospital and Medical Group
- InfantSee®
- Kids In Distress, Inc.
- Lakeside Elementary School
- Lighthouse of Broward
- Macula Vision Research Foundation
- Memorial Healthcare Systems
- Mourning Family Foundation—Zo's Family Health & Wellness Groove
- North Broward Hospital District
- NOSA interdisciplinary health mission to Jamaica
- Oleta River State Park
- Optometry Giving Sight World Sight Day
- PBS KIDS (WPBT Channel 2)
- REACH Rural Health Fair in Clewiston, Florida

- Seussfest at Alvin Sherman Library
- Southwest Focal Point Community Center
- Special Olympics Opening Eyes/Healthy Athletes
- SVOSH optometric humanitarian mission to Dominican Republic
- Walk Now for Autism Speaks
- WPLG Local 10 News

College of Pharmacy

The college holds forums that provide information on medications to area seniors, helping them better understand prescription drugs and their side effects. Through specialized clinical education, course requirements, and student organizations, the college provides service to the community in partnership with local agencies and via various health educational opportunities and screenings, some of which are on the list that follows.

- A Day for Children
- Alzheimer's Walk
- Back to School Family Health Fair
- Cholesterol screenings
- Clothing drive for Syrian refugees
- CommunityFest
- Crohn's and Colitis Walk
- Epilepsy Walk
- Feria De Salud Health Fair
- Florida Introduces Physical Activity (FLIPANY)
- Feeding South Florida
- Give Kids a Smile
- Go Red for Women
- Health and Wellness Education Speakers Bureau
- Health screening activities on public health issues, such as osteoporosis, diabetes, and asthma
- Hendry Glades Community Health Fair
- HIV education and awareness programs
- Immunization awareness programs
- Interdisciplinary Health Screening
- Let's Talk Mental Health Awareness Festival
- Kick for a Cause
- Medicare Part D education series
- Miami-Dade Heart Walk
- NBC 6 Health and Wellness Expo
- National Association of Mental Illness
- Operation Christmas Child
- Operation Medicine Cabinet
- Poisoning Prevention Among Children

- Project Downtown Ft. Lauderdale
- Public awareness of Palm Beach County "drop boxes" for narcotics and expired drugs
- Publix Health Screening
- Reach Health Fair
- Ronald McDonald House
- St. Jude's Children's Research Hospital
- Walgreens Diabetes Walk
- Walmart/Sam's Club Diabetes Health Fair
- Walk to Stop Diabetes
- Women In Distress

College of Psychology

The Psychology Services Center offers services to children, adolescents, adults, and elderly clients through the following specialty clinics.

- ADHD Assessment and Consultation and Treatment Plan
- Adolescent Drug Abuse Prevention and Treatment Program
- Anxiety Treatment Center
- Behavioral Neuroscience Summer Camp
- Biofeedback and Health Psychology Center
- Child, Adolescents, and Family Services
- Child and Adolescent Traumatic Stress Program
- Family Violence Program
- Healthy Lifestyle Guided Self-Change Program
- Intensive Psychodynamic Psychotherapy Center
- Neuropsychology Assessment Center
- Nova Southeastern University Counseling Center for Older Adults (NCCOA)
- NSU OCD and Related Disorders Clinic
- Program for the Seriously Emotionally Disturbed
- Psychology Assessment Center
- Psychology Graduate Students Talks
- School-Related Psychological Assessments and Clinical Interventions Clinic
- Tedx NSU
- Trauma Resolution Integration Program

Students provide mental health services in a variety of agencies throughout the tricity area, including hospitals, community mental health centers, forensic settings, and student counseling centers. Moreover, student organizations provide outreach locally within the South Florida community, as well as internationally in locations such as South Africa and Central and South America.

Department of Athletics

The NSU Department of Athletics, its student-athletes, staff members, and administrators participate and partner with various community groups to provide support to those in need, fulfilling the philosophy of being an NCAA Division II member institution as well as one of the fundamental core values of the university. Below is only a partial list of the many community activities NSU athletics is involved in.

- Broward County Special Olympics
- H.A.N.D.Y. (Helping Abused, Neglected, and Disadvantage Youth)
- International Coastal Cleanup
- Jack & Jill Children's Center Toy Drive
- Make-A-Wish Foundation
- Miracle League World Series
- Sallarulo's Race for Champions

Division of Student Affairs

Student organizations have worked with 125 various community affiliates throughout the region.

- Days of Service with local community affiliates
- Service-based student organizations
- Service Trips (opportunities for student development outside of the South Florida region)

Dr. Kiran C. Patel College of Osteopathic Medicine

- A Day for Children
- Afterschool recreation program
- Angel Tree
- Area Health Education Centers/Tobacco Cessation Program
- Beach Clean Up
- Big Brothers/Big Sisters
- Camp Boggy Creek
- CANstruction Event for Hunger
- Day of Dignity
- Doctor's Bag
- D.O. Day on the Hill
- Fight for Air Climb
- Florida Rural Medical Outreach (Glades REACH Fair, Hendry/Glades Health Fair)
- Gilda's Club
- Habitat for Humanity
- Hands on Broward
- Health Careers Camp
- Heart Walk

- High school counselors/mentors
- HIV partnership for community
- Homeless outreach
- Institute for Disaster and Emergency Preparedness
- International outreach medical
- Kids In Distress
- Lifelong Learning Institute
- Light of the World Clinic
- Medical Explorers
- Participation in health fairs
- Peds-Pals
- Peer mentors
- Reading Pals
- Read-on Early Literacy Program
- Rural medicine training program
- Special Olympics
- St. Baldrick's Foundation
- Women In Distress

Dr. Pallavi Patel College of Health Care Sciences

- Aural rehabilitation for the hearing impaired
- Autism Speaks
- Bilingual SLP evaluations and treatment
- Broward County Voice Resonance Clinic
- Broward Summer Institute (two-day training on ASD-related topics)
- Communication and Autism Network (professional learning community for speech-language pathologists who serve children with ASD and severe communication impairments)
- Community SLP services to area charter schools (Charter Schools of Excellence and Somerset Charter School—Davie)
- Creative A.G.E. (for parents of adult children with ASD)
- Employment Boot Camp for adults with ASD
- Foundation for Fighting Blindness
- Health Care Fair: Boomers and Beyond
- Healthy Communities Services for Special Olympic Athletes
- Interprofessional Diabetes Education and Awareness (IDEA) Initiative
- Issues in Autism annual conference
- Lunch and Learn Seminars
- Parent annual workshops on a variety of ASD-related topics
- Parkinson Support Group
- Physician Assistant Outreach Missions

- Project HEAT: Health Educators Against Trafficking
- Robin's Tree of Learning (webinars on ASD-related topics)
- Social GAINN (social group for adults with ASD)
- Special Gals (social group for girls/young women with ASD)
- Speech, language, and hearing screenings to area preschools and health fairs
- Speech-language pathology services (individual evaluation and treatment for all types of communication difficulties including articulation, language, fluency, voice, and augmentative/alternative communication evaluations)
- Speech-Language Services (The Charter School of Excellence/Somerset Academy)
- Support groups in the area of autism
- Teacher Preparation Advisory Committee (TPAC)
- Teen Time (social group for high school students with ASD)
- T. Leroy Jefferson—Stars of Tomorrow
- UM-NSU Center for Autism and Related Disabilities (CARD)
- Vision Walk

Farquhar Honors College

- Distinguished Speakers Series
- Undergraduate Student Symposium

Halmos College of Natural Sciences and Oceanography

- Broward County Sea Turtle Conservation Program
- Educational Outreach Programs
- Guy Harvey Research Institute
- National Coral Reef Institute
- Save Our Seas Shark Center

H. Wayne Huizenga College of Business and Entrepreneurship

- 100 Black Men of Greater Fort Lauderdale
- Broward Heart Walk
- Distinguished Lecture Series
- Hope Outreach Center
- Ronald McDonald House
- Teen Challenge

Mailman Segal Center for Human Development

- Access Plus
- A Day for Children

- A. D. Henderson Foundation
- A. L. Mailman Family Foundation
- Autism Consortium
- Autism Institute
- Autism Speaks
- Baudhuin Preschool
- Broward County Public Libraries
- Broward County Public Schools
- Camp Ramah Darom
- Children Services Council
- Community Foundation of Broward County
- Community partners
- Florida Developmental Disabilities Council
- Jewish Adoption and Foster Care Options (JAFCO)
- Kapila Family Foundation Starting Right Program
- Museum of Discovery and Science
- NSU Art Museum Fort Lauderdale
- Rethink Autism Organization
- Special Olympics
- Taft Foundation
- The Academy
- The Dan Marino Foundation
- UM-NSU Center for Autism and Related Disorders (CARD)
- Unicorn Children's Foundation Clinic: Challenging Behavior Clinic, Development Assessments Clinic, Feeding Clinic
- Unicorn Children's Foundation

Community Partners

- A. D. Henderson Foundation, Inc.
- Children's Bereavement Center
- Children's Home Society
- Children Services Council of Broward County
- Children Services Council of Palm Beach County
- Early Learning Coalition of Broward County
- Early Learning Coalition of Palm Beach County
- Jack and Jill Children's Center
- Susan B. Anthony Recovery Center

Early Childhood Institute

- Enrichment Programs
- Family Center Infant & Toddler Program
- Family Center Preschool
- Summer Exploration Camp

Parenting Institute

- Family support groups
- Parent Chat: Free monthly seminars
- Parent coaching
- Parenting/child classes and programs
- Parenting classes
- Parenting Place™

NSU University School

- American Heart Association
- Broward Feeding Cooperative
- Debbie's Dream
- Habitat for Humanity
- I Care I Cure
- Irma Wesley Childhood Development Center
- Joe DiMaggio Children's Hospital
- Kiwanis International
- Make-A-Wish Foundation
- UNICEF
- WIND—Mission of Hope Haiti
- Women In Distress

Regional Campuses

The regional campuses serve students in Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, Tampa, and Puerto Rico. The staff and faculty members and students of NSU's regional campuses partner with local organizations to make a positive impact on the communities they serve. A partial list follows.

Fort Myers

- College Goal Sunday
- Fort Myers Regional Campus Community Day and Health Fair
- Junior Achievement

Jacksonville

- Bridge of Northeast Florida
- Dignity U Wear
- Relay for Life

Miami

- Miami-Dade County Public Schools—Career Day participation
- Relay for Life
- The West Kendall Community Partners—Garden Project at Felix Varela

Orlando

- Boys & Girls Club Shark Tank Competition
- Drug Free Coalition
- Second Harvest Food Bank

Palm Beach

- Gulfstream Goodwill Industries—clothing drive
- Samaritan Purse—Christmas boxes for the less fortunate
- T. Leroy Jefferson Medical Society—Health Care and Science Stars of Tomorrow Career Symposium

Tampa

- Crisis Center of Tampa Bay—donation drive for sexual assault awareness
- Jamaica medical mission
- Walk in Her Shoes—Tampa Bay

Ron and Kathy Assaf College of Nursing

The Ron and Kathy Assaf College of Nursing participates in rural and urban communities in partnership with various community agencies and organizations to provide health and wellness opportunities.

- A Day for Children
- American Diabetes Association Initiative
- American Heart Association
- Area Health Education Centers
- Boys & Girls Clubs of Broward County
- Broward Community and Family Health Center
- Covenant Village
- Day in the Life of a Nurse
- Florida Rural Medical Reach Fair
- HOPE South Florida
- Jack & Jill Children's Center
- John Knox Village
- The Light of the World Clinic (Clinica Luz del Mundo)
- Miami Lakes Education Center Health Academic Screenings
- Noble McArtor Adult Day Care
- Relay for Life
- Seventh Avenue Family Health Center
- South Florida Hispanic Community Committee (SFLHCC) Health and Wellness Expo
- Special Olympics, Healthy Communities
- West Kendall Business Association Health Fair
- YMCA of Broward County

Shepard Broad College of Law

- Alternative Dispute Resolution Clinic
- Career Development Programs
- Children and Families Clinic
- Civil Field Placement Clinics
- Criminal Field Placement Clinics
- Environmental and Land Use Law Clinic
- Pro Bono Honor Program
- Service-Learning Classes
- Student organization-led initiatives
- Veterans Law Clinic

LICENSURE AND CERTIFICATION

The university meets regulations that govern the delivery of distance education in Florida and the other states where it offers programs. Although states differ in regulations, the process through which the university obtains state licensure and certification typically involves review at three levels. At the state government level, Nova Southeastern University must qualify as a foreign corporation in order to do business in a specific state. At the higher-education authority level, NSU must complete an extensive application process and a rigorous review by each state. At the accrediting body level, the university must comply with specific requirements concerning distance education programs and general areas such as fiscal stability and student support services for each off-campus program offering. The purposes of this process are the safeguarding of consumer interests and the assurance of quality control. NSU currently has active distance education programs in 4 countries; in Puerto Rico; and in 13 states, including Florida, in full accordance with the regulations of each of those jurisdictions.

NSU offers a wide range of online undergraduate, master's, doctoral, and graduate certificate programs. To support the enrollment of out-of-state students, the university has obtained approval by Florida to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. It is an agreement among member states, districts, and territories in the United States that establishes comparable national standards for interstate offering of postsecondary distance education activities.

DISTANCE EDUCATION AT NSU

Nova Southeastern University is a pioneer in the area of distance education, having initiated distance education programs in 1972. It was the first university in the United States to offer graduate programs in an online format, with the creation of the electronic classroom. NSU has been offering online programs and programs with an online component since 1983. NSU was also the first to use the Unix system to host online courses, and one of the first to use the Internet to support instruction.

At NSU, distance education is delivered using a variety of instructional delivery systems. Modes of delivery to students away from the Fort Lauderdale/Davie Campus include online course delivery systems, synchronous meetings in an electronic classroom, traditional classroom instruction with a live instructor on-site, compressed interactive video, and audio teleconferencing.

Some programs use a blended instructional approach with face-to-face instruction coupled with online resources and video components. Others use an online course area exclusively. Some graduate programs require students to attend short intensive instructional units on campus (doctoral studies orientation, summer "institutes," or a summer conference) as a part of their required program of study. Distance education students have access to educational support services, including the NSU libraries at nova.edu/library, technology support via a help desk, educational resources via electronic classrooms and the Internet, and computing resources on our Fort Lauderdale/Davie Campus and at regional campuses located in Florida and Puerto Rico.

NSU students can participate in online courses from any location in the world with an Internet connection. Online courses use a Web-based instructional platform as a centralized location for educational materials, course content, and communication—both synchronous and asynchronous. The online course platform enables a wide range of online activities that facilitate frequent student-teacher and student-student interaction.

Faculty members and students interact in discussion forums via threaded bulletin boards, via real-time electronic classrooms that support graphical presentations and audio, and through online submission of assignments in multimedia formats. NSU provides an email address and a directory for publishing

assignments and resources to the Web for all students and faculty members. The Electronic Library provides access to online databases, many of which contain full-text documents.

The development and implementation of distance education programs have become increasingly common as many colleges and universities have moved to the online venue. Nova Southeastern University has more than 40 years of experience in the development, delivery, and evaluation of distance education programs that have been used as models by other schools. Distance education students attend classes at times and places that are convenient to the learner—reflecting the mission of NSU. The variety of distance education experiences, coupled with the use of appropriate instructional technologies, provide a successful learning environment.

REGIONAL CAMPUSES

Nova Southeastern University has earned the enviable reputation for bringing the traditional college experience to students at various campus locations. For students living in Puerto Rico or areas in Florida such as Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, or Tampa, attending NSU has been made convenient at our regional campuses. These campuses are serving students in these locations through the use of SMART classrooms, state-of-the-art computer labs, videoconferencing facilities, and other technological advances and student-oriented services. Diverse methods of course delivery for students at the regional campuses mirror those of the Fort Lauderdale/Davie Campus and include face-to-face, online, or blended formats. All campuses are staffed with full-time employees to assist with admissions, advising, enrollment, student affairs, technology support, and financial aid.

The regional campuses help to sustain an on-campus atmosphere for students by generating diverse opportunities to develop friendships, form study groups, and utilize the full range of the university's telecommunication systems, providing direct and consistent connection with NSU's Fort Lauderdale/Davie Campus. Strategically and conveniently located regional campuses are easily accessible for students and faculty members in any of the NSU markets. The regional campuses have established high-quality and efficient service, enabling students to finish their degrees successfully, while at the same time, providing them with a real-life experience that contributes to their

personal and professional development. In addition to offering degree programs, they offer executive education programs designed to assist participants in career development. Above all, to uphold the excellent quality of our programs, the curricula are delivered by outstanding faculty members who are practicing professionals in their fields.

In an effort to strengthen and support student satisfaction, the following services and facilities are offered at the regional campuses:

- convenient day, evening, and weekend classes
- computer labs with full-time staff assistance on-site
- simulation labs
- full-time staff to assist students with admissions, financial aid, enrollment, or general program matters
- multiple compressed video suites videoconferencing
- training in the use of library resources
- contemporary audiovisual tools
- Internet connectivity, wireless network
- study rooms
- timely notification of important events through the use of mail, email, videos, and websites
- student government associations
- counseling services
- encouragement of student-centered activities such as professional development workshops and graduation recognition receptions
- promotion and support of regional alumni organizations
- fitness centers
- free and convenient parking

Administration Office Hours

Monday–Friday from 8:30 a.m. to 6:00 p.m.

Saturday from 8:30 a.m. to 1:00 p.m.

Building Hours

Monday–Sunday from 7:00 a.m. to midnight

NSU staff member coverage continues during all class sessions.

Locations

The **Fort Myers** Campus is located on the southeast corner of Colonial Boulevard and I-75. The four-floor, 60,000-square-foot facility houses more than 400 students from Charlotte, Lee, Hendry, Glades, and

Collier counties. This campus offers three computer labs, nine videoconferencing suites, and a multimedia teaching environment with Internet connectivity in every room. The campus offers bachelor's, master's, specialist, and doctoral degrees in physician assistant, education, speech-language pathology, leadership, counseling, and nursing. nova.edu/fortmyers

The **Jacksonville** Campus is conveniently located near I-95 and Bowden Road in Southpoint. From its 46,000-square-foot facility, it serves more than 500 students in Northeast Florida and Southeast Georgia. This campus offers programs in the areas of counseling, education, and health science at the bachelor's and master's degree levels. Also offered at the master's degree level are speech-language pathology and physician assistant. At the doctoral level, students can select from a wide range of concentrations in education. Students are also offered a range of specialist programs in education and psychology. nova.edu/jacksonville

The **Miami** Campus, which is easily accessible from the Florida Turnpike and Kendall Drive, offers more than 75,500 square feet of classroom and meeting space and serves more than 1,800 students from Miami-Dade and Monroe counties as they pursue bachelor's degrees in the areas of nursing and speech-language and communications disorders. Master's degrees in education, nursing, pharmaceutical affairs, psychology, and speech-language pathology, as well as specialist and doctoral programs in education, are also offered at this campus. It is also home to the Institute for Neuro-Immune Medicine, a premier research and treatment center for chronic fatigue syndrome and other illnesses, such as Lyme disease and Gulf War syndrome. nova.edu/miami

The **Miramar** Campus is located off the Florida Turnpike and Red Road in the Miramar Town Center. It serves the residents of Miramar and Pembroke Pines, as well as commuters from Miami-Dade and Palm Beach counties who work in Miramar. This 21,000-square-foot, wireless facility on the third floor of the city's Library and Educational Center is outfitted with a large computer lab, multimedia classrooms, and videoconferencing rooms. NSU Miramar offers convenient evening and weekend classes in education to about 100 students as well as a variety of executive education programs. It is also home to the Coalition for Research and Education

against Trafficking and Exploitation (CREATE), which equips members of the community with skills to identify victims of human trafficking. The campus also offers services to teens and adults with autism spectrum disorders through the University of Miami-NSU Center for Autism and Related Disabilities (CARD), which operates a branch office at Miramar. nova.edu/miramar

The **Orlando** Campus is conveniently located off I-4 on Millenia Boulevard, approximately one mile from the Mall of Millenia. The 60,000-square-foot NSU Orlando facility provides the perfect venue for classes, meetings, small conferences, and events to accommodate the needs of students and the community. The campus offers its more than 600 students bachelor's, master's, specialist, and doctoral degrees.

The diversity of programs in education, human services, health sciences, counseling, nursing, and the public sector help students meet their educational goals. nova.edu/orlando

The **Palm Beach** Campus in Northern Palm Beach County is located near the intersection of I-95 and Military Trail in the town of Palm Beach Gardens, Florida. The geographical location of this 75,000-square-foot campus allows the residents of the Palm Beaches, the Treasure Coast, and surrounding areas to conveniently pursue their college education in a well-appointed facility equipped with state-of-the-art technology. The market demand has forced the campus to expand its program offerings to include business, education, and respiratory therapy at the bachelor's degree level; business administration, public administration, education, leadership, school counseling, mental health counseling, speech-language pathology, and family nurse practitioner at the master's degree level; education and school psychology specialist programs; and pharmacy, education, and nurse practice at the doctoral degree level. Now serving more than 1,300 students, this response to the market has positioned the campus as a preferred provider for these communities. nova.edu/palmbeach

The **Tampa** Campus is located near I-75 and I-4 and serves the Greater Tampa Bay area, including the counties of Hillsborough, Pasco, Pinellas, Polk, Manatee, and Sarasota. All programs at this 81,500-square-foot campus are offered in accessible formats to accommodate

the demanding schedule of its student population of approximately 1,400. The wireless facility offers student lounges, private study areas, a multipurpose room, 10 videoconferencing suites, 21 multimedia classrooms, 2 computer labs, 2 interactive simulation operating rooms with pre-op and scrub-in, post-op clinical labs, inpatient/outpatient therapy labs, and private patient exam rooms. Programs of study include bachelor's and master's degrees in the areas of education, psychology, family nurse practitioner, and health care sciences (including hands-on and simulation training in cardiovascular sonography); specialist programs in the areas of education and psychology; a professional graduate anesthesiologist assistant program; and doctoral-level programs in education, speech-language pathology, and entry-level physical and occupational therapy. nova.edu/tampa

NSU's **Puerto Rico** Regional Campus is a 37,000-square-foot building located in the Professional Offices Park in San Juan. The park is located strategically just 300 meters from the Luis A. Ferre expressway, 1,500 meters from the Lomas Verdes Expressway, 2,500 meters from the Las Cumbres Expressway, and adjacent to State Road #1. These are the principal transportation arteries on the island of Puerto Rico. The campus serves more than 500 graduate students on the island. Programs of study include master's degree programs in education and doctoral degree programs in education and pharmacy. nova.edu/puertorico

SPONSORED FUNDING

Nova Southeastern University supports faculty and staff members in their pursuit of sponsored funding from a variety of government and private sources. In FY 2017, the university's sponsored funding totaled in excess of \$95 million.

The university is receiving sponsored funding from 101 different funding entities, with the largest amount of funding, 38 percent, coming directly from the federal government. State and local government represented 24 and 18 percent of total funding, respectively. Funding from for-profit and other nonprofit corporations, foundations, and other universities round out the funding portfolio.

Of the FY 2017 total, 58 percent, or \$56 million, is to support research activities. In addition, the university

funds faculty research through the President's Faculty Research and Development Grant. Under this program, university faculty members compete for awards of up to \$15,000 for the support of their scholarly inquiry and research. In the 18-year history of these awards, more than \$4.6 million in financial support has been awarded. Grant winners have come from each of the university's academic units.

Since 2001, the President's Faculty Research and Development Grants resulted in 600 presentations and 300 publications. The program has also led to 168 external grant proposals, 62 of which were funded for a total exceeding \$9 million dollars.

The Halmos College of Natural Sciences and Oceanography is receiving the largest amount of total sponsored research funding followed by the Dr. Kiran C. Patel College of Osteopathic Medicine and the College of Arts, Humanities, and Social Sciences. The Dr. Kiran C. Patel College of Osteopathic Medicine is the leader in sponsored funding for teaching/training projects. Many of the university's schools, colleges, and centers, also receive sponsored funding to support community service, with the largest total going to the Mailman Segal Center for Human Development.

In spite of an increasingly competitive funding environment, sponsored funding received by the university includes support for both new and continuing programs, centers, and institutes. Among these initiatives are NSU Area Health Education Centers (AHEC) Programs, NSU's AutoNation Institute for Breast and Solid Tumor Cancer Research, NSU's Cell Therapy Institute, the NSU Center for Applied Research on Substance Use and Health Disparities, NSU's Institute for Natural and Ocean Sciences Research, NSU's Institute for Neuro-Immune Medicine, and the NSU Rumbaugh-Goodwin Institute for Cancer Research. Major funding sources include the U.S. Department of Health and Human Services (including the National Institutes of Health), Department of Defense, National Oceanic and Atmospheric Association, U.S. Department of Education, other governmental agencies, and private foundations. Moreover, many of these, as well as other sponsored projects, include collaborations with other universities, hospitals, and community organizations.

Historical Highlights

1961

The South Florida Education Center (SFEC) was organized to create an educational complex of institutions ranging from pre-elementary to postdoctoral education to invent, implement, evaluate, and disseminate innovative practices in all areas.

1964

Nova University opened offices on Las Olas Boulevard in Fort Lauderdale, Florida. Warren J. Winstead, Ph.D., was named president.

Nova University was chartered by the state of Florida as Nova University of Advanced Technology.

1965

The Physical Sciences Center and the Physical Oceanographic Laboratory were established.

Nova University received several gifts that enabled the construction of the Louis Parker Physical Sciences Building and the Rosenthal Student Center, and established an endowed chair in physics.

1967

The Edwin M. and Esther L. Rosenthal Student Center was dedicated at the Fort Lauderdale/Davie Campus.

Classes at Nova University formally began; the student body consisted of 17 Ph.D. students in behavioral science, physics and physical chemistry, and oceanography. There were 17 faculty members and 38 staff members.

1968

The Louis Parker Physical Sciences Center, the Davie Living Complex, and the Fort Lauderdale/Davie Campus were officially opened.

Ten acres of land were deeded to Nova University by the Broward County Commission at Port Everglades for relocation of the Physical Oceanographic Laboratory.

1969

The Life Sciences Center was established to offer doctoral and master's degrees in the biological sciences. The Leo Goodwin Institute for Cancer Research was relocated from Tampa to Nova University.

NSU University School opened on the Fort Lauderdale/Davie Campus, extending Nova University's educational programs down to the elementary and secondary levels.

Abraham S. Fischler, Ed.D., was appointed executive vice president of Nova University by President Warren Winstead.

1970

The first five Nova University graduates received their Ph.D. degrees.

A federation with New York Institute of Technology (NYIT) was established. Alexander Schure, then president of NYIT, was named chancellor of Nova University.

Abraham S. Fischler, Ed.D., was named president of Nova University.

1971

Nova University received full accreditation for five years from the Southern Association of Colleges and Schools (SACS).

1972

Nova University initiated its external degree programs with its National Ed.D. Programs in Educational Leadership and Higher Education.

NYIT initiated a master's degree program in business administration at Nova University.

The Ph.D. Program in behavioral sciences graduated its first class.

The Ed.D. Program in Early Childhood Education began.

1973

The Center for Public Affairs and Administration was established.

The Graduate Management Program was implemented.

1974

The Center for the Study of Law was established.

The board of trustees voted to change the university's name to Nova University, Inc.

1975

The Center for the Study of Law received provisional accreditation from the American Bar Association (ABA).

Nova University received full accreditation for a 10-year period from SACS.

The Master's Degree Program in Computer Science was established.

1976

Nova College was established at the Fort Lauderdale/Davie Campus.

1977

The first class of the Center for the Study of Law graduated.

1978

Doctoral programs in business administration began within the Graduate Management Program.

1979

The Center for the Study of Law moved to the university's east campus site.

The Institute for Marine and Coastal Studies opened at the Oceanographic Center.

1980

The Center for the Advancement of Education was created.

The Center for the Study of Administration was established. The center was the precursor to the School of Business and Entrepreneurship.

Nova College received accreditation from SACS in December.

1981

The Southeastern College of Osteopathic Medicine admitted its charter class as an independent institution.

The Nova University Mailman-Family Center building was dedicated.

The Florida School of Professional Psychology merged into Nova University, and the Psy.D. degree in clinical psychology was offered.

The Ph.D. Program in Clinical Psychology received full accreditation from the American Psychological Association.

1982

The Center for the Study of Law received full accreditation from the American Bar Association.

1983

A new 90-unit dormitory was opened on the Fort Lauderdale/Davie Campus.

The Psy.D. Program in Clinical Psychology received accreditation from the American Psychological Association.

The Master's Degree Program in Speech-Language Pathology was established.

The Doctor of Arts in Information Sciences Program was created and received approval from SACS.

The Ralph J. Baudhuin Oral School was acquired as a part of the Family Center.

1984

The Academic Center for Computer-Based Learning was established.

1985

The university revolutionized distance education with the development and implementation of the electronic classroom for delivery of online courses.

The Master's Program in Speech-Language Pathology was approved by the Florida Department of Education.

The federation between NYIT and Nova University was dissolved by mutual agreement.

Abraham S. Fischler, Ed.D., president, became chief executive officer of the university.

Nova University's SACS accreditation was reaffirmed for a 10-year period.

1986

The Doctor of Science Program in Computer Science was established.

The Behavioral Science Center became the Center for Psychological Studies.

1987

The College of Pharmacy admitted its charter class in association with the College of Osteopathic Medicine.

The School of Social Sciences was established and offered the Ph.D. Program in Family Therapy.

The Center for Computer Science was established to contain both the graduate and the undergraduate computer science degree programs previously housed in the Center for Computer-based Learning.

1988

The newly constructed Joe Sonken Building of the NSU University School Center was opened.

The Nova University Community Mental Health Center predoctoral internship received full accreditation by the APA.

The undergraduate Liberal Studies Day Program was begun with support from the state of Florida.

An inpatient geriatric/homeless facility was established to provide community service and research and training opportunities for students and faculty members.

1989

The Disability Law Institute was established within the Center for the Study of Law to protect the legal rights of disabled people and to provide education about disability issues in the law.

The Center for the Study of Law was renamed the Shepard Broad Law Center in acknowledgment of attorney Shepard Broad's extensive support.

The Shepard Broad Law Center was granted membership in the Association of American Law Schools.

Nova College was renamed the James Farquhar Center for Undergraduate Studies to recognize Farquhar's long-time support.

The Computer-Based Learning Center and the Center for Computer Science were combined to form the Center for Computer and Information Sciences.

Nova University celebrated its 25th anniversary.

1990

The Farquhar Center for Undergraduate Studies held its first convocation.

The Master's Degree Program in Speech-Language Pathology received accreditation from the Educational Standards Board of the American Speech-Language-Hearing Association.

Initial articulation agreements were made with Southeastern University of the Health Sciences.

1991

Facilities for the Bernice and Jack LaBonte Institute and the Ralph J. Baudhuin Oral School were dedicated.

The Institute for Systemic Therapy became the School of Social and Systemic Studies when degree programs in dispute resolution were added to existing programs in family therapy.

1992

Stephen Feldman was selected as the third president of Nova University.

The Leo Goodwin Sr. Hall, new home of the Shepard Broad Law Center, opened on the Fort Lauderdale/Davie Campus.

The Leo Goodwin Sr. Residence Hall, the university's fifth student dormitory, was dedicated.

Nova University's first building, the Rosenthal Student Center, was expanded to include a dining hall, full kitchen, bookstore, and administrative offices.

1993

Southeastern University of the Health Sciences added the College of Allied Health and admitted its charter class in the Physician Assistant Program.

The Dolphins Training Center, a new training facility for the Miami Dolphins, was completed on the Fort Lauderdale/Davie Campus.

A new wing housing the Bernice and Jack LaBonte Institute for Hearing, Language, and Speech was added to the Baudhuin Oral School.

1994

Southeastern University of the Health Sciences merged with Nova University to form Nova Southeastern University (NSU).

Ovid C. Lewis was selected as the fourth president of NSU.

The William and Norma Horvitz Administration Building was dedicated.

1995

Based on its fall 1995 headcount enrollment, NSU became the largest independent university in the state of Florida.

The College of Allied Health started a Master of Public Health Program for students working in other health professions.

NSU acquired 10 acres of land contiguous with the southwest corner of the Fort Lauderdale/Davie Campus for future expansion. Initially, the site will be used for a nature trail in a park-like setting.

1996

The Maxwell Maltz building, housing the Center for Psychological Studies and its Community Mental Health Center, was dedicated.

Planning began to move the Fischler Center for the Advancement of Education to university facilities in North Miami Beach.

The board of trustees approved addition of the College of Dental Medicine to HPD.

The NSU University School was selected as a National Blue Ribbon School of Excellence by the U.S. Department of Education.

The Oceanographic Center began a cooperative project with the town of Davie to convert a water treatment facility into an aquaculture research farm.

The Shepard Broad Law Center began a part-time evening division J.D. program.

1997

The Health Professions Division (HPD) moved from facilities in North Miami Beach to new facilities on the Fort Lauderdale/Davie Campus. The new complex encompasses 365,000 square feet of classroom, laboratory, clinic, and office space along with a 470,000-square-foot parking structure.

The College of Osteopathic Medicine won the 1997 American Medical Student Association's Paul R. Wright Excellence in Medical Education Award, the first osteopathic medical school in the U.S. to be selected.

The College of Dental Medicine admitted its charter class.

The Fischler Center for the Advancement of Education moved from leased facilities in Davie to newly renovated university-owned facilities in North Miami Beach.

Facilities opened in University Park Plaza adjacent to the Fort Lauderdale/Davie Campus. The facility houses classrooms, a microcomputer laboratory, the Institute for Learning in Retirement, and the Offices of Licensure and State Relations, Grants and Contracts, and Continuing Education.

1998

The board of trustees named Ray Ferrero, Jr., as the university's fifth president.

George Hanbury, Ph.D., was appointed executive vice president and chief operating officer by Ray Ferrero, Jr., J.D., NSU president.

NSU's regional accreditation was reaffirmed by the Commission on Colleges of the Southern Association of Schools for another 10 years.

The Fischler Center for the Advancement of Education changed its name to the Fischler Graduate School of Education and Human Services.

The National Collegiate Athletic Association (NCAA) Division II Management Council elected NSU to provisional membership effective September 1, 1998.

The board of trustees approved construction of the 325,000-square-foot Library, Research, and Information Technology Center on the Fort Lauderdale/Davie Campus.

1999

Nova Southeastern University celebrated its 35th anniversary.

Construction began for the new Library, Research, and Information Technology Center on the Fort Lauderdale/Davie Campus. (A joint-use facility with Broward County, it includes a full-service library open to the public, electronic classrooms, an auditorium, and exhibit areas. It represents a unique concept of public/private use with the NSU Board of Trustees and the Broward County Board of County Commissioners each paying half of its costs.)

The School of Business and Entrepreneurship was renamed the H. Wayne Huizenga Graduate School of Business and Entrepreneurship and the board of trustees approved construction of a new building for the school at the Fort Lauderdale/Davie Campus.

The School of Social and Systemic Studies began the first Ph.D. program in dispute resolution offered nationally by distance education.

The College of Osteopathic Medicine was ranked 38th out of 144 medical schools nationally in the category of primary care medical schools by *U.S. News & World Report*.

2000

President Ferrero received the American Psychological Association's Presidential Citation Award for his efforts to expand and improve mental health services in South Florida.

The American Psychological Association reaffirmed the Center for Psychological Studies doctoral program accreditation for another seven years.

The 5,000-square-foot Health Professions Division Assembly Building that contains a 310-seat auditorium, computer laboratory, and seminar room was completed.

Centralized university call centers were established at University Park Plaza, in the Health Professions Division Clinic, and at the Fischler Graduate School of Education and Human Services.

Six shuttle buses were added to NSU's fleet to provide transportation throughout the 300-acre Fort Lauderdale/Davie Campus for students and faculty and staff members.

2001

The 325,000-square-foot Library, Research, and Information Technology Center was dedicated. It is a joint-use facility that resulted from an innovative agreement between NSU and the Broward County Board of County Commissioners. The new facility is one of the largest library buildings in Florida.

The United States Army selected NSU to be an educational partner in *eArmyU*, a consortium designed to deliver online degree programs to soldiers.

The Family Center was renamed the Mailman Segal Institute for Early Childhood Studies.

Ground was broken for the Jim & Jan Moran Family Center Village and a \$6 million challenge grant to the center was announced by JM Family Enterprises, Inc.

The School of Social and Systemic Studies changed its name to the Graduate School of Humanities and Social Sciences.

The Shepard Broad Law Center launched the first online master's degree in health law for non-lawyers offered by an accredited law school.

2002

The board of trustees approved a name change from the Farquhar Center for Undergraduate Studies to the Farquhar College of Arts and Sciences.

The undergraduate business majors were moved to the H. Wayne Huizenga School of Business and Entrepreneurship.

Construction began for new facilities for the Orlando Student Educational Center in the new Mall at Millenia.

NSU College of Osteopathic Medicine received a grant from the U.S. Public Health Service that supports the establishment of the first pediatric residency in Broward and Palm Beach counties.

NSU was approved for active membership as part of the National Collegiate Athletic Association effective September 1, 2002, as announced by the NCAA Division II Membership Committee.

Nova Southeastern University accepted an invitation to join the Sunshine State Conference of the National Collegiate Athletic Association (Division II) beginning with the 2002–03 academic year.

In fall 2002, the university had the largest annual increase in student head count (13 percent) since it merged with Southeastern University of the Health Sciences in 1994.

2003

The new 110,000-square-foot Jim & Jan Moran Family Center Village housing the Mailman Segal Institute for Early Childhood Studies was dedicated.

The new 261,000-square-foot Carl DeSantis Building housing the H. Wayne Huizenga School of Business and Entrepreneurship and the Graduate School of Computer and Information Sciences was dedicated.

In honor of his generosity, NSU's library was renamed the Alvin Sherman Library, Research, and Information Technology Center after developer Alvin Sherman.

2004

Ground was broken for construction of the new 366,000-square-foot University Center. Planned features include a sports arena, fitness facilities, The Student Union and Resource Center, food and beverage services, and a performing arts facility.

The Shepard Broad Law Center celebrated its 30th anniversary.

The NSU University School's Middle School was dedicated as the Joanne and Edward Dauer Middle School Building in honor of the Dauer family's lasting support and contributions to the NSU University School.

NSU hosted a visit and conferred an honorary Doctorate of Humane Letters on His Holiness the 14th Dalai Lama of Tibet. During the visit, His Holiness blessed a Buddhist Prayer Wheel, donated by Albert Miniaci, that will be on permanent display in the Sherman Library.

Frederick Lippman, R.Ph., Ed.D., was installed as the new HPD chancellor after the passing of Morton Terry, D.O., founding chancellor of NSU's Health Professions Division.

2005

NSU was designated a National Center of Academic Excellence in Information Assurance Education by the U.S. National Security Agency and the Department of Homeland Security.

The U.S. Public Health Services' Health Resources and Services Administration (HRSA) awarded a three-year, \$4.2-million grant to a consortium spearheaded by Nova Southeastern University's College of Osteopathic Medicine (NSU-COM), in partnership with Broward Community College. NSU's Center for Bioterrorism and Weapons of Mass Destruction Preparedness will prepare the local health care workforce to react efficiently and skillfully.

2006

The new, state-of-the-art, 366,000-square-foot University Center was dedicated. The facility features three NCAA competition courts in the main arena, as well as two intramural courts, group fitness and instruction rooms, cardio and weight training areas, squash courts, a rock climbing wall, and The Flight Deck.

The U.S. Geological Survey (USGS) signed an agreement with Nova Southeastern University, Florida Atlantic University, and the University of Florida, creating the South Florida Science Consortium. The consortium will facilitate collaboration among the four research facilities of the Greater Everglades Restoration—the largest environmental restoration in the world and the largest public works project in U.S. history.

2007

NSU's newest residence hall, The Commons, opened its doors to students on the Fort Lauderdale/Davie Campus. This new living and learning facility has a capacity of 525 beds, configured in single and double rooms. It also has 5 classrooms, 2 conference rooms, 16 community living rooms, 16 study rooms. The Office of Residential Life and Housing is located at The Commons, as well.

The U.S. Department of Education awarded NSU a \$2.8 million Title V—Developing Hispanic-Serving Institutions grant for its Fischler School of Education and Human Services undergraduate program. The grant, paid over a five-year period, will provide support to develop research-based programs targeted at increasing Hispanic student engagement and leading to academic success.

Shannon Sawyer (softball); Teofilo Cubillas, Jr. (soccer); David Riley (basketball); Abraham S. Fischler (NSU president emeritus); and Charles “Sonny” Hansley (former NSU athletic director and head coach) were enshrined in the inaugural NSU Athletics Hall of Fame class.

The Rolling Hills Hotel was purchased for conversion to graduate student housing.

2008

The Rolling Hills Graduate Apartment Complex, designated for graduate student housing, opened its doors to students. The complex can accommodate up to 373 graduate students in fully furnished, single and quad rooms.

Nova Southeastern University signed a merger agreement with the Museum of Art—Fort Lauderdale. The merger provides continuing opportunities for appreciation of the arts by the general public, and new educational and collaborative opportunities for NSU faculty members and students.

The University Aquatic Center opened. The center has a 10-lane, 50-meter pool with state-of-the-art starting blocks and a dive well. The center will host swimming competitions for the NSU University School swim team and provide practice facilities. The center will also be hosting NCAA team practices and competitions.

2009

The University Center was renamed in honor of businessman, entrepreneur, and philanthropist Don Taft, in recognition of the university's largest single gift to date, received from The Taft Foundation.

A 19-foot, bronze mako shark sculpture on top of a 10-foot-high water fountain was placed at the entrance to the newly christened Don Taft University Center. This sculpture of the university's mascot was commissioned by NSU students and created by renowned wildlife sculptor Kent Ullberg.

NSU was one of 22 Hispanic-serving institutions nationally, and one of 3 in Florida, to receive the first Title V grants ever awarded by the U.S. Department of Education that are focused specifically on graduate programs. The \$2.7 million grant will support the development of programs in the Fischler School of Education and Human Services that enhance graduate student engagement, retention, and success.

2010

As part of the board of trustees' presidential succession plan, Ray Ferrero, Jr., who was then president, became university chancellor and CEO, and George Hanbury, who was then executive vice president and COO, became university president and COO.

The Division of Applied Interdisciplinary Studies was created. This new division encompasses the Center for Psychological Studies, the Graduate School of Humanities and Social Sciences, the Mailman Segal Institute for Early Childhood Studies, and the Criminal Justice Institute.

A new, state-of-the-art, 87,000-square-foot research facility was approved to be built on the Oceanographic Center campus at John U. Lloyd Beach State Park in Dania Beach, Florida. Partially funded by a \$15-million grant from the National Institute of Standards and Technology, the facility will be the only one in the country dedicated to the study, research, and preservation of coral reefs. The new Center of Excellence for Coral Reef Ecosystems Science was opened in September 2012.

The Carnegie Foundation for the Advancement of Teaching awarded Nova Southeastern University the Community Engagement Classification, which acknowledges significant commitment to and demonstration of community engagement. NSU was one of 115 colleges and universities in the United States selected for the Community Engagement Classification award in 2010, and one of only 311 colleges and universities nationally to receive the award since inception of the classification.

2011

George L. Hanbury, II, Ph.D., took office as the sixth president and chief executive officer of Nova Southeastern University. He led the university to adopt a single shared Vision 2020 for establishing NSU as a premier, private, not-for-profit university of quality and distinction that engages all students and whose alumni serve with integrity and commitment.

In addition to receiving Carnegie's Community Engagement Classification, NSU was elevated from Doctoral Research University (DRU) to Research University—high research activity (RU/H) reflecting two of its core values of scholarship and research. NSU is one of 37 universities in the nation with both the Carnegie classification of high research activity and community engagement.

2012

In 2012, the National Council for Accreditation of Teacher Education (NCATE) granted accreditation without qualifications to all degree programs within Nova Southeastern University's Abraham S. Fischler School of Education and to education-related programs within NSU's Center for Psychological Studies. This means NSU's education programs have been vetted at the highest levels for quality and the ability to produce effective, high-achieving educators. Including NSU, NCATE currently accredits more than 650 colleges of education. NCATE also represents more than three million teachers, teacher educators, content specialists, and local and state policy makers committed to quality teaching.

In September 2012, the Oceanographic Center used a \$15-million federal stimulus grant to open the nation's largest dedicated coral reef research center—the 86,000-square-foot NSU Center of Excellence

for Coral Reef Ecosystems Research. The completed center cost \$50 million. Students, scientists, and faculty and staff members can come to the center from all corners of the globe with the common goal of learning from the ocean's diverse ecosystem of coral reefs and myriad fish and other marine life. The grand opening celebration included a keynote speech by former Vice President of the United States Al Gore. The building is Silver Leadership in Energy, and Environmental Design certified.

2013

Nova Southeastern University's financial outlook continues to be strong. The long-term rating of the university's bonds was upgraded by Moody's to Baa1 from Baa2 with a positive outlook. According to the announcement made by Moody's on July 16, 2013, "the rating upgrade is driven by the university's consistently positive operating performance and reduced liquidity risk due to debt structure modifications." The new rating came in anticipation of the 2014 groundbreaking of NSU's Center for Collaborative Research, a 215,000-square-foot, \$80-million research center that will significantly expand the university's research capabilities and further its economic impact in the state. NSU also earned a "Perfect Financial Responsibility Score" from the U.S. Department of Education, confirming that NSU is considered financially responsible.

The university opened the nation's first Institute for Neuro-Immune Medicine to treat patients and conduct research in neuro-immune conditions such as chronic fatigue syndrome (CFS/ME) and Gulf War illness (GWI). Located at NSU's Fort Lauderdale/Davie Campus, the institute is the first in the nation to study neuroinflammatory and neurodegenerative disorders—such as CFS/ME, GWI, Parkinson's disease, and multiple sclerosis—using the newest genomic techniques. By studying individual genes and what they code for, the institute's scientists will better understand the cause of, and find new ways to treat, these complex disorders. This important basic research will provide answers that will help scientists develop new pharmaceutical medications to treat these illnesses.

In 2013, NSU excelled not just in academics, but also in athletics. The rowing team captured the program's first NCAA Division II National Championship. This is the sixth national championship for NSU athletics, all of which have come in a five-year span.

A multimillion dollar “Cooperative Development Grant” totaling approximately \$3.9 million was awarded to the university by the U.S. Department of Education. The grant, from the DOE’s Hispanic-Serving Institutions Division, is the single largest Title V award received by the university. NSU is one of only four institutions in the nation to receive the Cooperative Development Grant and the only college or university in the state of Florida to receive this award for FY 2013.

Named to the 2013 President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service (CNCS), NSU received the highest honor a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.

NSU was named in IDG’s *Computerworld* 2013 List of 100 Best Places to Work in Information Technology. The listing, compiled by the *Computerworld* editorial team, is based on a comprehensive questionnaire regarding company offerings in categories such as benefits, diversity, career development, training, and retention, as well as a worker satisfaction survey completed by a random sampling of IT employees at the participating organizations.

2014

NSU’s Master of Science Program in Marriage and Family Therapy received full accreditation for the maximum number of years allowed with zero stipulations from COAMFTE in December 2014.

Construction on NSU’s Center for Collaborative Research (CCR) began and is to be completed in 2016. This facility will provide wet labs for many of NSU’s innovative researchers, as well as a General Clinical Research Center—an outpatient facility that will provide a centralized clinical research infrastructure to benefit investigators in multiple disciplines. The CCR will also house NSU’s Institute for Neuro-Immune Medicine; Rumbaugh-Goodwin Institute for Cancer Research; the Emil Buehler Research Center for Engineering, Science, and Mathematics; and the U.S. Geological Survey (USGS).

NSU’s Oceanographic Center received approximately \$8.5 million from the Gulf of Mexico Research Initiative (GoMRI). The university is one of 12 organizations selected to receive part of \$140 million for continued research in the area of oil spills and response to them.

The university received two Title V grants totaling approximately \$7 million to help increase the number of Hispanic and other minority students pursuing degrees in the science, technology, engineering, and mathematics (STEM) fields, and prepare them for careers in these growing sectors and post-baccalaureate computer science-related degrees.

Florida’s Agency for Healthcare Administration issued its approval for HCA East Florida’s application to relocate Plantation General Hospital to NSU’s Fort Lauderdale/Davie Campus. The hospital will be the anchor tenant in the Academical Village. As a cornerstone of this project, HCA began constructing an emergency room at NSU’s University Park Plaza, which is set to open in mid-2015.

2015

In 2015, NSU restructured its colleges, schools, and centers with the goal of maximizing and leveraging graduate and professional degree programs to attract the best and brightest undergraduate students. As a result, all of the degree programs and initiatives housed within the former Farquhar College of Arts and Sciences were repositioned to other NSU colleges; many schools, colleges, and centers were renamed; colleges established academic discipline-based departments; and two new colleges were established.

NSU is now at the forefront of conducting pioneering cell-based biomedical research with the launch of the new The NSU Cell Therapy Institute, an international collaboration with prominent medical research scientists from Sweden’s world-renowned Karolinska Institutet (KI). The NSU Cell Therapy Institute will be located in the university’s Center for Collaborative Research (CCR), one of the largest and most-advanced research facilities in Florida, at 215,000, square feet, with state-of-the-art laboratories.

In addition, 2015 was a year of accolades for NSU programs and offerings, including the following:

NSU tied for 10th in *U.S. News & World Report's* Campus Ethnic Diversity rankings for the 2014–15 school year. NSU is the largest private, not-for-profit institution in the United States that meets the U.S. Department of Education's criteria as a Hispanic-serving Institution. The university awards more doctoral and professional degrees to Hispanics and other minorities than any other university in the United States, according to a 2015 study released by the publication *Diverse: Issues in Higher Education*. Additionally, NSU is second only to Stanford University in California for professional degrees awarded to African Americans, according to the publication's September 24, 2015, issue.

The Economist and Brookings Institute released two analyses of college graduates' salaries 10 years after they began their pursuit of higher education. NSU respectively ranked in the 77th and 76th percentile nationally.

NSU's online graduate criminal justice program was ranked 22nd in the country by *U.S. News & World Report*.

NSU medical clinics implemented the medical home model and were recognized by the National Committee for Quality Assurance as an accredited Patient-Centered Medical Home for using evidence-based, patient-centered approaches that focus on highly coordinated care and long-term, participative relationships.

NSU's Biomedical Informatics Program was ranked number 6 out of the top 25 in the United States and the highest in Florida by *BestMedicalDegrees.com*.

U.S. News & World Report ranked the top online graduate programs for veterans, and NSU's Criminal Justice program was ranked in a tie for 21st.

NSU's Master of Public Administration Program received accreditation by the NASPAA Commission on Peer Review and Accreditation and is listed on the Annual Roster of Accredited Programs in conformity with NASPAA standards.

NSU's Master of Science in Nursing (M.S.N.) Program was ranked in the Top 50 Best Value Online M.S.N. Programs of 2015 by Value Colleges.

The Alvin Sherman Library received the Broward Family Favorite 2015 Award from *Broward Family Life Magazine*.

2016

For the first time in Nova Southeastern University's 53-year history, *U.S. News & World Report* ranked NSU at 214 out of the more than 4,000 colleges and universities in the country. Additionally, the publication ranked three of the university's online programs among the top in country: nursing, criminal justice, and education.

NSU's first comprehensive fund-raising campaign, *Realizing Potential*, kicked off its public phase in 2016, and we are pleased to report that as of February 2017 it has surpassed the \$160-million benchmark of the \$250-million goal set for philanthropic donations. Research is integral for the success of all three priorities, and it also is the focus of our concurrent efforts to raise an additional \$300 million in sponsored research, service, and training projects. By 2020, through philanthropy and sponsored projects, we will raise more than half a billion dollars to take NSU to new heights.

Groundbreaking research is the cornerstone of NSU's Center for Collaborative Research, which opened in 2016 after years of anticipation. This 215,000-square-foot, six-story facility is equipped with wet and dry labs; state-of-the-art research equipment, including access to a high-performance computing environment; and other resources. The CCR building has been submitted to the United States Green Building Council for review with the intent of receiving Leadership in Energy and Environmental Design (LEED) gold certification. The CCR took two years to complete and reflects an investment of nearly \$100 million in Broward County.

Community leaders Rita and Rick Case established a scholarship endowment to attract outstanding undergraduate students. In honor of the Cases' gift and ongoing support, the university officially named its arena in the Don Taft University Center, The Rick Case Arena. The Rick Case Arena will host athletic competitions, concerts, shows, the university's open house, and other internal and external programs.

NSU was designated a Military Friendly School by Victory Media, publisher of *G.I. Jobs*, *STEM Jobs*, and *Military Spouse*. Military Friendly Schools is a designation established in 2003 to assist service members and their families to select the best college, university, or trade school to receive the education and training needed to

pursue a civilian career. Additionally, London-based *Times Higher Education* ranked NSU as one of 20 universities in the world and one of only 9 universities in the U.S. that “could challenge the elite” universities and become globally renowned by the year 2030.

We celebrated the grand opening and dedication ceremony of the newly expanded Noël P. Brown Sports Center on the NSU University School campus. This 59,000-square-foot facility will be the new permanent location for Special Olympics Broward County, and includes training and fitness rooms for student athletes, offices, locker room facilities, and a gymnasium.

The U.S. Department of Education ranked NSU as the second-best college in South Florida in terms of highest-earning graduates. According to the report, NSU graduates earn approximately \$12,000 per year more than the national average. This extraordinary news is a testament to the quality education that NSU students receive.

2017

The Drs. Kiran & Pallavi Patel Family Foundation made a commitment to NSU for a \$50-million philanthropic gift that will significantly expand the newly named Dr. Kiran C. Patel College of Osteopathic Medicine and Dr. Pallavi Patel College of Health Care Sciences. The colleges were named for the Tampa-area cardiologist and his pediatrician wife. The Patels’ commitment also includes an additional \$150-million investment in real estate and facilities to develop a new NSU Tampa Bay Regional Campus in Clearwater, Florida. Their commitment is the largest in NSU’s history. The new campus, consisting of a 325,000-square-foot, medical-education complex, will be an additional location for the osteopathic medicine program. Programs from the health care sciences and nursing colleges, as well as other university programs currently located in the Tampa area, will also be housed there.

With an emphasis on marine education and interactive learning, NSU’s Marine Environmental Education Center opened at the historic grounds of the Carpenter House at Hollywood North Beach Park. With a research focus on endangered sea turtles, the center is the permanent home of Captain, a green sea turtle who cannot be released into the wild because of an injury. The facility is the result of a partnership between NSU and Broward County Parks and Recreation.

NSU kicked off Fins Football with pregame tailgate parties and free tickets for NSU students to attend Miami Dolphins’ home games. The program is part of NSU’s expanded partnership with the Dolphins franchise, whose training facility is located on NSU’s Fort Lauderdale/Davie Campus. In addition, team executives and players met with students during the off-season for panel discussions, and students participated in summer internships with the team. Panel discussion topics included athletic training, nutrition and wellness, entertainment and branding, and sports management. By adding value to attending NSU, Fins Football aligns with the university’s Vision 2020 goal of increasing incoming undergraduate enrollment.

For the second year in a row, *U.S. News & World Report* ranked NSU in its list of the nation’s Best Colleges. Among national universities, NSU ranked No. 198, climbing 16 spots from the previous year. In January, the magazine also recognized three NSU online programs as among the nation’s best. Making the list were NSU’s criminal justice graduate program (ranked 26 out of 41 programs); education graduate program (ranked 84 out of about 200 programs); and nursing graduate program (ranked 47 out of more than 100 programs).



University Organization and Administration

Board of Trustees

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Michael J. Zager

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Melanie G. May, J.D.

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Joel B. Ronkin

Tony Segreto

Functions of the Board of Trustees

In accordance with the bylaws of Nova Southeastern University, the business and property of the university are managed by the NSU Board of Trustees consisting of the president and not more than 35 additional members. The committees of the Board of Trustees include the Executive Committee/Committee on Trustees, the Academic Affairs/Strategic Planning Committee, the Finance/Audit Committee (with subcommittees of Investment and Internal Audit), the Advancement Committee, the Governance Committee, the Research and Technology Transfer Committee, and the Building and Grounds Committee. The specific responsibilities of the board of trustees are

- establishing the vision, mission, and core values, and ratify the educational policies of the university
- acquiring, conserving, and developing the corporation's and university's resources, and in this regard, acting as custodian of all property of the corporation and university
- electing the officers of the corporation
- appointing and evaluating the university president and CEO
- authorizing changes to and adopting an annual budget
- approving the university's development plans
- approving the awarding of all degrees, based on the recommendations of faculty members and the president
- accepting and administering gifts of land, bequests, trusts, money, stocks, and other property from public and private sources
- upon recommendation of the president, establishing schools, centers, colleges, and divisions of the university
- upon recommendation of the president, establishing university educational programs, courses, and curricula, and prescribing conditions of student admission, attendance, and discharge
- accepting responsibility for monitoring the implementation of university policies
- maintaining the role of the board as a policy-making body
- accepting responsibility for monitoring that the financial resources of the institution are adequate for providing a sound educational program

University Administrators

George L. Hanbury II, Ph.D.
President and Chief Executive Officer

Frederick Lippman, R.Ph., Ed.D.
*Interim Executive Vice President and
Chief Operating Officer*

Ralph V. Rogers, Ph.D.
Provost and Executive Vice President for Academic Affairs

Irving Rosenbaum, D.P.A., Ed.D.
Interim Health Professions Division Chancellor

H. Thomas Temple, M.D.
*Senior Vice President for Translational Research and
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Vice President for Enrollment and Student Services

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Associate Provost for Undergraduate Academic Affairs

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*Director and Chief Curator of
NSU Art Museum Fort Lauderdale*

Marc Crocquet, M.B.A.
Vice President for Business Services

Kyle Fisher, B.A.
*Vice President for Public Relations and
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*Vice President for Information Services and
University Librarian*

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*Associate Provost for Academic Quality,
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Alyson K. Silva, M.A.C., CPA
Vice President for Finance and Chief Financial Officer

Robin Supler, J.D.
Vice President for Compliance and Chief Integrity Officer

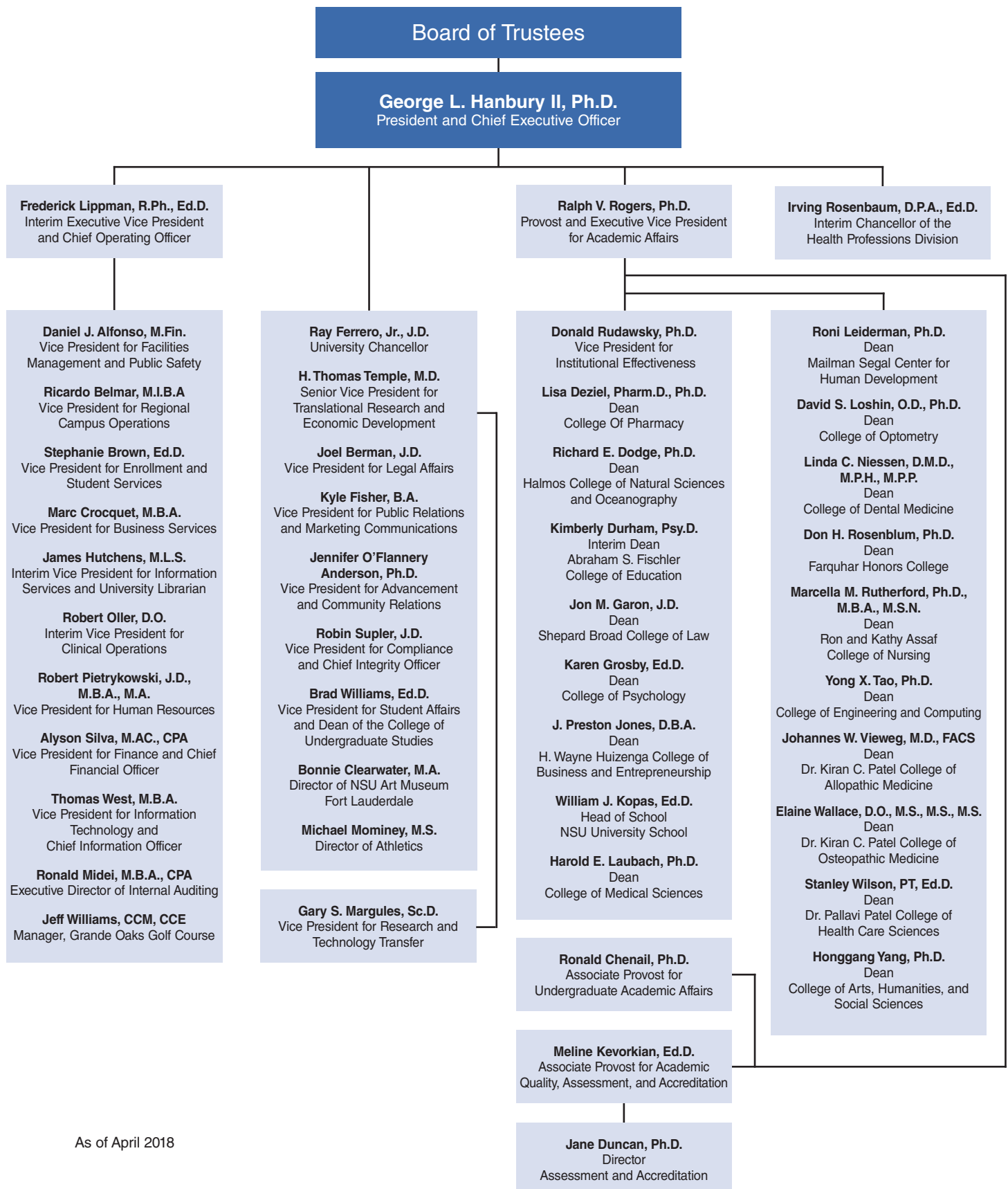
Thomas West, M.B.A.
*Vice President for Information Technologies and
Chief Information Officer*

Brad A. Williams, Ed.D.
*Vice President for Student Affairs and
Dean of the College of Undergraduate Studies*

Jeff Williams, CCM, CCE
Manager, Grande Oaks Golf Course

Ray Ferrero, Jr., J.D.
Chancellor

University Organization



As of April 2018

University Councils and Committees

Academic Council

Chair: Ralph V. Rogers, provost and executive vice president for academic affairs. The purpose of the council is to provide a forum for communication among the deans with various university administrative offices. The council seeks to ensure coordination of student services and that these services effectively support the academic mission of the university.

Administrative Student Services Council

Chair: G. Elaine Poff, university registrar, enrollment and student services. The purpose of the Administrative Services Student Council (ASSC) is to propose and implement university-wide enrollment management processes and procedures. The ASSC meets monthly to promote communication about and adherence to policies and procedures.

Academic Review Committee

Chair: Greg Simco, professor, College of Engineering and Computing; **cochair:** William Adams, associate professor, College of Arts, Humanities, and Social Sciences. The purpose of the committee is to review the reports produced from the academic program review process and identify strategies for achieving the university's goal of academic excellence or eminence in each program, department, or college. Membership is selected from among the university faculty.

Budget Committee

The committee is composed of Ralph V. Rogers, executive vice president for academic affairs and provost; Alyson Silva, vice president for finance and chief financial officer; and Amanda Miller, university budget director. The purpose of the Budget Committee is to review and recommend to the president the annual operating budget, including the establishment of tuition and fee rates.

Capital Improvement Program Committee

The committee is composed of Alyson Silva, vice president for finance and chief financial officer; Mark Nyland, university treasurer; Annette Rivas Vasquez, director of financial planning and analysis; Daniel J. Alfonso, vice president for facilities management; and Bernadette Grogan, director of finance for facilities management. This committee was

established to coordinate and combine the collective capital projects of the various schools, colleges, and centers of the university that are funded and constructed during the planning horizon of the next five years. The Capital Improvement Program (CIP) is updated annually and the first year of the plan serves as the current-year capital budget. The CIP is based on the fiscal resources of the university; therefore, it reflects the timing and the fiscal impact of raising these funds through various combinations of contributions, endowments, gifts, current university revenue, or debt. The plan is submitted to the president for review and approval.

Community Collaboration Committee

Chair: Barbara Packer-Muti, executive director of quality assessment and institutional and community engagement. The membership of this committee is composed of one liaison designated by his or her unit dean or vice president from each of the 18 academic and 16 administrative units. The Community Collaboration Committee convenes on a biannual basis to discuss and make recommendations about NSU's community outreach activities. Each liaison is responsible for collecting and populating the Community Collaboration Database with information about each of the projects and collaborations performed by their respective unit's faculty and staff members and students on behalf of NSU. The database is a centralized repository designed in-house to collect community-based information and to inform quality practices, in support of NSU's mission, vision, and values.

Crisis Response and Emergency Preparedness Committee

Chair: Barbara Packer-Muti, executive director of quality assessment and institutional and community engagement. This committee is composed of three students, five deans/executive deans/assistant deans, three vice presidents, two faculty members, ten operations personnel, the provost, the chief operating officer, and one additional executive director. The committee is responsible for planning, coordinating, executing, and monitoring all activities related to the university's Comprehensive Emergency Plan.

Dean's Council

Chair: *Ralph V. Rogers, provost and executive vice president for academic affairs.* The purpose of the Deans' Council is to review academic matters and take an active role in the fulfillment of the academic aspects of the University Strategic Plan. This council advises the provost in policies and matters that support the deans' leadership role in carrying out the mission, vision, and strategic priorities of the university.

Editorial Board

Chair: *Ron Ryan, director, Office of Publications.* The purpose of the Editorial Board is to develop and adopt university-wide standards for editorial writing style and graphic identity standards for materials produced through the Office of Publications. The board also oversees the development of *NSU First Look*, a university-wide publication. The board is composed of representatives from the various academic units, and administrative offices.

Enterprise Risk Management Committee

This committee is responsible for oversight in the identification and weighting of NSU enterprise risk and monitoring of mitigating activities. The committee membership includes the associate provost for undergraduate academic affairs, the executive director for internal auditing, the provost, the chief financial officer, the chief operating officer, the vice president for student affairs, and the executive director for institutional and community engagement.

Faculty Advisory Council

Chair: *Fran Tetunic, director of the Alternative Dispute Resolution Clinic and professor of law.* The purpose of the Faculty Advisory Council is to further the mission of Nova Southeastern University by advising the university administration regarding matters for the improvement of university academic programs and services. The primary goal of the council is to enhance, protect, and maintain the intellectual integrity of the university through academic programs. To this end, the council serves as a forum to recommend new and innovative change; a platform to address academic issues and concerns; and a resource for conceiving, developing, and implementing new projects. The council meets bimonthly and consists of one representative from each of the academic schools, colleges, and centers.

Inclusion and Diversity Council

Chair: *Michael Caldwell, professor, Department of Performing and Visual Arts at the College of Arts, Humanities, and Social Sciences.* The Inclusion and Diversity (ID) Council advances NSU's mission and core values. The council's goal is to promote and support a wide range of services and programs that enhance inclusive excellence.

Information Technology Steering Committee

Chair: *Stephanie G. Brown, vice president for Enrollment and Student Services.* The purpose of the Information Technology (IT) Steering Committee is to ensure a collaborative, transparent, and university-wide approach to prioritizing major IT project requests that are strategically aligned with the university's vision, mission, core values, and strategic priorities. In conjunction with the Office of Innovation and Information Technology, the Information Technology Steering Committee also serves as a forum for communicating technology needs identified by the NSU community and provides directional guidance to NSU's executive administration regarding the university's technology investments. The committee is composed of seven members who represent the academic units and central administration.

Institutional Review Board

Chair: *Matthew J. Seaman, associate professor and department chair, pharmacy practice, College of Pharmacy.* The Institutional Review Board is charged with ensuring that students, faculty members, and staff members adhere to ethical principles underlying the acceptable conduct of research involving human subjects, as set forth in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* and in keeping with applicable laws and regulations. The board includes at least one representative from each college and center, who conducts human subjects research, with additional members from the local community and a prisoner advocate.

New Program Review Committee

Chair: *David S. Loshin, dean, College of Optometry.* Nova Southeastern University encourages the growth of new and innovative academic programs that advance its mission, vision, and strategic priorities. The New Program Review Committee (whose members provide

support and counsel for academic units seeking approval of proposals) facilitates the development of new programs. The review process contributes to the quality of the proposed programs and increases the probability of success. It is the only pathway permitted by the president and the board of trustees for approval of new academic programs. The members of the New Program Review Committee are representatives from all the academic units.

President's Council

Chair: *George L. Hanbury II, president and chief executive officer.* The President's Council convenes on a bimonthly basis and is composed of deans from every college, school, and center and vice presidents from throughout the university. The council meets to share university business, as well as to communicate and discuss ways to fulfill the mission, vision, core values, and strategic priorities of Nova Southeastern University.

Quality Enhancement Plan (QEP) Committee

Chair: *Barbara Packer-Muti, executive director of quality assessment and institutional and community engagement.* QEP Committee members include one QEP director and one QEP alternate from each of NSU's 18 academic units, appointed by the respective deans, as well as two librarians and two students. The QEP is a Southern Association of Colleges and Schools (SACS) requirement. NSU's committee meets bimonthly to dialogue about QEP issues, including but not limited to, strategies and assessment practices.

RAE2020 Governance Committee

Chair: *Stephanie G. Brown, vice president for Enrollment and Student Services.* The RAE2020 Governance Committee meets on a monthly basis to review the progress of the RAE2020 program, which is a large-scale program to reengineer, standardize, and align existing recruitment, admissions and enrollment processes and practices with a new constituent relationship management system at NSU. The objective of the committee is to review program schedules and communicate current progress, discuss and address areas of concern, and provide an overview of upcoming events. The committee includes representatives from executive management, deans of colleges (included in the initial go-live phase), and the Office of Innovation and Information Technology.

Safety Committee

Chair: *Elizabeth Guimaraes, director of risk management.* Administered through the Office of the Vice President for Facilities Management, the Safety Committee assists the university in providing a safe and secure environment for students, faculty members, and staff members. The committee accomplishes this mission by making recommendations to the university through the Department of Public Safety for improving safety and security. The Safety Committee members represent all administrative and academic units of the university and meet nine times each year.

Survey Research Committee

Chair: *Don Rudawsky, vice president for Institutional Effectiveness.* The survey research committee meets once monthly to review all administrative and research surveys which involve a broad sampling or census of a population of Nova Southeastern University and to provide recommendations for approval or denial to the provost regarding the proposed survey. The committee is comprised of the vice president of Institutional Effectiveness, one dean, one institutional researcher, one statistician from an academic unit, three faculty members representing diverse academic units, and one IRB representative.

Undergraduate Retention Council

Chair: *Don Rudawsky, vice president for Institutional Effectiveness.* The Undergraduate Retention Council is composed of faculty and staff members who serve undergraduate students. The purpose of the council is to study factors affecting undergraduate student retention and recommend policy and actions to support student retention.

University Advisory Boards

Athletics

Advisory Council
Chair: Tony Segreto

Farquhar Honors College

Dean's Advisory Board
Chair: George Platt II

Health Care Sciences

Anesthesiologist Assistant (Fort Lauderdale)
Advisory Board
Chair: Robert Wagner

Anesthesiologist Assistant (Tampa)
Advisory Board
Chair: Robert Wagner

Audiology Advisory Board
Chair: Inna Silver

Cardiovascular Sonography (Tampa)
Advisory Board
Chair: Samuel Yoders

Occupational Therapy (Fort Lauderdale)
Entry-Level Master of Occupational Therapy
Advisory Board
Chair: Rachelle Dorne

Occupational Therapy (Fort Lauderdale)
Entry-Level Doctor of Occupational Therapy
Advisory Board
Chair: Catherine Peire

Occupational Therapy (Fort Lauderdale)
Doctor of Philosophy Advisory Board
Chair: Rick Davenport

Occupational Therapy (Tampa) Professional
Advisory Council
Chair: Amy Kimball-Carpenter

Physical Therapy—Hybrid Entry-Level Doctor of
Physical Therapy (Tampa) Advisory Board
Chair: Mary Blackinton

Physical Therapy—Transition Doctor of Physical
Therapy Advisory Board
Chair: Bini Litwin

Physical Therapy—Doctor of Philosophy
Advisory Board
Chair: Samuel Cheng

Respiratory Therapy (Palm Beach Gardens)
First Professional Bachelor of Science in
Respiratory Therapy Advisory Board
Chair: Lisa Farach

Vascular Sonography Advisory Board
Chair: Sandrine Gaillard-Kenney

Health Professions Division

Board of Governors
Chair: Barry J. Silverman

College of Dental Medicine Board of Counselors
Chair: Mel Rothberg

College of Osteopathic Medicine Dean's
Leadership Council

College of Pharmacy Dean's Advisory Council

H. Wayne Huizenga College of Business and Entrepreneurship

Board of Governors
Chair: Paul Sallarulo

Entrepreneur Council
Chair: Yolanda Harris

Real Estate Advisory Board
Chair: Tony Trella

Library

Circle of Friends
President: Lawrence Maurer

NSU Art Museum Fort Lauderdale

Board of Governors
Chair: David Horvitz

Halmos College of Natural Sciences and Oceanography

Dean's Development Council
Chair: William (Bill) Gallo

Shepard Broad College of Law

Board of Governors
Chair: Judge Melanie May

NSU University School

Head of School's Advisory Board
Chair: Joel Ronkin



Colleges and Academic Centers

College Deans

Lisa M. Deziel, Pharm.D., Ph.D.
Health Professions Division, College of Pharmacy

Richard E. Dodge, Ph.D.
Halmos College of Natural Sciences and Oceanography

Kimberly Durham, Psy.D.
Interim Dean, Abraham S. Fischler College of Education

Jon M. Garon, J.D.
Shepard Broad College of Law

Karen Grosby, Ed.D.
College of Psychology

J. Preston Jones, D.B.A.
H. Wayne Huizenga College of Business and Entrepreneurship

William J. Kopas, Ed.D.
Head of School, NSU University School

Harold E. Laubach, Ph.D.
Health Professions Division, College of Medical Sciences

Roni Leiderman, Ph.D.
Mailman Segal Center for Human Development

David S. Loshin, O.D., Ph.D.
Health Professions Division, College of Optometry

Linda C. Niessen, D.M.D., M.P.H., M.P.P.
Health Professions Division, College of Dental Medicine

Don Rosenblum, Ph.D.
Farquhar Honors College

Marcella M. Rutherford, Ph.D.
Health Professions Division, Ron and Kathy Assaf College of Nursing

Yong X. Tao, Ph.D.
College of Engineering and Computing

Johannes W. Vieweg, M.D., FACS
Health Professions Division, Dr. Kiran C. Patel College of Allopathic Medicine

Elaine M. Wallace, D.O., M.S., M.S., M.S.
Health Professions Division, Dr. Kiran C. Patel College of Osteopathic Medicine

Stanley H. Wilson, PT, Ed.D.
Health Professions Division, Dr. Pallavi Patel College of Health Care Sciences

Honggang Yang, Ph.D.
College of Arts, Humanities, and Social Sciences

Campus Locations

Fort Lauderdale/Davie Campus

3301 College Avenue • Fort Lauderdale, Florida 33314-7796

College of Arts, Humanities, and Social Sciences • (954) 262-3000

College of Engineering and Computing • (954) 262-2000

College of Psychology • (954) 262-5750

Farquhar Honors College • (954) 262-8402

Halmos College of Natural Sciences and Oceanography • (954) 262-3600

H. Wayne Huizenga College of Business and Entrepreneurship • (954) 262-5000

3305 College Avenue • Fort Lauderdale, Florida 33314-7721

Shepard Broad College of Law • (954) 262-6100

3200 South University Drive • Fort Lauderdale, Florida 33328-2018

College of Dental Medicine • (954) 262-7319

College of Medical Sciences • (954) 262-1301

College of Optometry • (954) 262-1402

College of Pharmacy • (954) 262-1300

Dr. Kiran C. Patel College of Allopathic Medicine • (954) 262-0515

Dr. Kiran C. Patel College of Osteopathic Medicine • (954) 262-1400

Dr. Pallavi Patel College of Health Care Sciences • (954) 262-1205

Ron and Kathy Assaf College of Nursing • (954) 262-1101

7600 SW 36th Street • Davie, Florida 33328-3937

Mailman Segal Center for Human Development • (954) 262-6900

East Campus

3100 SW 9th Avenue • Fort Lauderdale, Florida 33315-3025

Office of Human Resources • (954) 262-4748

Regional Campus Network and Online Operations • (954) 262-8802

North Miami Beach Campus

1750 NE 167th Street • North Miami Beach, Florida 33162-3017

Health Professions Division Clinics • (954) 678-2273

Oceanographic Campus

8000 North Ocean Drive • Dania Beach, Florida 33004-3078 (Adjacent to John U. Lloyd State Park)

Halmos College of Natural Sciences and Oceanography • (954) 262-3600

NSU University School

3375 SW 75th Avenue • Fort Lauderdale, Florida 33314-1400

Lower School: Grades Junior Kindergarten–5 • (954) 262-4500

Middle School: Grades 6–8 • (954) 262-4444

Upper School: Grades 9–12 • (954) 262-4400

Regional Campuses

NSU Fort Myers Campus

*3650 Colonial Court • Fort Myers, Florida 33913-6636
(239) 274-6070*

NSU Jacksonville Campus

*6675 Corporate Center Parkway, Suite 115 • Jacksonville, Florida 32216-8080
(904) 245-8910*

NSU Miami Campus

*8585 SW 124th Avenue • Miami, Florida 33183-4600
(305) 275-2601*

NSU Miramar Campus

*2050 Civic Center Place, 3rd Floor • Miramar, Florida 33025-7878
(954) 262-9498*

NSU Orlando Campus

*4850 Millenia Boulevard • Orlando, Florida 32839-6012
(407) 264-5601*

NSU Palm Beach Campus

*11501 North Military Trail • Palm Beach Gardens, Florida 33410-6507
(561) 805-2100*

NSU Puerto Rico Regional Campus

*Professional Office Park IV, 997 San Roberto Street • San Juan, Puerto Rico 00926-2750
(787) 773-6501*

NSU Tampa Campus

*3632 Queen Palm Drive • Tampa, Florida 33619-1311
(813) 574-5200*

Call Center for Regional Campuses: 800-541-6682

Abraham S. Fischler College of Education

Nova Southeastern University's Abraham S. Fischler College of Education (FCE) offers a comprehensive variety of programs of study within the fields of educational leadership and teacher preparation through high-quality distance education instruction perfected through more than 40 years of expert practice and delivery. The Fischler College serves more than 5,000 students annually—throughout the United States and in many international locations, including the Americas and the Caribbean. The Fischler College also maintains a strong commitment to providing community outreach services to students, educators, children, and families on both local and international levels.

The Fischler College's academic programs provide a wide range of educational options featuring customized program offerings to support student learning. Included are the Bachelor of Science (B.S.), Master of Science (M.S.), Educational Specialist (Ed.S.), and the Doctor of Education (Ed.D.). Additional programs provide teacher certification/recertification. Through diverse methods of delivery formats that are site-based, field-based, online, and campus-based, the Fischler College's degrees and specializations/concentrations are designed to meet the unique needs of individual students, school systems, and organizations. All Fischler College undergraduate and graduate programs provide a rich array of highly qualified, full-time and adjunct faculty members and educational researchers.

Bachelor of Science Undergraduate Program Offerings

For students whose career goals include becoming P-12 classroom teachers, the Fischler College offers B.S. programs in elementary education with an ESOL/reading endorsement and exceptional student education with an ESOL endorsement, which leads to certification in the state of Florida, as well as other states through reciprocal agreements. Also available are minors in education, physical education, and an education professional training option for students majoring in the content areas of biology, English, general science, history, or mathematics.

Fischler Academy

The Fischler Academy is a unique and exciting program designed to shape aspiring educators into teacher leaders. Using a competency-based approach to education infused with Sanford Inspire curriculum, students of the Fischler Academy learn at their own pace, and can complete both their Bachelor of Science and Master of Science degrees in four years.

Master's and Educational Specialist Programs

The Fischler College offers M.S. and Ed.S. specializations in teacher preparation and leadership. The programs are available in an online or blended (online/on-site) format convenient for traditional students and working professionals.

Doctor of Education Program (Ed.D.)

The Fischler College's Ed.D. program combines the benefits of a common core of research, content area specializations, and an applied dissertation. Curricular offerings are delivered through a combination of online and blended options, and many of the courses are offered face to face in local cohorts both domestically and internationally. The Ed.D. concentrations include: Curriculum and Teaching, Educational Leadership, Higher Education Leadership, Human Services Administration, Instructional Leadership, Instructional Technology and Distance Education, Organizational Leadership, Reading, and Special Education.

The Fischler College's Future

FCE is poised to continue its leadership role in providing high-quality degree and professional development programs to educators, school change-agents, educational researchers, and P-12 school and university practitioners and leaders. FCE is also accredited by the National Council for Accreditation of Teacher Education (NCATE), a "gold standard" validation of its high-quality teacher preparation and educational leadership programs.

College of Arts, Humanities, and Social Sciences

NSU's College of Arts, Humanities, and Social Sciences (CAHSS) offers both Bachelor of Arts and Bachelor of Science degrees in 20 majors, as well as 30 minors; six Master of Science degrees, three Master of Arts degrees, one Master of Human Services, three Ph.D.s, and one professional doctorate across its eight academic departments. As an inclusive learning community, CAHSS is committed to furthering collaborative opportunities for cross-disciplinary learning, research, and practice. In the course of addressing emergent challenges and complex social issues, we are building a creative bridge across theory, research, and practice drawn from different social sciences, arts, humanities, and helping professions.

CAHSS challenges and engages students through inclusive excellence and academic innovation in teaching and learning, research, scholarship, and community outreach. The College's innovative and groundbreaking programs invite students to explore the connections between academic theory, current research, and real-world practices. Internships, practicums, study abroad experiences, and service learning opportunities allow students to enhance their learning through experiential discovery. To enable mid-career, working adult students to complete their undergraduate and graduate studies, CAHSS also delivers evening, off-campus, online, and hybrid classes. The eight academic departments that make up CAHSS are: the Department of Conflict Resolution Studies, Department of Family Therapy, Department of History and Political Science, Department of Justice and Human Services, Department of Literature and Modern Languages, Department of Multidisciplinary Studies, Department of Performing and Visual Arts, and the Department of Writing and Communication.

CAHSS offers varieties of experiential learning opportunities and include community-based internships, clinical practicums, global practicums, performance practicums, and faculty-led travel studies. CAHSS is also home to the Performing and Visual Arts Series, the Family Therapy Clinic, the Center for Applied Research on Substance Use and Health Disparities,

the Writing Center, scholarly publications—*Peace and Conflict Studies*, *The Qualitative Report*, and *Digressions* (a student-run literary magazine), and the Campus Diversity Dialogs, taking pride in NSU's status as a majority-minority university.

The College of Arts, Humanities, and Social Sciences celebrates student excellence through its membership in Alpha Kappa Delta, the international sociology honor society; Alpha Phi Sigma, the national criminal justice honor society; Delta Kappa Omicron, the international marriage and family therapy honor society; Lambda Epsilon Pi, the national honor society for paralegal/legal assistant studies; Lambda Pi Eta, the honor society of the National Communication Association; Pi Alpha Delta, the international law fraternity; Sigma Tau Delta, the international English honor society; and Tau Upsilon Alpha, the national honor society for human services.

The Department of Conflict Resolution Studies (DCRS) offers Ph.D. and M.S. degrees in two delivery formats—residentially and through distance education—and employs an optimal combination of hybrid learning models so that mid-career adults do not have to relocate for their graduate studies. The M.S. degree program is designed for students to apply their study to a variety of practicing fields. The doctoral program offers students opportunities to become informed scholars, practitioners, and researchers whose academic and practical work will add to and change the field. The department takes a holistic, learner-centered approach to encouraging students and professionals to define and shape their intellectual and practice paths in a creative and rigorous fashion.

DCRS accepts credits from the J.D. program in the Shepard Broad College of Law and applies them towards the M.S. or Ph.D. in Conflict Resolution Studies. Students must complete both programs to obtain the dual credits. Students must seek admission independently to both the DCRS and J.D. programs. Finally, DCRS offers a Bachelor of Science degree in sociology that examines the interactive dynamics of social institutions, organizations, and everyday life.

The Department of Family Therapy offers doctoral and master's programs. The M.S. program is committed to clinical excellence. It has full accreditation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association of Family Therapy (AAMFT). It fulfills academic requirements for MFT state licensure in Florida and for clinical membership in AAMFT (additional post-master's clinical experience is required for both credentials).

The Ph.D. program is also fully accredited by COAMFTE and provides students with the knowledge and expertise necessary to become leaders in the field. Students may select courses that fulfill the academic requirements for becoming a clinical member and approved supervisor in AAMFT. The department also offers a practitioner-oriented doctoral program, the Doctor of Marriage and Family Therapy (D.M.F.T.) degree. Finally, the Department of Family Therapy's Bachelor of Science in Human Development and Family Studies provides students with an interdisciplinary program of study that fosters critical, independent thinking and an empirical framework for understanding individual and family development across the lifespan.

The Department of Multidisciplinary Studies (DMS) houses two master's programs. The M.A. in Cross-Disciplinary Studies is multidisciplinary, pragmatic, and allows students to self-design their graduate studies. The program is designed to meet the needs of students who are seeking a broader learning forum and who appreciate the unique self-design of cross-disciplinary studies. In keeping with liberal studies traditions, it provides intellectual advancement and the opportunity to expand and enrich educational horizons. The M.A. program uses a variety of perspectives for observing, analyzing, and addressing contemporary social issues. Students focus on systemic approaches and methodologies when studying human challenges. The program uses experiential learning to provide students with hands-on training in which theory and practice are integrated. Finally, DMS's Bachelor of Science majors in Applied Professional Studies and General Studies are designed for self-directed learners with interests across academic disciplines. With emphases on critical thinking, analysis, and writing, these programs allow

students to select a course of study that will fit their career goals and satisfy their intellectual curiosities.

The M.S. in College Student Affairs is designed to prepare students for the expanded roles and responsibilities of student affairs professionals in today's diverse college and university environments. Students will learn the practical application of the knowledge base and skill sets of student affairs administration and conflict resolution in higher education organizational settings. The offering is designed for students interested in a college student affairs master's degree program and for those working in student affairs and services seeking to advance their own personal knowledge and professional credentials.

The Department of History and Political Science offers a Bachelor of Science degree in Legal Studies and Bachelor of Arts degrees in History, International Studies, Philosophy, and Political Science. Students in these programs will develop a better understanding of their world through courses and degrees in academic disciplines focused on domestic and global affairs. The M.S. in National Security Affairs (NSA) is designed to provide students with theoretical, research, and practitioner skills in the emerging profession of national security affairs. Students in this program build on a core understanding of critical issues in the field of national security today, including the assessment and analysis of the threat of terrorism in the United States and beyond and the analysis of intelligence collection. The M.S. in NSA is offered online worldwide. NSA is one of the fastest-growing fields with positions open in the public sector; in federal, state, and local governments; and in the private sector. This program is designed for professionals in the field seeking career advancement, those who aspire to enter the field, individuals in related professions, and those retired from the military and government seeking consulting and other positions.

The Department of Literature and Modern Languages offers a Bachelor of Arts in English, in which students develop critical thinking, close reading, and analytical and creative writing skills while preparing for a wide variety of careers. The department also offers minors in film studies, folklore and mythology, gender studies, humanities, medical humanities, and Spanish. The Department's aim is to engage students with global

literature, film, and cultural artifacts to encourage understanding and critical exploration of our humanity.

The Department of Writing and Communication's mission is to foster academic excellence, intellectual inquiry, leadership, research and commitment to community and diversity through innovative and industry-driven academic programs in the fields of writing and communication. The department is home to the Bachelor of Arts in Communication that prepares students to become innovative thinkers capable of understanding complex communication situations and working within diverse communities and media industries. The department offers minors in communication, digital media production, journalism, strategic communication, and writing. Undergraduate students get real-world experiences by working at NSU's radio station, television station, and newspaper. The Department of Writing and Communication offers an M.A. in Composition, Rhetoric, and Digital Media. All graduate and undergraduate students in the department have the opportunity to work in the writing center.

The Department of Performing and Visual Arts (DPVA) serves as a cultural resource for the university and community, providing opportunities for artistic expression and appreciation. The mission of the DPVA is to develop arts innovators through interdisciplinary scholarship, arts research, community outreach, exhibition, and performance. DPVA is a major part of the cultural fabric of NSU, and it fosters advancement in artistic and academic creativity, scholarship, exhibition, performance, research, and outreach. DPVA aspires to provide leadership and serve as a major cultural resource for the university and as part of a collaborative community. The DPVA builds pathways to creative careers through its dynamic Bachelor of Arts programs in art and design, arts administration, dance, music, and theatre. Productions and exhibitions highlight the unique and diverse work of our students, faculty, alumni, and guest artists. The entire university and local community are encouraged to attend, engage in, and support these events, which are held in the Performing and Visual Arts Wing of the Don Taft University Center at NSU's Fort Lauderdale/Davie Campus.

The Department of Justice and Human Services (DJHS) is comprised of academic programs, grant-

funded research, and outreach projects focused on some of today's most urgent social challenges. These include substance use and health disparities, criminal justice, developmental disabilities, and the accessibility of services for returning veterans. DJHS is committed to values-based leadership and to the collaborative spirit of academic work at NSU. The department's academic offerings include programs at the bachelor's, master's, and Ph.D. levels.

DJHS is home to a B.S. in Criminal Justice, B.S. in Paralegal Studies, B.S. in Human Services Administration, and a B.S. in Recreational Therapy. The B.S. in Paralegal Studies, approved by the American Bar Association (ABA), prepares students for entry-level paralegal positions in the common areas of law practice. DJHS also offers a post-baccalaureate certificate in paralegal studies. The B.S. in Criminal Justice explores the questions surrounding crime, punishment, and rehabilitation, as well as examining the theoretical basis of criminal justice. The M.S. in Criminal Justice prepares students through a strong core curriculum in criminal justice and allows for specialty training through various concentrations focused on key issues within the field, including legal perspectives, behavioral science, substance abuse, and strategic community planning, among others. This multidisciplinary structure facilitates choice for students and fosters the development of specialized expertise. The Ph.D. in Criminal Justice opens opportunities in the areas of research, academia, and management to those who are ready to advance their careers within the many subfields of criminal justice.

The Human Factors in Aviation concentrations within the Human Services Administration program are designed to provide students with a comprehensive understanding of the human factors associated with flight. These factors include problem-solving skills, decision-making, communication, attention, stress management, and physical condition. Within these concentrations, students have the opportunity to gain the training necessary to become professional aviators and obtain a Federal Aviation Administration Private Pilot License, Instrument Rating, a Commercial Pilot License, Multi-Engine Rating, and/or Flight Instructor Certificate.

The M.A. in Gerontology was developed from the perspective that human beings require meaning and purpose to experience life with a sense of well-being as they grow older. The program's emphasis is on growing knowledge and skills while challenging attitudes about aging that limit the potential of older lives in the 21st century. A concentration in Professional Geriatric Care Management prepares students for certification in this emerging and critical area.

The Master of Human Services in Child Protection provides competency-based child protective services instruction aimed at closing the gap between ground level, on-the-job training and scientifically grounded best practices. The M.S. in Developmental Disabilities is designed to prepare researchers, advocates, administrators, and policy makers to be leaders in community-based or governmental agencies that address the confluence of issues associated with developmental disabilities throughout the life span. Upon completion of this program, with a concentration in Applied Behavior Analysis, students are prepared to pursue certification as a Behavior Analyst. In addition, students selecting the Child Life Specialist concentration are eligible, upon graduation, to pursue certification as a Child Life Specialist.

The mission of the Center for Applied Research on Substance Use and Health Disparities (ARSH), is the production, dissemination, and utilization of scientific knowledge in the areas of substance abuse, health risk behaviors, and health disparities among vulnerable populations. Internationally renowned social scientists are the recipients of numerous grants from the National

Institutes of Health, among other sources. In addition, DJHS has continued to receive external funding to conduct research and program evaluation in a number of health and human services fields on such topics as criminal justice recidivism and civil citations.

CAHSS offers several graduate certificates and concentration programs including: advanced conflict resolution practice, family systems health care, paralegal studies, peace studies, college student personnel administration, qualitative research, family studies, solution-focused coaching, and national security affairs. Graduate certificate programs provide knowledge, methods, and skills leading to career advancement and life enlightenment in the fields of study. As a concentration, the area of interest allows students to specialize while studying in their field.

The Family Therapy Clinic at the Brief Therapy Institute (BTI) provides individuals, couples, and families with a variety of consultation, therapy, and outreach services. The team of professionals can assist clients with couple's difficulties, parenting problems, divorce adjustment, family conflicts, chronic illness or stress management, depression, anxiety, and other troubling issues. By enlisting the clients' strengths to empower productive change, the BTI provides quality therapeutic services beyond typical mental health care. SUPERB (Students United with Parents and Educators to Resolve Bullying) offers an all-age preventive program designed to meet the specific needs of an individual school or a district to resolve bullying in their educational environment, thanks to Senator Jeremy Ring's generous gift and enduring support.

College of Engineering and Computing

Engineering and computing are behind all the technologies—such as sensors, energy, Internet, mobile communications, artificial intelligence (AI), robots, deep learning, health information, and cybersecurity management—that are part of everything we do in our lives. The need for people with knowledge and skills in these fields continues to grow at a rapid pace.

The College of Engineering and Computing (CEC) conducts basic and applied research and provides programs of study across the disciplines within engineering, computing, information technology, information systems, and cybersecurity. It highlights hands-on experiences that connect the classroom to the real world. Through Experiential Education and Learning (ExEL), our undergraduate CEC students engage in a variety of experiences—including research, internships, service learning, and study abroad programs—that prepare them to enter computing and engineering careers, as well as explore future opportunities. Graduate students can get practical experience with capstone projects and internships that allow them to solve real-world problems. Programs are designed to give students a thorough knowledge of their chosen field and to provide an enduring foundation for professional growth.

Drawing on 40 years of institutional experience in computing education and research, and 30 years of experience in innovative program delivery, CEC offers focused and flexible programs aligned to industry's most sought-after fields to help students reach their full potential. CEC has a distinguished faculty evolving curricula, and an alumni network of more than 4,000. The college has both online and campus-based formats for its three bachelor's, four master's, and three Ph.D. degree programs.

The college welcomes both full-time and part-time students, whether on-campus or online. Undergraduate on-campus students may have the opportunity to apply to the Dual Admission Program, which automatically reserves a seat in one of CEC's graduate programs. Master's degree students can complete on-campus

degree programs tailored to meet the needs of Florida residents. Online master's degree programs require no campus attendance and are available to students worldwide. A unique hybrid Ph.D. program blends on-campus, limited weekend meetings with online interaction. CEC further encourages students to participate in their student organizations, including student chapters of the Association for Computing Machinery and the Association for Information Systems and Upsilon Pi Epsilon, the International Honor Society for the Computing and Information Disciplines.

The College of Engineering and Computing facilities are designed to support hands-on instruction for students to learn and research computing and engineering, including mobile application development in the Mobile Computing Laboratory; areas of distributed systems with an emphasis on designing, implementing, and evaluating systems in the Cloud Computing and Distributed Systems (CLOUDS) and Secure and Robust Distributed Systems (SARDIS) Laboratory; and mechanical, electrical, biomedical, and industrial engineering fundamentals and applications in Mechanics and Materials, Thermal and Fluids, and Design Laboratories.

CEC serves technical and business communities locally, nationally, and internationally by being actively involved in South Florida Tech Gateway, Greater Fort Lauderdale Alliance, and many national and international professional societies in engineering and computing. The National Security Agency and the Department of Homeland Security designated NSU as a National Center of Academic Excellence in Information Assurance Education, with the curricula certified by both agencies. Graduates can join a who's who of successful alumni who are making a difference at major organizations such as Google, Facebook, Amazon, Microsoft, and American Express, as well as federal government agencies.

College of Psychology

The College of Psychology, originally established in 1967 as the Behavioral Sciences Center, has achieved national distinction for its mission, faculty, programs, and services that integrate the science and practice of psychology and counseling through rigorous research, hands-on training, and the provision of services to the community. Since its restructuring in 2015, the College of Psychology has become home to 12 unique undergraduate and graduate degree programs across three departments. Together, the Department of Psychology and Neuroscience, the Department of Clinical and School Psychology, and the Department of Counseling offer degrees at the bachelor's, master's, specialist, and doctoral levels. The College also offers predoctoral internship programs, a postdoctoral residency program, and continuing education programs. Additionally, opportunities are available to engage in experiential learning through scholarly activity, including grant funded-research, and clinical services to the community through its Psychology Services Center. The breadth of opportunities available to students and trainees reflects the College's commitment to advancing knowledge within the psychological and behavioral sciences, and providing services that are intimately tied to society's pressing needs.

At the undergraduate level, the College of Psychology offers a B.S. degree in Psychology and a B.S. degree in Behavioral Neuroscience. These undergraduate degree programs emphasize basic scientific literacy while allowing students to explore the full breadth of the psychological and behavioral sciences, from basic research to various fields of practice. While in these programs, students can prepare themselves to be competitive in their pursuit of gainful employment or advancement to various graduate and professional programs in a wide array of fields. As the College of Psychology participates in NSU's Dual Admissions Program, select undergraduate students in the college may be able to leverage their undergraduate education in these programs toward their graduate education.

At the master's level, students can earn M.S. degrees in counseling, experimental psychology, forensic psychology, and general psychology. Through the Experimental

Program, students can develop an expertise in the science of psychology both in the classroom and in the laboratory, with research concentrations in Cognitive Psychology, Developmental Psychology, Evolutionary Psychology, Psychophysiology, Sensation and Perception, and Social Psychology. The counseling programs, which function to train working professionals, offer specializations in Board Certified Assistant Behavior Analyst, Board Certified Behavior Analyst, Mental Health Counseling, School Counseling, Substance Abuse Counseling, and Substance Abuse Counseling and Education. The Forensic and General programs prepare students for advancement in their current careers or for their application to advanced study in doctoral programs. To meet the needs of NSU's diverse student population, a number of the master's and undergraduate programs are offered in a variety of formats such as day, evening, weekend, or online, with some also located at NSU's regional campuses throughout Florida.

Postgraduate students can also earn a specialist degree in School Psychology (Psy.S.). The Psy.S. program is approved by the Florida Department of Education, the National Association of School Psychologists (NASP), and has been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for this program is awarded to the University through the Fischler College of Education as follows: The Abraham S. Fischler College of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online.

The College of Psychology houses three doctoral programs. The Ph.D. program in Clinical Psychology follows a traditional scientist-practitioner model, with the goal of building clinical expertise on a strong foundation of scientific engagement. The Psy.D. program in Clinical Psychology follows a practitioner-informed-by-science model that focuses on preparing students for clinical work while promoting student development as lifelong consumers of research. These programs are both accredited by the Commission on Accreditation of the American Psychological Association, and both require a

four-year, full-time residency. Program concentrations are available in Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, and Psychology of Long-term Mental Illness. Tracks on Child, Adolescent, and Family Issues and on Multicultural Psychology are also available.

The college's third doctoral program, the Psy.D. in School Psychology, is also founded on a practitioner-informed-by-science model and prepares students to offer empirically supported services in assessment, prevention, and intervention. This program is accredited by the Commission on Accreditation of the American Psychological Association, and has full program approval by the National Association of School Psychologists. The program is also approved by the Florida Department of Education.

In addition to these specific degree programs, the College of Psychology sponsors two predoctoral internship programs that are both accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program offers doctoral candidates in psychology the opportunity to develop professionally, to increase proficiency in psychological assessment and intervention, and to acquire competence in the provision of supervision and consultation. The Consortium Internship Program partners NSU with community agencies to provide a broad range of services to the community while also serving as an excellent training opportunity for students. The college also offers a postdoctoral residency training program where participants earn the postdoctoral year of clinical supervision and training required to seek state licensure as a psychologist.

In the spirit of collaboration, the college participates in many interdisciplinary research projects, programs, and

activities. Examples of these collaborations include the behavioral sciences track in the criminal justice program and sports psychology with the College of Osteopathic Medicine Sports Medicine Clinic. The college is also home to two research and clinical training institutes: The Southeast Institute for Cross-Cultural Counseling and Psychotherapy and the Institute on Trauma and Victimization. Finally, the college offers national and state-approved continuing education programs to the professional community.

Integral to its mission to provide services to the community, the college operates the Psychology Services Center and, in doing so, serves more than 2,000 clients each year. The Psychology Services Center is home to general outpatient programs and 14 faculty specialty clinical programs, each of which is sensitive to the specific needs of the clinic's multicultural community. Clients served include individuals confronted with life stressors, as well as those suffering from psychological disorders. Through this clinic, dozens of doctoral and specialist students receive clinical training under the supervision of distinguished faculty members who conduct research addressing the most effective treatments for a variety of populations.

Consistent with the exceptional diversity of theoretical orientations and professional specializations that are associated with the psychological and behavioral sciences, the College of Psychology emphasizes the pursuit of both basic science and practical application across a wide range of fields. From behavioral neuroscience to clinical psychology to school counseling, the college of Psychology is committed to its continued contribution to both the advancement of science and the quality of life in the communities it serves.

Halmos College of Natural Sciences and Oceanography

The Halmos College of Natural Sciences and Oceanography (HCNSO) was founded in 1966 shortly after NSU itself. The college has classes on two campuses—the Oceanographic Campus at the entrance to Port Everglades, with immediate access to the Atlantic Ocean, and the Fort Lauderdale/Davie Campus. The mission of the college includes carrying out innovative, basic, and applied research and providing high-quality undergraduate and graduate programs in a broad range of disciplines: natural, ocean, environmental, and biological sciences (including pre-medical and pre-health professions); mathematics; chemistry; and physics. The college serves as a community resource for information, education, and research on natural sciences, oceanography, and environmental issues.

The Halmos College has more than 150 faculty and staff members, researchers, and research assistants. The student body is composed of 1,200 undergraduate students and 230 graduate students housed in four academic departments. The Fort Lauderdale/Davie Campus facilities include classrooms, laboratories, and scientific instrumentation. The Oceanographic Campus has classrooms; research labs; coastal research vessels; seawater laboratories; and a silver LEED-certified, 86,000-square-foot research facility, the Guy Harvey Oceanographic Center. The center is a state-of-the-art research building with laboratories, seawater system, and an experimental complex for pollution evaluation. The college's website is cnso.nova.edu.

The Halmos College focuses on providing information and developing critical thinking to prepare students in their programs of study with the tools and specialized knowledge necessary for success. The curriculum provides a strong science background, which helps students to develop the skills and values needed to succeed in graduate and professional study, as well as in their careers. The college provides complementary combinations of specializations, minors, and majors relevant to satisfy academic, professional, and personal needs, as well as contributes to the NSU comprehensive general education program in math and science. Students are encouraged to pursue classroom, field, independent, and research endeavors.

The Department of Biological Sciences provides students with a strong foundation in biology at the undergraduate and graduate levels. A graduate certificate in Computational Molecular Biology is available. Coursework includes general and specialized biology, anatomy and physiology, evolution, molecular biology, and genomics. The department is committed to excellence in teaching, research, and service. Under the supervision of working researchers, students can have the opportunity to earn credit toward their degree by participating in cutting-edge research in a variety of biological fields including genetics, genomics, bioinformatics, molecular biology, and microbiology. Our graduates achieve their goals of becoming doctors, dentists, pharmacists, physician assistants, and physical therapists, as well as professional biologists, professors, and teachers.

The Department of Chemistry and Physics prepares students for the modern scientific world by providing strong curricula in a chemistry major, a chemistry minor, and a physics minor. Curricula provide links with physics, biology, and mathematics. Advanced chemistry instrumentation for research and education includes atomic absorption spectrophotometry for the quantitative determination of trace chemical elements and prominent, ultra-high performance liquid chromatography for separation and quantification of organic compounds. The chemistry major prepares students for a career in chemistry-related fields; secondary-education teaching; a graduate program in chemistry; or health-related fields, such as medicine, pharmacy, dentistry, optometry, and law. Faculty members in the department are actively engaged in research with students in a wide range of subjects within chemistry and physics sub-disciplines.

The Department of Mathematics provides a core curriculum in pure mathematics, applied mathematics, and analytical sciences. Through the mathematics major, mathematics minor, and applied statistics minor, coursework provides students with the skills to formulate, abstract, analyze, and solve complex problems. Enhancements include a department colloquium series, as well as faculty mentorship of undergraduate student research projects. Graduates

of our programs are prepared to enter graduate study in the mathematical sciences or pursue careers in a variety of fields, including science, medicine, industry, and business.

The Department of Marine and Environmental Sciences focuses on issues in the life and environmental sciences of the ocean, atmosphere, and the land. Offered are undergraduate majors and minors in environmental science/studies and in marine biology; a minor in geographical information sciences; master of science (M.S.) degrees with specialties in Marine Biology, Coastal Zone Management (CZM), and Marine Environmental Sciences. The department also offers a Ph.D. in Oceanography/Marine Biology. Many M.S. courses (and the CZM M.S. specialty program) are available online. Master's degree programs can be completed in as little as one-and-a-half years. Coursework includes a wide array of topics from general marine biology, ecology, and geology to molecular biology, genomics, and genetics. The department is committed to excellence in research and service providing a wide variety of opportunities and connections for current students and graduates. Students gain classroom, laboratory, and field knowledge. Our graduates become academic or professional scientists engaged in industry, government, and nongovernmental organizations, or academia—such as marine and environmental scientists, biologists, geologists, physicists, professors, and teachers.

Academic Opportunities

The Halmos College supports the NSU Dual Admission Program to allow select students to be accepted simultaneously into both the undergraduate program and their desired NSU health professional graduate school. The college promotes internships, independent study, and learning experiences beyond the classroom as valuable components of higher education. The Clinic Exploration Program (CEP) and Pre-Health Day hosted by the Department of Biological Sciences allows undergraduate students to shadow and meet with medical professionals at NSU clinics for a first-hand examination of health careers in action and networking with health professional alumni during pre-health day. Students taking travel-study courses explore and research sites around the world. The Climate-Sustainability Lecture Series brings together expert speakers and attendees to

discuss the scientific, technological, social, and policy aspects of sustainability-related issues. The Mathematics Colloquium Series, Annual Math Brain Bowl Contest, and Pi Day hosted by the Department of Mathematics increases awareness of mathematics' importance and applications in daily life.

Research

Halmos College researchers, faculty and staff members, and students pursue studies and investigations in various areas of biology, physics, math, chemistry, the environment, and oceanography. Focus areas include

- coral reef biology, ecology, and geology
- conservation genetics and ecology
- fisheries science
- genetics and genomics of marine and terrestrial organisms
- deep-sea biology and ecology
- marine plankton
- molecular biology, ecology, and evolution
- microbiology
- bioinformatics, biostatistics, and computational biology
- matrix theory and applied mathematics
- biophysics and biochemistry
- biodiversity
- larval ecology
- invasive species
- physical oceanography
- geology
- ecological modeling
- habitat mapping, assessment, and monitoring
- oceanic ecology
- restoration
- aquaculture
- sea turtles

Associated Institutes

There are three preeminent research institutes housed at the Halmos College of Natural Sciences and Oceanography: the National Coral Reef Institute, the Guy Harvey Research Institute, and the Save Our Seas Shark Center. Additional research and community service initiatives at the college include the Broward County Florida Sea Turtle Conservation Program and the Marine Environmental Education Center at the Carpenter House.

Health Professions Division

**College of Dental Medicine | College of Medical Sciences | College of Optometry | College of Pharmacy |
Dr. Kiran C. Patel College of Allopathic Medicine | Dr. Kiran C. Patel College of Osteopathic Medicine |
Dr. Pallavi Patel College of Health Care Sciences | Ron and Kathy Assaf College of Nursing**

The Health Professions Division (HPD) is unique in that it has been developed as an interdisciplinary educational center from its inception. The division was founded on the concept that the interdisciplinary approach to education is beneficial to students of all professions. The HPD prepares students to work effectively with health care providers from different fields and fosters mutual understanding of the challenges, rewards, and needs specific to each discipline. By encouraging students from various disciplines to learn together, barriers are broken and patient care is enhanced.

Over the years, HPD has trained and provided many young physicians, dentists, optometrists, and pharmacists to the armed forces of our country. The HPD has nearly 100 students annually who are attending our dental, medical, optometry, and pharmacy programs under the military's Health Professions Scholarship Program (HPSP). Highly qualified students who are the recipients of an HPSP federal scholarship have their full professional school tuition covered under this competitive program. Students commit to serve on active duty in the United States armed forces for a requisite number of years after graduation from their health professions program as part of the scholarship requirements.

The HPD has a longstanding commitment to promoting service to underserved communities. More than 80 HPD students have received the National Health Service Corps Tuition Scholarship in exchange for service in designated health shortage areas. During 2016–2017, 11 HPD students were National Health Service Corps Scholars.

Scholarship is an essential component of the mission of the Health Professions Division. Research ensures the continued intellectual vitality of the faculty and promotes the formulation of new knowledge, the integration of knowledge into modern educational programs and service, and the use of scientific knowledge and scholarly principles to solve problems.

Since the HPD Research Committee was formed 16 years ago, there has been a tremendous increase in basic research funding, research publication, and submitted grants. Students participate in diverse research programs and present their findings at regional and national professional conferences.

In the past two decades, NSU's Health Professions Division has developed into a multidisciplinary academic health center of international stature. With new, modern facilities, the Health Professions Division has redoubled its commitment to academic excellence, innovation, and community service, while expanding its mission in research and scholarship. As a team, the faculty prepares students for an exciting career in tomorrow's dynamic health care arena.

College of Dental Medicine

The College of Dental Medicine (CDM) offers an innovative, high-tech curriculum that graduates clinicians who provide primary, comprehensive care for all patients. The NSU College of Dental Medicine has a long-standing commitment to providing dental care for the underserved and patients with special health care needs. The college, accredited by the Commission on Dental Accreditation, is closely allied with the other colleges of the NSU Health Professions Division. Courses in medicine and basic biomedical sciences prepare students to treat both healthy and medically complex patients. The dental simulation laboratory enables students to learn the clinical dental procedures prior to providing comprehensive dental care to patients in modern dental facilities on the Fort Lauderdale/Davie Campus and throughout Broward and Miami-Dade counties.

A unique, six-year program has been developed to address the access to primary health care issues and meet the needs of underserved populations. The College of Dental Medicine and the Dr. Kiran C. Patel College of Osteopathic Medicine have structured a curriculum that provides an opportunity for a student to receive

a D.M.D. (Doctor of Dental Medicine) degree and a D.O. (Doctor of Osteopathic Medicine) degree. Currently, this is the only joint D.O./D.M.D. program in the United States. A graduate of this program will be prepared to provide primary health care in medicine and general dentistry.

Dental students also have the opportunity to earn a Master of Public Health (M.P.H.) degree or a Master of Business Administration degree (M.B.A.) concurrently with their D.M.D. degree.

Early introduction into clinical settings and mentoring by faculty members and clinical group leaders enable the student to achieve a better understanding of the dynamics of the patient/dentist relationship. These experiences reinforce classroom instruction in the basic and behavioral sciences, enhance patient management, and support the delivery of comprehensive oral health care. Students are taught the importance of teamwork in an efficient and modern dental care delivery system.

The College of Dental Medicine provides an International Dental Graduate program that offers graduate dentists of foreign dental schools the ability to earn a D.M.D. degree in three years. The international dental graduates join the traditional D.M.D. program in the summer preceding the beginning of the D2 year. This degree allows them to qualify for dental licensure in the United States. The college also offers postdoctoral programs for dentists in advanced general dentistry and special needs dentistry, as well as specialty programs in endodontics, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontology, and prosthodontics. Residents enrolled in these advanced dental education programs also have the opportunity to earn a Master of Science (M.S.) degree.

The College of Dental Medicine serves as a professional community resource for dentists. Through continuing education programs, library services, and other technical and clinical assistance, it enables dental professionals to stay current in their fields, regardless of their practice location.

The College of Dental Medicine, located in the Health Professions Division Complex on the Fort Lauderdale/Davie Campus of NSU, is housed in a 70,500-square-

foot, three-story building containing 171 modern dental operatory units, in addition to completely equipped diagnostic, radiographic, and oral-maxillofacial surgical suites. The college also has dental facilities on Cypress Creek, at the NSU Pediatric Dental Clinic at Kids In Distress, and at Joe Di Maggio Children's Hospital. The NSU North Miami Beach campus houses 44 modern dental operatories that include the highly regarded Henry Schein Special Needs Dental Clinic.

Faculty members conduct both basic science and translational research in laboratory facilities within the College of Dental Medicine. Research focuses on stem cell and tissue engineering, dental immunology, dental materials sciences, epidemiology and public health, and clinical trials.

The college has a strong community service mission and provides dental care to low income, underserved, and medically complex patients. Dental students participate in U.S. and international mission trips annually with students from other HPD colleges at Nova Southeastern University. The college also works with the Florida Dental Association and various dental student associations to conduct community service activities.

The College of Dental Medicine, founded in 1996, embraces NSU's Vision 2020 and core values as it strives to achieve its educational, research, and service missions. The alumni of the College of Dental Medicine, from its more than 20-year history, are already serving as leaders in the dental profession and being recognized for their achievements as outstanding clinicians, dental educators, entrepreneurs, and professional dental association leaders.

College of Medical Sciences

The College of Medical Sciences began the Master of Biomedical Sciences (M.B.S.) Program in the fall of 1996. This is a program for students to demonstrate that they can be successful in either NSU's osteopathic medical program or its dental program. Students are trained in human biology and medicine to improve their academic credentials in order to be considered for admission to our professional schools. Those enrolled in this program take basic science courses, along with dental and osteopathic medicine students. Courses

offered include gross anatomy, histology, neuroanatomy, biochemistry, microbiology, physiology, pathology, and pharmacology.

The college also serves to coordinate and provide all basic and medical sciences education to the other division colleges and contributes to the unique interdisciplinary training environment. For example, while all of our students need to be proficient in anatomy, the depth and scope of this exposure will vary from profession to profession. Osteopathic medicine, optometry, and dental students require detailed study of head and neck anatomy, while pharmacy and occupational therapy students do not need this same level of emphasis. Conversely, an extensive study of the extremities is vital to the education of osteopathic medicine and occupational therapy students, while optometry and dental students have less involvement here and, therefore, less of an emphasis.

The biomedical sciences have always been an important component of the professional degree programs offered in the Health Professions Division, and the College of Medical Sciences is committed to providing students with the highest quality education as they prepare for clinical, academic, or scientific careers. In addition, as a complement to, and resource for, the division's other health profession colleges, the College of Medical Sciences is the starting point for the division's nationally recognized interdisciplinary education programs.

College of Optometry

One of humanity's most precious gifts is sight and the optometric physician is dedicated to the preservation and enhancement of this gift. The optometric physician, through academic and clinical training, is able to examine, diagnose, treat, and manage disorders and diseases of the visual system and associated structures. The profession of optometry offers many challenges and rewards to those willing to devote themselves to serving others through a lifetime of study and dedication to saving vision.

In urban and rural communities throughout the nation, today's optometric physician serves as the primary eye care practitioner in individual or group practices, hospital settings, public health organizations, educational institutions, and centers for vision research.

Nova Southeastern University's College of Optometry is the only optometric academic institution in the state of Florida. The College of Optometry admitted its charter class in 1989, and its graduates provide primary eye care as well as specialty care in such areas as contact lenses; ocular disease; low-vision rehabilitation; and binocular, geriatric, and pediatric vision evaluation and treatment. Furthermore, the college benefits from the integrated, interprofessional health care programs of the university's Health Professions Division.

The College of Optometry offers a fully accredited, full-time, four-year course of study leading to the Doctor of Optometry (O.D.) degree. The College of Optometry also has established a five-year, extended program leading to the Doctor of Optometry degree. Students in the extended program take courses with the full-time students, but have a reduced course load. Coursework covered in the first two years of the traditional full-time program is covered in three years in the extended program. The last two years of both programs are identical and are taken concurrently.

Two other unique programs in NSU's College of Optometry are a one-year preparatory optometry program (POP) and a "MBA-Essentials" certificate offered in conjunction with the H. Wayne Huizenga College of Business and Entrepreneurship. The POP program allows motivated postbaccalaureate students the opportunity to learn side-by-side with other health professional students as they demonstrate their readiness for the rigors of optometry school.

Since the profession is constantly evolving, optometric physicians require an educational program that meets the challenges of technological and medical advances and supports patient-oriented clinical research. As primary vision care professionals, students are trained in pathology, diagnostic and therapeutic drug therapy, and modern techniques in imaging and lasers. Students also receive instruction in binocular vision, optics, contact lenses, and refraction—fields that have traditionally been the foundation of the profession.

The didactic focus of the first two years of study encompasses coursework in medical sciences, optics, and the vision sciences. In preparation for direct patient care, students also study general optometric theory

and methods; ocular pathology; and the diagnosis, treatment, and management of vision anomalies. Some of the medical sciences are taught in classes with other health care disciplines, reflecting the Health Professions Division's philosophy of interprofessional education.

In the third and fourth years, optometry students provide supervised, direct-patient care in five university-operated clinical facilities jointly known as The Eye Care Institute. The fourth year is entirely clinical, with intensive training within The Eye Care Institute as well as in affiliated primary care, specialty, and medical/surgical care facilities. Students in the fourth year can take advantage of additional opportunities for practical clinical experience by selecting programs from more than 45 external clinic sites affiliated with the College of Optometry.

In addition to the professional program, the college offers fully accredited postgraduate residency training in a variety of clinical settings—including primary care, pediatric, low vision, cornea, and contact lens optometry residencies within The Eye Care Institute and hospital-based and ocular disease residencies at affiliated clinical sites. The college also offers a Master of Science (M.S.) in Clinical Vision Research. This online program equips the optometrist, optometric educator, and other health professionals with the in-depth knowledge necessary to conduct scientific research directed at clinically relevant questions. The program also provides a bridge between clinical care and vision science.

The college conducts a wide range of research in ocular disease, optics, contact lenses, autism, and vision science. These research projects are funded through grants from internal funds, private companies, and the National Eye Institute.

Through The Eye Care Institute, the college provides the highest-quality, patient-centered eye care to the community while delivering excellent clinical training of student optometric physicians. A full spectrum of primary and specialty eye care services is available, including services that are offered at reduced cost to underserved populations. Specialty services include treatment for pediatrics and binocular vision, vision therapy, special populations, cornea and contact lens, dry eye and ocular surface disease, glaucoma, macula and diabetic eye disease, low vision rehabilitation,

geriatrics, electrodiagnostics, and emergency eye care. Additionally, we offer a large selection of affordable and designer frames to meet all eyewear needs for children and adults at each of our onsite opticals.

College of Pharmacy

Nova Southeastern University College of Pharmacy (NSUCOP), an internationally known leader in pharmacy education and research, with groundbreaking initiatives and visionary curricula, educates future pharmacists and researchers to help people live healthier, better lives. The college is committed to training leaders and entrepreneurs who will transform the profession of pharmacy and improve global health.

The College of Pharmacy, accredited by the Accreditation Council for Pharmacy Education, admitted its first class in 1987, becoming the first college of pharmacy in South Florida. The college has graduated more than 4,700 pharmacists and researchers and celebrated its 30th anniversary in 2017. The professional responsibilities of pharmacists are expanding rapidly to meet the demands of a dynamic health care system. Prospective drug use review and the offering of consultation services are now mandatory in all states. Through the provision of pharmaceutical care, an increasing number of pharmacists are involved with comprehensive medication management. As pharmacists move more directly into patient-centered care, more of the technical functions of prescription dispensing are being carried out by technicians and automated technology. However, the ultimate responsibility for what takes place at the drug-patient interface still remains with the pharmacist.

The Doctor of Pharmacy (Pharm.D.) (Entry Level) is awarded after successful completion of four years of professional study in the college and can be completed at either the Fort Lauderdale/Davie Campus, the Palm Beach Campus, or the Puerto Rico Regional Campus. A new block curriculum is planned for 2018, allowing students an enhanced opportunity to focus on learning and applying pharmaceutical principles. Advanced teaching and learning methods will be integrated throughout the curriculum. Each didactic block will provide foundation material, opportunities to apply the material learned, and a focus on the use of drugs in the disease process. In addition to didactic blocks,

time has been set aside to develop skills essential for monitoring drug therapy, including certifications. The final year of the curriculum is composed of full-time pharmacy practice experiences where students gain additional experience in the diverse areas of pharmacy practice, including patient care management, clinical pharmacy, medication therapy management, and pharmacy administration.

In an effort to meet the growing demands of the pharmacy profession, the college developed a three-year program of study leading to the Pharm.D. degree for international pharmacy graduates. The Advanced Standing program is designed exclusively for graduates of pharmacy degree programs outside of the United States jurisdiction, allowing them to build upon their pharmacy education and prepare them for clinical pharmacy practice.

All lectures, handouts, reading materials, and exams are in English and prepare students for the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE).

M.S. Degrees

Two master's degree programs, the Master of Science (M.S.) in Pharmaceutical Affairs and the Master of Science (M.S.) in Pharmaceutical Sciences, both two years, prepare students for positions in academia; managerial or sales positions in the pharmaceutical industry, contract research organizations, managed care organizations, the health care system, and government agencies. Graduates will be able to critically analyze issues related to the production and use of pharmaceuticals and act as leaders in the field.

The M.S. degrees also act as a bridge for students interested in additional preparation prior to pursuing a Pharm.D. or Ph.D. degree.

Ph.D. Degree

The College of Pharmacy offers a unique program of graduate study and research leading to the Doctor of Philosophy (Ph.D.) in Pharmaceutical Sciences. Students choose from one of three sequences: (1) Social and Administrative Pharmacy, (2) Molecular Medicine and Pharmacogenomics, or (3) Drug Development (Pharmaceutics).

The social and administrative pharmacy sequence focuses on coursework and research skills that address the dynamic and complex nature of the use and distribution of pharmaceutical products and the provision of pharmacy services. Students choose one of two sections: (1) sociobehavioral and cultural pharmacy or (2) pharmacy economics and outcomes. Students who pursue either section will be primarily under the tutelage of faculty members in the Department of Sociobehavioral and Administrative Pharmacy, a group with expertise in pharmacoeconomics, health disparities and vulnerable populations, cultural competency, development and implementation of sustainable pharmacy services, patients' decision making, pharmacy marketing, outcomes research, and related areas.

The Molecular Medicine and Pharmacogenomics sequence emphasizes coursework, laboratory, and literature research skills that are integral to elucidation of the mechanism of action of drugs, and the extent and characteristics of drug actions. Students who pursue this sequence will be advised by faculty in the Department of Pharmaceutical Sciences, a group with expertise in areas such as pharmacology, medicinal chemistry, toxicology, and biochemistry. Particular areas of expertise include cardiovascular pharmacology, molecular pharmacology, anti-inflammatory steroids, and cancer pharmacology.

The Drug Development (Pharmaceutics) sequence emphasizes the coursework, laboratory, and literature research skills that are integral to the theory and practice associated with the incorporation of drug entities into the forms and formulations that best deliver the drugs to the site of the intended medical action. Students who pursue this track will be advised by faculty members in the Department of Pharmaceutical Sciences, a group with expertise in pharmaceutical-related disciplines. Particular areas of expertise include a variety of drug formulations and novel drug delivery systems.

Upon completion of the Ph.D. program, students will be able to demonstrate the knowledge base expected at the Ph.D. level in their specialty, design and conduct independent research that adds to the understanding of their specialty, prepare and defend rational and structured proposals seeking support for research efforts, and prepare and present lucid manuscripts on their own research, as well as the research of others.

The College of Pharmacy facilities are headquartered at the Health Professions Division on the Fort Lauderdale/Davie Campus and in NSU's regional campuses in Palm Beach and Miami, Florida, and San Juan, Puerto Rico. Introductory and advanced pharmacy practice experience sites are located throughout Florida, in Puerto Rico, and in several other U.S. states. A pharmaceutical care center is adjacent to the clinic on the Fort Lauderdale/Davie Campus. Research sponsored by the National Institute of Health provides opportunities for students to participate in cardiovascular, cancer, and central nervous system research. The Healing and Medicinal Garden, a project spearheaded by the College of Pharmacy and some of Florida's leading horticulturists and landscape architects, serves as a repository of living medicinal plants and gives students first-hand knowledge of the plants' properties and roles.

Our faculty members and preceptors are recognized as experts in their field and are dedicated to providing quality professional and graduate education that focuses on academic excellence. Students have numerous opportunities to develop leadership skills, participate in community health-related activities, and engage in research and scholarship.

The NSU pharmacies, students, and faculty members participate in interprofessional outreach activities that provide educational screening services and immunization clinics; pharmacy-based research services; and education to accountable care organizations, patient-centered medical homes, and managed services organizations, as well as continuing education programs for pharmacists and pharmacy technicians. Students are active in more than 20 graduate and professional student organizations and actively engage in advocacy for the profession.

The College of Pharmacy provides opportunities for travel study and global medical outreach for interested students. Eligible Pharm.D. students can complete a concurrent degree, getting either a Master of Business Administration, Master of Science in Biomedical Informatics, or Master of Public Health with the Pharm.D. degree. These degrees are offered in conjunction with the H. Wayne Huizenga College of Business and Entrepreneurship and the Dr. Kiran C. Patel College of Osteopathic Medicine, respectively.

Dr. Kiran C. Patel College of Allopathic Medicine (NSU MD)

The Dr. Kiran C. Patel College of Allopathic Medicine received Preliminary Accreditation by the Liaison Committee on Medical Education (LCME) on October 10, 2017, to become the eighth Doctor of Medicine-awarding medical school in Florida, and 1 of only 149 in the United States. NSU MD will matriculate its first class of 50 M.D. candidates in fall 2018.

The college's mission is to advance human health through innovation in medical education, research, patient care, and community engagement.

Hospital Corporation of America (HCA) East Florida, and its hospital network is the preferred academic medical partner of the new college, providing student training experiences in clinically relevant settings. HCA soon will break ground on what will become a 200-bed teaching and research hospital on NSU's Fort Lauderdale/Davie Campus. It will be within walking distance of the university's educational and research facilities, including NSU's \$100-million, 215,000-square-foot Center for Collaborative Research.

The college's educational program will be taught in conjunction with the other seven life sciences colleges in an interdisciplinary fashion within NSU's Health Professions Division, using existing renovated space to accommodate the new M.D. student class and the college's active-learning curriculum. To meet demands in all of its life sciences academic programs, as well as the M.D. program, NSU is planning to build a more-than-200,000-square-foot, state-of-the-art interdisciplinary, medical-education building to complement its current comprehensive health professions facilities and health care centers.

NSU MD offers students a rare and exciting opportunity to be a part of a new paradigm of teaching the art and practice of medicine. Developed by a team of more than 100 medical educators, physicians, and researchers, the college's innovative curriculum is designed to train and develop master adaptive learners and physician leaders who will transform health care. The collaborative, inquiry case, and problem-based curriculum also integrates topical threads on ethics and humanities, genomics, interprofessional collaboration,

biomedical informatics, and leadership. Additionally, the curriculum includes a heavy emphasis on research, technology, and innovation throughout the educational program, leading to the M.D. degree.

Medical students will become active learners through their work in small groups (seven-to-eight students each) using active inquiry methods under the guidance of a faculty facilitator. Students will be challenged to solve real-world medical problems using clinical cases and a team-based approach. The integration of these innovative hybrid pedagogies is designed to better prepare medical students to interact with patients and health care team members. These encounters will teach necessary skills students will need during clinical rotations and residency training, as practicing physicians, and for leadership and to uphold excellent standards of care.

After meeting core requirements, students will enter clinical rotations halfway through their second year, providing additional real-world training. Students will participate in clinical rotations throughout HCA East Florida's network of hospitals, at the West Palm Beach VA Medical Center, and, eventually, at the HCA teaching and research hospital being built on campus.

Research is a core mission of the college. Students will complete a required research course and will have additional elective opportunities to expand their research portfolio with the support of faculty mentors. The college is home to faculty researchers from the NSU Cell Therapy Institute, who conduct translational research focused on the discovery of cell-based therapies to prevent, treat, and cure life-threatening and debilitating diseases.

The NSU Cell Therapy Institute is a unique collaboration with leading medical research scientists from NSU and the world-renowned Karolinska Institutet (KI) in Sweden. KI is internationally recognized for its Nobel Assembly, which awards the Nobel Prize in Physiology or Medicine annually.

The college is also establishing strong ties with the South Florida community through partnerships with local health care and community organizations to develop outreach strategies to better serve patients and improve health outcomes.

Dr. Kiran C. Patel College of Osteopathic Medicine

The Dr. Kiran C. Patel College of Osteopathic Medicine, which admitted its charter class in 1981, is accredited by the American Osteopathic Association and is a member of the American Association of Colleges of Osteopathic Medicine. The mission of the Dr. Kiran C. Patel College of Osteopathic Medicine is to provide learner-centered education, both nationally and internationally, for osteopathic medical students, postgraduate trainees, physicians, and other professionals. Through its interprofessional programs, the college prepares competent and compassionate lifelong learners; supports research, scholarly activity, and community service; and advocates for the health and welfare of diverse populations, including the medically underserved.

The college offers a full-time, four-year course of study leading to the Doctor of Osteopathic Medicine (D.O.) degree. In addition, it offers a complement of distinguished graduate and community-education programs. These include the Master of Public Health (M.P.H.), Master of Science in Biomedical Informatics (M.S.), Master of Science (M.S.) in Disaster and Emergency Management, Master of Science (M.S.) in Nutrition, and Master of Science (M.S.) in Medical Education degrees. Certificate programs are in emergency medicine, functional nutrition and herbal therapy, health education, medical informatics, public health, public health informatics, and social medicine. Concurrent and dual degree options include the D.O./J.D., D.O./M.P.H., D.O./D.M.D., D.O./M.B.A., and D.O./M.S. (areas of focus include health law, biomedical informatics nutrition, or medical education for example).

The D.O. program strives to prepare high-quality, compassionate physicians with an emphasis on primary care disciplines and their vital role in rural, urban, and underserved communities. As a result, more than half of our alumni practice in family medicine, internal medicine, or general pediatrics. A significant number of our graduates also choose other specialties or sub-specialties.

The innovative curriculum emphasizes interdisciplinary collaboration, guiding students to a holistic, osteopathic approach to medicine, and correlating basic scientific

information with fundamental clinical application. Students are exposed to clinical settings in their first semester, which begins to prepare them for the real world of medicine.

A systems approach to classes integrates material learned from the various departments so that clinical aspects, pathophysiology of diseases, and disorders of each system are addressed. Throughout the course of study, the principles and practice of osteopathic medicine, including manipulative techniques, are applied in specific fields, and attention is given to the fields of community medicine, geriatrics, minority medicine and the humanities. Students can also undertake basic or applied research or scholarly study under faculty supervision.

To sustain its place at the forefront of osteopathic medical education, the college consistently reviews and updates its curriculum by implementing progressive programs and interactive student-learning tools. The use of high-fidelity manikin simulators and standardized patients allows students to further hone their arsenal of clinical skills. Various modes of education and of cutting-edge technology, such as Second Life virtual software, have offered our students ample hands-on learning opportunities. Students receive clinical training in a vast and comprehensive network of affiliated public and private hospitals, medical practices, ambulatory centers, and public health units, as well as at the NSU health care centers.

A notable aspect of the clinical training program is a required three-month rotation in medically underserved practice settings. For two months, students rotate in rural and urban clinics throughout the state of Florida, assisting in providing health care to medically underserved and indigent patient populations and learning to treat ethnic groups whose lifestyles, practices, and cultural attitudes toward health care differ from those in more traditional training sites. This enriching educational experience is one that cannot be taught in the classroom. The third month can be at a site within or outside the United States selected by the student and approved by the college.

Physicians do not work in a vacuum; they are part of a health care team. The college uses the resources of

the university's multidisciplinary health care centers to provide a comprehensive learning experience. While on campus, medical students share faculty members, classes, and campus facilities with other Health Professions Division students and participate along with other disciplines in the comanagement of a diverse patient base as part of their clinical training. The college exposes students to all aspects of managed care and integrated health care systems to provide them with the knowledge and skills they will need to function in the constantly changing health care environment.

The college keeps pace with the changing health care system through partnerships with community, health, and educational organizations to better prepare students and residents for their future professional roles. It offers more than 100 internship, residency, and fellowship programs, which provide nearly 1,400 training positions through its Consortium of Excellence in Medical Education. Practice areas in training programs include a wide variety of specialties and sub-specialties.

The Master of Public Health (M.P.H.) Program is an accredited graduate-level degree program designed to prepare students to define, critically assess, and resolve public health problems. The program, offered on-site or online, provides training in the theories, concepts, and principles of public health and their application. To meet the rapidly changing needs of health service professionals, including preventive medicine specialists, the curriculum is structured to accommodate diverse backgrounds and individual career goals.

The M.P.H. program covers a minimum of 42 credits of study, consisting of 27 credits of required core courses, including a public health field experience (6 credits), and a minimum of 15 credits of public health elective courses. Coursework may be taken on a full-time or part-time basis. An on-site orientation is required of all students. M.P.H. students are required to complete their course of study within five years of matriculation. The program also offers two graduate certificate courses (18 credits each) in health education or public health.

The Dr. Kiran C. Patel College of Osteopathic Medicine's Master of Science in Biomedical Informatics (M.S.) degree has grown extensively since its inception in 2006 and is now recognized as a leading program

in both national and international arenas. The 43-credit program is designed to train future leaders in the development, dissemination, and evaluation of information technology as it relates to the health care environment, such as hospitals and health systems, health information technology system vendors, ehealth companies, insurers, pharmaceutical companies, and academic institutions. This is done through a combination of required core courses (31 credits) and elective courses (12 credits) to yield a diverse and fundamental program of study.

With its focus on clinical informatics, the program's curriculum emphasizes the areas of computer science and its clinical applications in medical informatics, management, and program evaluations in health information technology. This innovative program uses both on-campus and online formats to enable working professionals to earn a master's degree in biomedical informatics without career disruption. The program also offers graduate certificate courses (18 credits) in public health informatics and medical informatics.

The Master of Science (M.S.) in Disaster and Emergency Management, established in 2012, is a 36-credit degree program. The degree program is designed to provide students with the requisite theoretical knowledge and applied skills needed to work in the rapidly growing interdisciplinary field of emergency and disaster management. A community research practicum at the local, state, federal, or international level also is a key component of the program. Several degree tracks are offered, including maritime safety and security, cybersecurity, law enforcement/criminal justice, and public health.

The program content is offered exclusively online and incorporates interactive, live video through technology platforms to engage distance learners from all over the globe. Two required, on-site meetings (one at the beginning of the student's enrollment and another near the program's conclusion) allow each student to work directly with faculty members and present a practicum project.

In 2015, the Dr. Kiran C. Patel College of Osteopathic Medicine launched a Master of Science (M.S.) in Nutrition degree program in response to the growing

demand of qualified nutrition professionals. The program is designed to further the professional competencies of those who want to integrate nutrition into other health professions and to provide those who want to enter the profession of nutrition and dietetics a route to meet academic requirements. The 42-credit program is offered through an online platform, which incorporates the most recent technologies and interactive video. All students are required to spend time on campus at the beginning of the academic program of study, and again at the end of the program to present their final projects and to participate in graduation ceremonies.

The rich, interprofessional platform of NSU's Dr. Kiran C. Patel College of Osteopathic Medicine and Health Professions Division provides an excellent environment for this area of study. M.S. in Nutrition students take a required core (15 credits) of classes. All students are also required to complete a special project (6 credits) focused on a current area of research or a community-based project. Students select from one of two concentrations (community nutrition or sports nutrition) and choose at least three elective courses to complete the program.

NSU's Dr. Kiran C. Patel College of Osteopathic Medicine and Health Professions Division parallel the interprofessional delivery model of patient-care settings. Medical professionals who choose to teach in the Health Professions Division must be able to train graduates to integrate multiple forms of reasoning and knowledge in order to provide the best patient care. To this end, the college offers a Master of Science (M.S.) in Medical Education degree. This 36-credit, online program is designed to enhance professional education and teaching skills of clinical faculty members and community preceptors, as well as expand the ability to facilitate the learning process of students and residents in a variety of clinical settings.

The M.S. in Medical Education program incorporates the most recent educational technologies into a robust, six-course program that includes assessment and evaluation, educational methodologies, research, technology in education, and learning styles. Most students finish the program in two years; however, students have a maximum of seven years to complete it. Faculty members are carefully selected on the basis of their subject expertise, teaching abilities, and

professional involvement. Most importantly, they are united in their desire to educate and to motivate students to use what they learn in the program to inspire others.

In conjunction with its Area Health Education Centers (AHEC) Program and its Rural and Underserved Training Program, the Dr. Kiran C. Patel College of Osteopathic Medicine enhances health care services throughout South and Central Florida by bringing educational programs to medically needy areas, training students for service in inner-city and rural areas, and supporting providers based in the field. The college also serves the allopathic (M.D.) and osteopathic (D.O.) physician communities by providing continuing medical education programs accredited by the American Osteopathic Association and the Accreditation Council for Continuing Medical Education.

Dr. Pallavi Patel College of Health Care Sciences

The Dr. Pallavi Patel College of Health Care Sciences is committed to preparing quality health care professionals for roles on the health care team. The Master of Science in Anesthesia program is available in Fort Lauderdale and Tampa. Upon graduation, students will be capable of delivering anesthesia within an anesthesia care team model and are eligible for certification as an anesthesiologist assistant. The innovative, 27-month curriculum focuses on using state-of-the-art instructional technologies and methods that will prepare anesthesiologist assistants for advanced practice in the care of all degrees of illness.

The Athletic Training Education Program, accredited by the Commission on Accreditation of Athletic Training Education (CAATE), began in 2003, in Fort Lauderdale. Athletic Training encompasses the prevention, examination, diagnosis, treatment, and rehabilitation of emergent, acute or chronic injuries, and medical conditions. The program in athletic training is clinically integrated, providing students with valuable clinical experiences. The athletic training major prepares the student for the certification exam to become a Certified Athletic Trainer.

The Audiology Program began in 2000 and offers the Doctor of Audiology (Au.D.) degree, a four-

year, postbaccalaureate, first-professional degree. An audiologist is uniquely qualified to provide a comprehensive array of services related to the diagnosis, management, and treatment of individuals across the life span with hearing and vestibular disorders. This program provides students with the academic foundation and diverse clinical experiences that are necessary for successful independent practice today and in the future. The Audiology Program is dually accredited by the Accreditation Commission for Audiology Education (ACAE) and the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Nova Southeastern University was first in the nation to offer the Doctor of Audiology (Au.D.) Program abroad in a live format to current practitioners, allowing these individuals to return to school and earn their doctoral degrees while still working. In addition to the Fort Lauderdale/Davie Campus, the Audiology Department offers the Doctor of Audiology Program to audiological scientists with a master's degree and other qualified audiology practitioners in the United Kingdom.

The exercise and sport science undergraduate major, at the Fort Lauderdale/Davie Campus, grounds students in the movement sciences, which promotes improvements in health, fitness, and/or performance for the physically active. This Bachelor of Science program is recognized by the National Strength and Conditioning Association (NSCA) and prepares students to use science within exercise and human movement disciplines. Core coursework provides foundational knowledge in kinesiology, biomechanics, exercise physiology and much more. The practicum course is the highlight of the program in which students complete a semester-long hands-on experience, in a setting of their choice, in the exercise field.

The Department of Health Science is an interdisciplinary group of programs designed for the health care professional with a desire to advance both academically and administratively within his or her respective career. Offering distance education from the undergraduate to doctoral level is consistent with the university's and college's commitment to lifelong learning. The department offers the following online degree programs: Bachelor of Health Science, Master

of Health Science, and Doctor of Health Science. A Bachelor of Science in Medical Sonography is offered at the Fort Lauderdale/Davie Campus and a Bachelor of Science in Cardiovascular Sonography is offered at the Tampa Campus.

The sonography programs offer undergraduate degrees and prepare graduates for work in the field of vascular technology. General sonography includes subspecialties for obstetrics and gynecology exams; abdominal, neurological, and breast exams; and exams of structures such as joints and tendons. Cardiac sonography examines the anatomical structure and function of the heart. Vascular sonography studies the anatomical and physiological characteristics of all arteries and veins in the body. All diagnostic medical sonography uses ultrasound to obtain images and is, therefore, considered noninvasive, having no known risks or side effects in comparison to other widely used medical imaging methods. Sonographers are important members of the diagnostic medical imaging or surgical team. They work closely with radiologists, cardiologists, and vascular or general surgeons, as well as other allied health professionals.

The Master of Occupational Therapy Program, accredited by the Accreditation Council for Occupational Therapy Education, opened in 1994. Occupational therapists provide services to enhance and restore function and life satisfaction to people whose daily life performance has been interrupted or jeopardized by disease, injury, disability, life stress, or other factors. The 29-month Master of Occupational Therapy (M.O.T.) Program is among the nation's most clinically intensive M.O.T. programs, with an integrated first-year curriculum, four clinical rotations in year two, and six months of required clinical internships.

The entry-level Doctor of Occupational Therapy Program (O.T.D.) is offered in a hybrid format from NSU's Tampa Campus and is completed in three and a half years. The postprofessional programs in occupational therapy began in 1995 and offer two doctoral courses of study. The Doctor of Occupational Therapy (Dr.O.T.) Program prepares occupational therapy practitioners to become leaders in health policy and program development, while the Ph.D. program has more of a research focus.

The Doctor of Philosophy in Occupational Therapy (Ph.D.) Program strives to develop scholarly practitioners who will serve as leaders in advancing the knowledge base of their discipline through research. Practitioners with earned postprofessional clinical doctoral degrees can also enter the Ph.D. program through a bridge program that allows for transfer of up to 12 credits. The Dr.O.T. and the Ph.D. are offered through distance- learning formats.

The entry-level Doctor of Physical Therapy (D.P.T.) Program at the Fort Lauderdale/Davie Campus is a full-time, on-campus program that takes three years to complete. The entry-level D.P.T. program in Tampa is a hybrid program combining online and face-to-face instruction and takes four years to complete. The entry-level D.P.T. programs are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: (703) 706-3245; email: accreditation@apta.org; website: capteonline.org.

The Transition Doctor of Physical Therapy Program (T-D.P.T.) is a postgraduate program designed for working physical therapists who want to advance their clinical knowledge and skills to that of the Doctor of Physical Therapy. This program is a hybrid program combining online courses with an on-campus component two days per semester for each core course taken. The program is designed for practicing physical therapists who entered the profession through entry-level bachelor's and master's degrees.

The Doctor of Philosophy in Physical Therapy (Ph.D.) program is designed for physical therapists whose professional interests include the aspiration to be an educator, a commitment to research, or the acquisition of leadership skills so as to serve as consultants in the health care arena. The Ph.D. program requires 60 semester hours beyond the master's degree or the entry-level doctoral degree. Doctoral courses are conducted in a distance, hybrid format with minimal time on campus.

The Physician Assistant Programs, located on the Fort Lauderdale/Davie Campus and on NSU's campuses in Fort Myers, Jacksonville, and Orlando, Florida, are accredited by the Accreditation Review Commission on

Education for the Physician Assistant (ARC-PA). The programs award a Master of Medical Science (M.M.S.) in Physician Assistant degree.

Physician assistants (PAs) are health care professionals who practice medicine with physician supervision. PAs take medical histories, perform physical examinations, order and interpret laboratory tests, diagnose and treat illnesses, suture wounds, and assist in surgery. They can also write prescriptions in every state.

The primary care-oriented program combines 15 months of didactic studies with one year of comprehensive clinical training. After completion of clinical training, graduates must take the Physician Assistant National Certification Examination for licensure.

The Respiratory Therapy Program is located at the Palm Beach Campus. The entry-level, or first-professional, program is a full-time, on-campus, 24-month program. It offers a state-of-the-art facility with more than 1,200 clinical hours and a wide variety of clinic rotations available. The program is accredited by the Committee on Accreditation for Respiratory Care (COARC). The completion program, opened in 2012, is designed for the practicing registered respiratory therapist. The program is fully online, part time, and can be completed in 24 months.

The Bachelor of Science in Speech-Language and Communication Disorders was approved by the Board of Trustees in December 2012. Classes are offered daytime, evening, and online, for this dual admit program. Graduates of the program may continue on to graduate study or may become Speech-Language Pathology Assistants (SLPA) support personnel.

The Master of Science in Speech-Language Pathology Program (M.S.), which began in 1983, educates speech-language pathologists to provide a full range of services in a variety of settings to clients with communicative disorders and their families. The program provides scientifically based academic and clinical curricula to foster critical thinking and application of best practices. The program prepares the student to meet the requirements for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association. (ASHA is accredited by the Council on

Academic Accreditation in Audiology and Speech-Language Pathology [CAA].) Additionally, the Clinic for Speech, Language, and Communication provides assessment and treatment services to approximately 200 patients and families each week. Individual and/or group therapy services are available for those with issues such as articulation/phonological disorders, language delays/disorders (including autism), stuttering, voice issues, aphasia, traumatic brain injury, Parkinson's disease, and accent reduction.

The Speech-Language Pathology Doctorate (SLP.D.) was first offered in 1996 and was the first professional degree program for speech-language pathologists in the United States. This post-master's, SLP.D. degree program fosters the development of knowledge, leadership, and problem-solving skills through curricula that incorporate research, ethical decision making, and models of best practice. Students are generally individuals with master's degrees in speech-language pathology and ASHA certification who wish to obtain an advanced doctoral degree. The SLP.D. program is a hybrid (face-to-face/online) program that represents an innovative, practical, and realistic approach to doctoral studies. The SLP.D. program's degree requirement is a total 53 semester credit hours.

The UM-NSU Center for Autism and Related Disabilities (CARD) is one of seven university-based regional centers providing services to individuals with autism and their families. The NSU CARD Center serves constituents in Broward County. The NSU CARD Center is in its 16th year of continuous grant funding throughout Florida. In 2015, NSU CARD served 3,618 constituents in Broward County and offered 54 educational workshops, 32 webinars, and provided 25 public education events to more than 26,000 participants.

Ron and Kathy Assaf College of Nursing

With more than 4.1 million registered nurses nationwide, nursing continues to be the largest health care profession in the United States. The U.S. Bureau of Labor Statistics projects that employment for registered nurses (R.N.s) is expected to grow 19 percent from 2012 to 2022, and nursing is currently the top growth occupation in the country.

Most health care services involve some form of care by R.N.s. Although 60 percent of all employed R.N.s work in hospitals, many are employed in a wide range of other settings, including private practices, public health agencies, primary care clinics, home health care, outpatient surgical centers, health maintenance organizations, nursing-school operated nursing centers, insurance and managed care companies, nursing homes, schools, mental health agencies, hospices, the military, and industry. The trend for nurses in outpatient care centers is expected to grow. Other nurses work in careers as college and university educators preparing future nurses, or as scientists developing advances in many areas of health care and health promotion.

The mission of the Ron and Kathy Assaf College of Nursing is to provide quality undergraduate and graduate nursing education within an atmosphere of scholarly inquiry, professional values, interprofessional collaboration, and community service. The college will prepare culturally sensitive and competent nursing leaders who have knowledge and skills based on integrity, creativity, courage, stewardship, and compassion and that are relevant, futuristic, and responsive to the rapidly changing health care trends and environments.

The Bachelor of Science in Nursing (B.S.N.) degree is the critical first step for a career in professional nursing. The American Association of Colleges of Nursing (AACN) and other leading nursing organizations recognize the B.S.N. degree as the minimum educational requirement for professional nursing practice. While graduates can begin practice as an R.N. with an associate's degree or hospital diploma, the B.S.N. degree is essential for nurses seeking to perform at the case-manager or supervisory level or to move across employment settings.

The B.S.N. nurse is prepared to practice in all health care settings—critical care, ambulatory care, public health, and mental health—and thus has the greatest employment flexibility of any entry-level R.N. The B.S.N. curriculum includes a broad spectrum of scientific, critical thinking, humanistic, communication, and leadership skills, including specific courses on community health nursing not typically included in diploma or associate's degree tracks. These abilities are essential for today's professional nurse who must be a skilled provider, designer, manager, and coordinator of care.

Bachelor of Science in Nursing Degree (B.S.N.) Options

The first option is the four-year Nursing Program for new high school graduates. Students will be enrolled in professional nursing courses, as well as the science and general education courses, which will serve as the foundation of the nursing program. The completed program of study is 10 terms.

The second option is the Upper Division Nursing Program for students who have their general education requirements completed. Students complete this program in 27-months.

The third option is the Lower Division Nursing Program for pre-nursing students who are deciding on nursing as a profession and will complete their prerequisite courses in NSU's College of Arts, Humanities, and Social Sciences. As students make the decision on nursing as their chosen profession, they can apply to the College of Nursing's B.S.N. program.

The fourth option is R.N. to B.S.N. Program which is designed for licensed registered nurses with an Associate of Arts or Associate of Science degree or a nursing diploma. The credit for prior nursing and general education courses is granted through a variety of validation procedures. R.N. to B.S.N. students may complete their studies in as little as four terms. This program has been designed to develop a nursing professional who will be knowledgeable and comfortable in assuming a leadership role in the complex health care environment. The curriculum focuses on current health care issues and delivery. The nursing faculty members teaching in this program have real-world experience and are well-respected nursing leaders in the community.

The fifth option for the B.S.N. degree is the R.N. to M.S.N. program. Students in this program complete three terms of B.S.N. coursework and then matriculate into either the nonclinical or clinical M.S.N. program. This program of study provides the student with the ability to receive both a B.S.N. and an M.S.N. degree. The nonclinical master's degree offers three concentrations in the program that include executive nurse leadership, nursing education, or nursing informatics. To proceed in the clinical M.S.N. as an advanced practice registered nurse (A.P.R.N.), the student must demonstrate clinical competency to be successful in this program.

Master of Science in Nursing Degree (M.S.N.) Options

The online nonclinical Master of Science in Nursing (M.S.N.) Program offers three unique concentrations to earn the M.S.N. (as stated above). The master's degree in nursing prepares the experienced nurse to advance in executive nurse leadership, nursing education, or nursing informatics. Our M.S.N. concentrations offer in-depth education by faculty members who are experts in these fields.

The clinical M.S.N., Advanced Practice Registered Nurse (A.P.R.N.) Program provides the opportunity for an R.N. with a baccalaureate degree (B.S.N.) to prepare for advanced-level nursing practice related to the primary care of families and individuals throughout the lifecycle in primary care settings. The program provides preparation for the family nurse practitioner (FNP), the adult-gerontology acute care nurse practitioner (AGACNP), and the psychiatric mental health nurse practitioner (PMHNP), and is offered in a hybrid format at the Palm Beach Campus. In the fall of 2016, the college began offering the FNP program on the Tampa Campus. The FNP and AGACNP programs are both offered in a hybrid format, blending the use of online and classroom environments, depending on the course content and educational requirements. Graduates of the FNP, AGACNP, and PMHNP programs receive an M.S.N. degree. Two certificates are also available. These certificates are for nurses who already have an M.S.N. degree and want to pursue either a Post-Master's Certificate in Family Nurse Practitioner or a Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner.

Doctoral Degree Options

The Doctor of Nursing Practice (D.N.P.) is a practice-focused terminal degree that prepares graduates to practice at the highest level in a specialty practice or executive leadership role. The D.N.P. curriculum builds on current M.S.N. programs by supporting evidence-based practice, quality improvement, and systems thinking. Graduates of this program are prepared to lead and engage in practical, clinically focused scholarship and research utilization.

The online Doctor of Philosophy (Ph.D.) in nursing education prepares nurse scholars to develop evidence-based practice guidelines and organize new

and innovative nursing care delivery systems. This degree also prepares nurse scholars for placement in research/evidence-based practice positions within their education departments. Nova Southeastern University's Ph.D. in Nursing helps to address the current and projected national shortage of nursing faculty members at all levels of nursing education.

Health Care System

The Health Professions Division operates five multispecialty health care centers in both Broward and Miami-Dade counties. These centers function as educational resources while providing patient care in the communities they serve. In many cases, these centers provide care that traditionally has not been offered by other local health care providers.

Unique to our health centers is a university mission to fulfill the promise of interdisciplinary community health, with patient services backed by the nearby resources and expertise of the osteopathic medicine, pharmacy, optometry, health care sciences, medical sciences, dental medicine, and nursing colleges. Treatment is coordinated by the division's credentialed faculty members within a rigorous academic environment to ensure university-level treatment quality.

The HPD delivers person-to-person health care in the disciplines of family medicine, geriatrics, dermatology, obstetrics and gynecology, pediatrics, internal medicine, nephrology and hypertension, endocrinology, medical family therapy, sports medicine, dental services, physical therapy, occupational therapy, osteopathic manipulative medicine, pharmaceutical care, speech, language, communication, and audiology and balance. Our Student Medical Center provides health care services to our collegiate populations, with specific focus on convenience for our students' busy schedules. Our Eye Care Institute offers specialty care in contact lenses; pediatric, adult, and binocular vision; low-vision rehabilitation; and sports vision screening as well as primary eye care.

The Women's Health Center, located in the Sanford L. Ziff Health Care Center, provides obstetric, prenatal, and postnatal care; nutritional counseling; and other services. Deliveries take place at Broward Health Medical Center and other affiliated hospitals.

Additionally, available gynecological services include Pap smears, biopsies, colposcopy, screenings for a variety of cancers in female organs, and a range of diagnostic techniques.

In 2013, the Dr. Kiran C. Patel College of Osteopathic Medicine established the Employee Health and Wellness Center. The Employee Health and Wellness Center, which is staffed by family medicine physicians, allows NSU employees to be seen in an efficient and confidential manner. The clinic is open five days a week, and is located in the Ziff Building. The NSU Wellness Program is delivered to all interested employees through this clinic.

The on-campus Pharmaceutical Wellness Center provides advanced patient pharmaceutical care. Among the specialized services it offers are patient education on medication use, improved patient monitoring, therapeutic outcomes assessment, refill compliance monitoring for chronic medications, a multidisciplinary approach to patient care and medication therapy management, private rooms for individual patient counseling, and conference rooms for group sessions for patients with specialized needs (smoking cessation, diabetes, etc.).

Health care, however, is not only confined to the walls of the HPD centers, but also extends to the community at large. Clinical faculty members are actively involved at off-campus sites, participating in health fairs, screenings, outreach programs, and other patient education special events. In addition, NSU has partnered with hospital consortia, agencies, and service organizations to provide health care services to indigent and underserved patients.

The NSU health care system provides for more than 260,000 patient visits yearly to the communities it serves, and plays an even wider role in the health of the community. Patients of the health care centers benefit from the university's integrated, multispecialty clinics because, with quick and easy referrals under the same roof, patient satisfaction and outcomes are greatly improved. As the clinical providers for a growing segment of the South Florida region, NSU remains committed to enhancing the health and well-being of the extended community.

H. Wayne Huizenga College of Business and Entrepreneurship

The H. Wayne Huizenga College of Business and Entrepreneurship (HCBE) is one of only a few business colleges in the nation with entrepreneurship in its name. That says a lot about who we are—a college committed to delivering an up-to-date curriculum that fosters the spirit of innovative thinking in the workplace.

More than 40 years ago, the Huizenga Business College pioneered field-based education by developing the cluster concept, making business education accessible to working professionals. Today, our students come from a diverse cross section of society—culturally, demographically, and professionally. Courses are delivered in a range of flexible formats—on-campus, online, and through blended learning combining traditional classroom and online activities. Currently, more than 2,800 students are enrolled in the Huizenga Business College's bachelor's and master's degree programs.

The Huizenga Business College offers a range of optional concentrations to enhance the core M.B.A. curriculum. In fall 2017, HCBE launched three more exciting M.B.A. concentrations. The complex health systems concentration focuses on the business of health care—the intersection of technology, research, and innovation to provide business solutions.

The hospitality and tourism concentration prepares students for careers in the world's largest industry, with a focus on hotel, restaurant, and cruise segments of hospitality. Lastly, the business or “flex” concentration allows students to customize their M.B.A. experience by choosing six courses from a menu of almost 100 subjects. The entrepreneurship concentration is designed to assist students in gaining the skills, knowledge, and confidence to become successful entrepreneurs. The curriculum and experiential learning process teaches students to think; while the term project and testing process will improve analytical as well as writing skills. The finance concentration provides a broad understanding of corporate finance, securities analysis, portfolio management, and financial institutions and markets. The real estate degree provides the skills necessary to be successful in commercial, residential, and other real estate development.

The Hudson Center of Entrepreneurship and Executive Education provides practical business education, hands-on learning, and expert consulting services to organizations and individual executives, assisting them in becoming more successful in an increasingly competitive global environment. The institute offers customized, in-house programs for both domestic and international businesses seeking to transform the way they do business.

Shepard Broad College of Law

For more than 40 years, the Shepard Broad College of Law has been an innovator in legal education. The Juris Doctor (J.D.) degree program emphasizes a highly practical curriculum and training so graduates are ready to serve clients immediately upon graduation. The online Master of Science programs enable professionals to supplement their career by earning degrees in education law, employment law, health law, and law and policy with specialty concentrations in these fields and in cross-cutting areas such as cybersecurity law. Notable J.D. alumni include numerous judges, mayors, and other government officials. Many are partners in major law firms, business owners, and executives across a broad range of fields.

The Shepard Broad College of Law is at the forefront of clinical legal education and guarantees every student a live-client experience through in-house clinics and a wide array of field placements. This highly regarded opportunity provides on-site placements with government agencies, nonprofit companies, and law firms. Every student can spend an entire semester in one of six full-semester clinics and field placements. Dispute Resolution, Children and Families Law, Criminal Justice, Veterans Law clinics, and the Adults with Intellectual and Developmental Law Clinic provide specialized practice training while the Civil Field Placement Clinic allows a student to participate in the legal field of his or her own choice. Beginning fall 2018, students will be able to participate in the Sharon and Mitchell W. Berger Entrepreneur Law Clinic. Recent alumni are able to participate in the newly launched Legal Incubator program, providing new attorneys with the infrastructure and basic training needed to get their practices started, while also providing the local community with legal assistance at an affordable cost.

The National Jurist recognizes the College of Law as providing quality education to students, ranking the college ninth in the nation as one of the Best Schools for Small Law and 12th in the nation at preparing law students for the bar exam and practice of law.

The college takes pride in being among the most diverse law schools in the nation. The entering class of 2016 represented a diverse student body, including 35 percent Hispanic, 41 percent white or Caucasian, 10 percent black or African American, and 5 percent international students. In fact, *HispanicBusiness.com*'s 2014 Annual Diversity Report ranked the NSU College of Law fifth nationally as one of the Best Law Schools for Diversity Practices. Diversity also carries over in our range of affinity groups (representing African American, Asian, Hispanic, Jewish, and LGBT law students), along with interest groups such as those for business law, health law, transactional law, entertainment and sports law, and intellectual property.

Special programs available at the college include dual-degree programs with many of NSU's other colleges; dual-degree programs abroad in Rome, Barcelona, or Prague; concentrations in health or international law, degree and semester abroad programs; and much more. Many students volunteer for pro bono service through the Public Interest Law Center.

The NSU College of Law's faculty members, students, and staff members recognize the importance of law as an instrument of social justice, empowerment, and community engagement. Our program melds doctrine, skills, and ethical concerns to produce attorneys who are both skilled and caring, and to produce scholarship that advances our understanding of the law.

Farquhar Honors College

The establishment of the Farquhar Honors College in 2015 reflects the importance NSU places on promoting excellence across all degree levels and disciplines. NSU takes pride in becoming one of the approximately 200 U.S. universities (out of more than 4,000 colleges and universities) to house an honors college. Through curricular and cocurricular activities, the Honors College provides a rich educational experience for highly motivated and high-achieving undergraduate students of all majors.

Honors College Initiatives

The Honors College hosts events and supports programs open to qualifying students, alumni, faculty and staff members across the university, and members of the community. This inclusiveness brings together learners; educators; and inquisitive minds from various academic backgrounds, industries, and organizations.

Undergraduate Honors Program

This program supports opportunities for hands-on learning, individualized study (including the Honors Thesis), special recognition, study abroad, exclusive workshops and seminars, discussions with guest speakers, and an inclusive learning environment that stimulates creative thinking and intellectual curiosity.

Undergraduate Student Symposium

The symposium showcases NSU student research and creative projects in all academic disciplines.

Distinguished Speakers Series

This series brings prominent leaders, who give lectures or presentations on their areas of expertise, to campus. These leaders also meet with Honors students in intimate discussion groups.

Scholars Program

This program connects NSU's career-focused undergraduate students with fellowships, graduate students and faculty members, career services, networking opportunities, and workshops.

Honors Student Opportunities

Honors students have the opportunity to

- engage in unique, thought-provoking programs and courses
- benefit from the mentorship of Honors faculty members
- question and discuss international issues from the perspective of multiple disciplines
- develop and participate in research and creative projects
- explore cultures from around the world
- develop an appreciation for the arts
- contribute to team endeavors and serve in leadership roles in the classroom, in campus organizations, and in the larger community
- become part of an active network of current students and college alumni
- receive support in pursuing distinguished national and international fellowships and scholarships
- participate in Honors College's entertainment and social activities

Honors Learning Outcomes

Honors College initiatives and projects are aligned to the learning outcomes listed below, which are expected for all Honors students. Students develop a four-year program to enhance strengths in five domains. Honors faculty members are highly vested in these outcomes, mentoring students to develop and advance their students' plans.

- Inquiry—Students will demonstrate the skills in scholarship and research necessary to succeed in graduate or professional school and/or the workforce.
- Innovation and Creativity—Students will recognize and apply multidisciplinary approaches to analyzing and solving problems.
- Global Awareness and Sensitivity—Students will discuss international matters and engage with cultures from around the world.
- Art and Culture—Students will analyze and appreciate cultural artifacts.
- Ethics and Engagement—Students will demonstrate a commitment to ethical principles through engagement in the community.

NSU University School

NSU University School, founded in 1971, is a fully accredited, college preparatory day school that provides academic programs for students in junior kindergarten through grade 12. The school provides a supportive environment for the development of children, teaching them to think, solve problems, and develop leadership skills within an ethical framework. Programming at NSU University School is individualized and exceptional.

The campus is made up of Lower, Middle, and Upper School buildings, as well as two Sports Centers that house basketball courts, locker rooms, classrooms, athletic training rooms. The campus also features a state-of-the-art Aquatics Center featuring an Olympic-sized swimming pool as well as a 70,800-square-foot Center for the Arts that houses a 750-seat auditorium; an art gallery; dry and wet art studios; choral, band, and forensics practice rooms; and more.

Lower School

As part of the Lower School learning experience, faculty members offer varied opportunities for all students to think on critical levels and apply creative problem-solving skills through individual and small-group projects, discussions and debates, and experiential activities. Teachers use instructional technology in the classroom to enrich all areas of the curriculum.

NSU University School Lower School students acquire experience through hands-on activities and exposure to the arts, athletics, and academic excellence. Students reinforce their social skills and learn about community responsibilities through the Guidance Program and the social environment of the Lower School. One unique component of NSU University School's Lower School is the Dr. Elizabeth Brennan Center for Academic Success, an early intervention program that provides a specialized academic program for students with mild to moderate learning disabilities.

Middle School

Middle school is an exciting time for early adolescents as they begin to transition from the intermediate learning levels to high school-level academics. The rigorous academic program addresses individual needs and offers both developmentally appropriate middle school courses and an opportunity for advanced students to accelerate their schedules. When appropriate, some of our highest-achieving students take Upper School-level courses in math and science.

The Middle School recognizes the critical social-emotional elements necessary for this age group to be academically successful. A specially designed advisory program extends the typical school guidance functions to the classroom level, helping students face some of the hurdles of adolescence—time management, decision making, academic scheduling, personal organization, interpersonal skills, and peer pressure.

Upper School

Academic classes are offered at the basic, regular, honors, advanced placement, and advanced topic levels. The performing arts and athletic programs offer competitive, educational, and skill-building programs that support a diverse student population. The Speech and Debate Team is in the top 1 percent of all speech and debate programs nationally, the music program has been represented at all-state and all-county competitions, the Robotics Team is number one in Florida, and students in the arts have had their work displayed in the United States capital and New York City's World Financial Center. The athletic program, recognized as one of the top programs in the region, places emphasis on the student-athlete and honors achievement both on the playing field and in the classroom.

The combination of an excellent academic foundation and outstanding college counseling has led many NSU University School students to attend some of the nation's most prestigious colleges and universities.

Mailman Segal Center for Human Development

The mission of Nova Southeastern University's Mailman Segal Center for Human Development is to enhance the quality of life for children and families through multidisciplinary research, academics, and service. Innovative, evidence-based, clinical, and educational programs emphasize best practices in early childhood, autism, and family science and provide academic and training opportunities for students, professionals, and the greater community.

The center is located at the Jim & Jan Moran Family Center Village, situated on five acres of the Nova Southeastern University Fort Lauderdale/Davie Campus. The 110,000-square-foot, state-of-the-art complex houses the center's programs and provides professional training for students, faculty members, and researchers through observations, practicums, internships, and postdoctoral opportunities.

Early Childhood Institute

At the core of the Mailman Segal Center are its expansive parenting and early childhood programs. Families with children from birth to five years old participate in a wide range of classes and support programs. More than 300 children participate in the nationally accredited Family Center Preschool and Infant & Toddler Programs. These programs utilize the trademarked 5C Curriculum Framework providing evidence-based educational programming for young children. The Parenting Place provides programs and services for children and their families through parent/child classes, parenting support, and family advocacy. Programs include play-based classes, educational workshops, and parent coaching. Additionally, specialized support groups and programs with a focus on families with children with special needs are offered to the community. Through numerous grants and research projects, the programs support the development of new and innovative educational models, create appropriate environments to field test new approaches, and serve as training sites for NSU's undergraduate and graduate students.

Autism Institute

The Mailman Segal Center has a long history of serving individuals with autism and their families. The Autism Institute fosters cutting-edge research, educates professionals, and promotes evidence-based practices through collaborative interdisciplinary activities.

The Baudhuin Preschool is an internationally recognized, model program for children with autism spectrum disorder that serves more than 135 children through a partnership with the School Board of Broward County. The Starting Right Program is a caregiver-child program for younger children (18–36 months) who have been diagnosed with, or are at risk for, autism and related disorders. MSC also houses The Academy, which offers a private, tuition-based program for children with autism spectrum disorder.

The Starting Right program is a caregiver-child program for children ages 18–36 months who have been diagnosed with, or are at risk for, autism and related disorders.

Access Plus is a college support program for academically capable students with autism spectrum disorder, who are admitted to NSU through the traditional admissions process. For an additional fee, these students receive an individualized program of support to help build their independence, support their participation across campus life, and provide the structure needed to foster academic achievement.

NSU's Interdisciplinary Council for the Study of Autism (ICSA) is also housed at the Mailman Segal Center. It includes representatives from throughout the university. Individuals from the fields of osteopathic medicine, health care, dentistry, optometry, pharmacy, education, psychology, and family therapy meet on a regular basis to develop and implement collaborative projects in the study of autism.

The Autism Consortium provides individualized training, consultation, and system support to school districts throughout the United States to improve the quality of life for individuals with autism across the spectrum, across age spans, and across levels of functioning.

Parenting Institute

The Parenting Institute at the Mailman Segal Center provides programs and services for children and their families through parent/child classes, parenting support, and family advocacy. Programs include play-based classes, educational workshops, and parent coaching. Additionally, specialized support groups and programs with a focus on families with children with special needs are offered to the community.

Clinical Programs

The Unicorn Children's Foundation Clinic provides a comprehensive spectrum of services for children and caregivers including the Development Assessment Clinic: Diagnostic Services for children 18 months–5 years and Autism Education Program; the Feeding Disorders Clinic and the Challenging Behavior Clinic for children 18 months–8 years.

Academic Programs

In collaboration with colleges across NSU, MSC offers a variety of academic courses in a variety of educational modalities, including traditional and distance learning. Fields of study include applied behavior analysis, child life specialist, and autism.

Child Advocacy and Community Outreach

The Mailman Segal Center is committed to providing community outreach services and plays an integral role in shaping policies that support the health and well-being of children and their families. Activities within Broward County's underserved communities are dedicated to extending the center's programs, including child care center development, literacy, early childhood training, and parent education. The Mailman Segal Center works intensively with child care centers, providing accreditation support, individualized training, and parent education.

Degree Programs

Abraham S. Fischler College of Education

Elementary Education*	B.S.
Exceptional Student Education	B.S.
Secondary Biology Education (as of summer 2018)	B.S.
Secondary English Education (as of summer 2018)	B.S.
Secondary Mathematics Education (as of summer 2018)	B.S.
Secondary Social Studies Education (as of summer 2018)	B.S.
Education*	M.S.
Exceptional Student Education (as of summer 2018)	M.S.
Leadership	M.S.
Secondary Mathematics Education (as of summer 2018)	M.S.
Education*	Ed.S.
Education*	Ed.D.

College of Arts, Humanities, and Social Sciences

Applied Professional Studies	B.S.
Art and Design	B.A.
Communication	B.A.
Criminal Justice	B.S.
Dance	B.A.
English	B.A.
General Studies	B.S.
History	B.A.
Human Development and Family Studies	B.S.
Human Services Administration	B.S.
International Studies	B.A.
Legal Studies (prelaw)	B.S.
Music	B.A.
Paralegal Studies	B.S.
Philosophy	B.A.
Political Science	B.A.
Recreational Therapy	B.S.
Sociology	B.S.
Theatre	B.A.

Composition, Rhetoric, and Digital Media	M.A.
Child Protection	M.H.S.
College Student Affairs	M.S.
Conflict Analysis and Resolution	M.S.
Criminal Justice	M.S.
Cross-Disciplinary Studies	M.A.
Developmental Disabilities	M.S.
Family Therapy	M.S.
Gerontology	M.A.
National Security Affairs and International Relations	M.S.
Marriage and Family Therapy	D.M.F.T.
Conflict Analysis and Resolution	Ph.D.
Criminal Justice	Ph.D.

College of Engineering and Computing

Computer Science	B.S.
Engineering*	B.S.E.
Information Technology	B.S.
Computer Science*	M.S.
Information Assurance and Cybersecurity	M.S.
Information Technology*	M.S.
Management Information Systems*	M.S.
Computer Science	Ph.D.
Information Assurance	Ph.D.
Information Systems	Ph.D.

College of Psychology

Behavioral Neuroscience	B.S.
Psychology	B.S.
Counseling*	M.S.
Experimental Psychology	M.S.
Forensic Psychology	M.S.
General Psychology	M.S.
School Psychology	Psy.S.
Clinical Psychology	Psy.D.
School Psychology	Psy.D.
Clinical Psychology	Ph.D.

As of May 2018

Halmos College of Natural Sciences and Oceanography

Biology	B.S.
Chemistry	B.S.
Environmental Science/Studies	B.S.
Marine Biology	B.S.
Mathematics	B.S.
Biological Sciences	M.S.
Marine Science*	M.S.
Oceanography/Marine Biology	Ph.D.

HEALTH PROFESSIONS DIVISION

College of Dental Medicine

Dentistry	M.S.
Dental Medicine	D.M.D.

College of Medical Sciences

Biomedical Sciences	M.B.S.
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College of Optometry

Clinical Vision Research	M.S.
Optometry	O.D.

College of Pharmacy

Pharmaceutical Affairs	M.S.
Pharmaceutical Sciences*	M.S.
Pharmacy	Pharm.D.
Pharmaceutical Sciences*	Ph.D.

Dr. Kiran C. Patel

College of Allopathic Medicine

Medicine (as of fall 2018)	M.D.
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Dr. Kiran C. Patel

College of Osteopathic Medicine

Public Health	B.S.
Biomedical Informatics	M.S.
Disaster and Emergency Management	M.S.
Medical Education	M.S.
Nutrition	M.S.
Public Health	M.P.H.
Osteopathic Medicine	D.O.

Dr. Pallavi Patel College of Health Care Sciences

Cardiovascular Sonography	B.S.
Exercise and Sport Science	B.S.
Health Science	B.H.Sc.
Medical Sonography	B.S.
Respiratory Therapy	B.S.
Speech-Language and Communication Disorders	B.S.
Anesthesia	M.S.
Athletic Training	M.S.A.T.
Health Science	M.H.Sc.
Occupational Therapy	M.O.T.
Physician Assistant	M.M.S.
Speech-Language Pathology	M.S.
Audiology	Au.D.
Health Science	D.H.Sc.
Occupational Therapy (entry level)	O.T.D.
Occupational Therapy	Dr.O.T.
Physical Therapy (professional, postprofessional transition)	D.P.T.
Speech-Language Pathology	SLP.D.
Occupational Therapy	Ph.D.
Health Science	Ph.D.
Physical Therapy	Ph.D.

Ron and Kathy Assaf College of Nursing

Nursing	B.S.N.
Nursing (R.N. to B.S.N.)	B.S.N.
Nursing*	M.S.N.
Nursing (Advanced Practice Registered Nurse)*	M.S.N.
Nursing (R.N. to M.S.N.)	M.S.N.
Nursing Practice	D.N.P.
Nursing	Ph.D.

H. Wayne Huizenga College of Business and Entrepreneurship

Business Administration*	B.S.B.A.
Public Administration	B.S.
Accounting	M.Acc.
Business Administration*	M.B.A.
Public Administration*	M.P.A.
Real Estate Development	M.S.

Shepard Broad College of Law

Education Law	M.S.
Employment Law	M.S.
Health Law	M.S.
Law and Policy	M.S.
Master of Laws	LL.M.
Law	J.D.

*These programs have concentrations.

Dual Admission and Joint Degree Programs

Nova Southeastern University offers dual admission to bachelor's degree programs and to selected graduate and first-professional degree programs. Students apply to both undergraduate and graduate or first-professional programs at the same time. Students admitted to the Dual Admission Program are assured of their place in an

NSU graduate or first-professional school at the time they enter NSU, as long as they meet program criteria.

In addition, some majors have the advantage of being combined programs. This allows students to complete both the undergraduate degree and the first-professional degree in a reduced period of time. The combined degree curriculum usually decreases the number of years of study in the undergraduate college needed to enter the graduate or first-professional school.

NSU also offers selected joint degree programs at the graduate and first-professional levels. These programs allow students to earn multiple degrees concurrently in an interdisciplinary setting. For example, many of our first-professional programs offer the option of earning an M.B.A. at the same time.

Student Affairs and the College of Undergraduate Studies

Student Affairs and the College of Undergraduate Studies provide students with numerous services and co-curricular learning opportunities that are conducive to student growth, development, and engagement that leads to graduation. Administered by the Office of the Vice President of Student Affairs and the dean of the College of Undergraduate Studies, the following offices comprise the division.

Office of Undergraduate Admissions

The Office of Undergraduate Admissions guides and supports students through all of the processes related to enrolling in undergraduate programs at the university. The office works closely with all undergraduate academic programs, the Office of Financial Aid, and other campus offices that are relevant to undergraduate admissions. The office also participates in numerous college admission fairs, hosts school counselors on campus, provides campus tours through student ambassadors, and maintains an active national and international student recruitment schedule.

Office of International Affairs

The Office of International Affairs (OIA) serves as a base for the university's international initiatives, international student services, international risk management travel registration procedures, and undergraduate international recruitment and admissions. The office includes the Office of International Students and Scholars (OISS), the Office of Education Abroad (OEA), and the Office of International Undergraduate Admissions (OIUGA). The OIA also provides ongoing assistance and support for all members of the university community engaged in campus internationalization, global partnerships and exchanges, and other globalization efforts.

- The Office of International Students and Scholars (OISS) provides immigration, orientation, counseling, and overall assistance to all new and continuing international students, visiting scholars, and faculty on and off campus.
- The Office of Education Abroad (OEA) provides comprehensive assistance to those students (domestic

and international) who want to travel overseas and experience an academic semester, a summer, or year abroad.

- The Office of International Undergraduate Student Admissions (OIUGA) provides comprehensive international student recruitment and admission support for prospective international students.

The OIA is committed to welcoming international students, scholars, and their families while facilitating their transition to life at Nova Southeastern University; and the team is also committed to providing domestic students with the services they need to fulfill their global and international interests through study-abroad opportunities.

Office of Orientation

The Office of Orientation focuses on providing positive and smooth transitions into the university and college life for new NSU students. Orientation, a multiple-day program facilitated by student orientation leaders prior to the beginning of the fall term, gives new students and their families information and resources that provide a foundation for a successful start to the student's academic pursuits. The office also provides an orientation for nursing students on the Fort Lauderdale/Davie Campus and the Fort Myers and Miami Campuses. In addition, the office provides orientation programs for transfer and online students.

Office of Undergraduate Academic Advising

The Office of Undergraduate Academic Advising provides comprehensive academic support services that assist students to achieve their academic goals. These services include academic planning, course sequencing and prerequisites, academic preparation for graduate and professional schools, and class registration.

Office of Student Career Development

The Office of Student Career Development provides career consulting and job search assistance to undergraduate students, graduate students, and alumni. Through consulting and career-related resources, the center strives to educate students and alumni on how to develop an individualized career action plan,

from choosing a major to conducting a competitive job search. The center also strives to explore career and/or graduate/professional school opportunities. Additional programs and services available include career assessments, internship and experiential learning opportunities, job fairs, career-related speakers, and soft skill development.

Office of Undergraduate Student Success

The Office of Undergraduate Student Success offers retention programs and services geared towards increasing student engagement and academic success. The office provides academic success coaching, a holistic approach to connecting students with supportive resources that promote academic growth and personal development. Students can meet one-on-one with an academic success coach to overcome challenges such as but not limited to time management, organizational skills, goal setting, study strategies, campus engagement, and academic recovery. The Office of Undergraduate Student Success also facilitates Tools for Success workshops, the Super Sharks program, Greek Academic Excellence, Early Alert, Faculty Mentoring, and the Student Success Fair.

Office of Testing and Tutoring

The Office of Testing and Tutoring supports the academic progress of all NSU students. The center provides supplemental learning assistance and an array of testing services. It assists students in meeting their academic goals with one-on-one tutoring across the disciplines, evening study labs, supplemental instruction, testing, and study resources.

Office of Student Communication and Support

The Office of Student Communication and Support facilitates and communicates academic progress standing to students on a trimester basis. The office also provides support to students experiencing academic and administrative challenges by acting as a liaison to other departments and resources university wide, and referrals are made to support student's needs and inquiries.

Office of Residential Life and Housing

The Office of Residential Life and Housing provides students with a total educational experience by facilitating an enjoyable campus-living experience.

The residence halls are living/learning centers that provide an environment conducive to student success. Opportunities in a variety of academic, cultural, social, leadership, and recreational activities facilitate personal development. The office provides quality facilities for students who live on campus, and it coordinates the administrative processes of all on-campus housing including assignments, contracts, billing, facilities, and maintenance of the seven on-campus residence halls. On-campus housing consists of a traditional residence hall with private bath facilities for undergraduate students, as well as apartment-style housing for upper-division undergraduate students and graduate students.

Office of Campus Life and Student Engagement

The Office of Campus Life and Student Engagement is home to the Student Events and Activities (SEA) Board, more than 100 registered undergraduate student organizations, fraternity and sorority life, the Undergraduate Student Government Association (SGA), and the President's 64 (a group of selected campus student leaders who serve the NSU Community). The office plays a key role in assisting students to develop an affinity to NSU through engagement in organizations and activities related to their interests. The office also presents programs and events for the entire NSU community—including Sharkapalooza and Homecoming.

Office of Special Events and Projects

Housed within the Office of Campus Life and Student Engagement, the Office of Special Events and Projects coordinates, hosts, and sponsors university-wide events such as the Student Life Achievement Awards and CommunityFest. The office is also responsible for Weekend Programming and our Sharks on the Scene (S.O.S.) Program, offering students exclusive discounted tickets to some of the largest events South Florida has to offer.

Office of Recreation and Wellness

The Office of Recreation and Wellness (NSU RecWell) strives to enhance transformative learning and quality of life for the NSU community through diverse programs and services in an inclusive environment. Programs and services include: Intramural and Club Sports, Fitness and Wellness Programming, Scuba and Rescue Certifications, and Outdoor Adventures.

NSU RecWell oversees the RecPlex, located within the Don Taft University Center and the Aquatic Center, housing the largest pool in South Florida! The RecPlex is over 100,000 square feet and houses 15,000 square feet of cardiovascular and strength requirement, two indoor basketball courts, three racquetball courts, and indoor climbing wall, a leisure pool, three multipurpose rooms, and men's and women's lock rooms—equipped with showers and saunas.

Office of Student Leadership and Civic Engagement
The Office of Student Leadership and Civic Engagement provides NSU students with the opportunity to become involved in a variety of leadership programs and volunteer activities in the community. Programs include service days, alternative breaks, the Leadership Conference, and the Emerging Leaders Experience. The office also houses NSU's premier leadership program, Razor's Edge, a dynamic leadership development program for high-performing student leaders who participate in a four-year curriculum that includes curricular and co-curricular elements. Students in the program graduate with a minor in Experiential Leadership.

Office of Student Media

The Office of Student Media oversees the management of the publication of The Current (the NSU student newspaper), WNSU (the student-operated radio station), and Sharks United Television (SUTV—the student-operated campus TV station). In addition, Student Media annually hosts the NSU Multimedia Conference and Multimedia Camp. The office also supports the promotion of all campus events and programs to inform students about activities at the university.

Office of Student Conduct and Community Standards

The Office of Student Conduct and Community Standards supports the educational mission of the institution by reviewing and resolving alleged violations of the student Code of Conduct. Guided by the university's eight core values, the office encourages students to take responsibility for their actions, learn conflict resolution skills, enhance decision-making ability, and develop social awareness and ethical values.

Office of Student Disability Services

The Office of Student Disability Services provides information and individualized accommodations, including support services and auxiliary aids for students with identified disabilities, to ensure equal and comprehensive access to university programs, services, and campus facilities.

Office of Administrative Services and Marketing

The Office of Administrative Services and Marketing sets the standards for all marketing and communications for the division and works with all offices to produce materials that inform the university community of its activities, programs, and services. The office oversees the Student Poster Printing service by providing complimentary, wide-formatted posters for student organizations and academic units. The office also oversees the Shark Fountain Brick Campaign and publishes an e-newsletter, SharkFins, that reaches 24,000 NSU students weekly.

Student Activity Fee Accounts Office

The Student Activity Fee Accounts Office is responsible for providing effective financial accounts management for NSU student clubs and organizations. Account services include reimbursements to students and faculty members affiliated with a club or organization, payment to vendors, account deposits, management of student government (SGA) allocations, and fund reconciliation.

Office of Student Affairs at the Regional Campuses

Student Affairs at NSU's regional campuses serves as the liaison with the Fort Lauderdale/Davie Campus to provide an array of programs, services, and opportunities for all regional campus students. The offices are responsible for Family Fin Day, NSU Nights Out, and class celebrations. The Student Affairs directors at each regional campus advise the respective student government associations.



Student Enrollment

Student Enrollment

Historical Highlights of Enrollment

Student enrollment has grown rapidly since the first class enrolled in 1967. The university grew from a small graduate institution serving 17 Ph.D. students studying oceanography, physical science, and science education to a major university with approximately 21,000 students pursuing undergraduate, graduate, and professional degrees in a wide variety of fields in fall 2017.

Historically, the fastest rate of growth was during the university's first decade of existence, when student

enrollments reached more than 8,000. Between 1972 and 1973, enrollments almost tripled, increasing from 571 to 1,483 after the addition of distance education programs in educational leadership and higher education, as well as an M.B.A. program and a Ph.D. program in clinical psychology.

During the next decade, enrollments leveled off, and then once again began to rise. Over the last 5 years, enrollment has fluctuated between 20,000 and 26,000 (Figure 1 and Table 1).

Figure 1

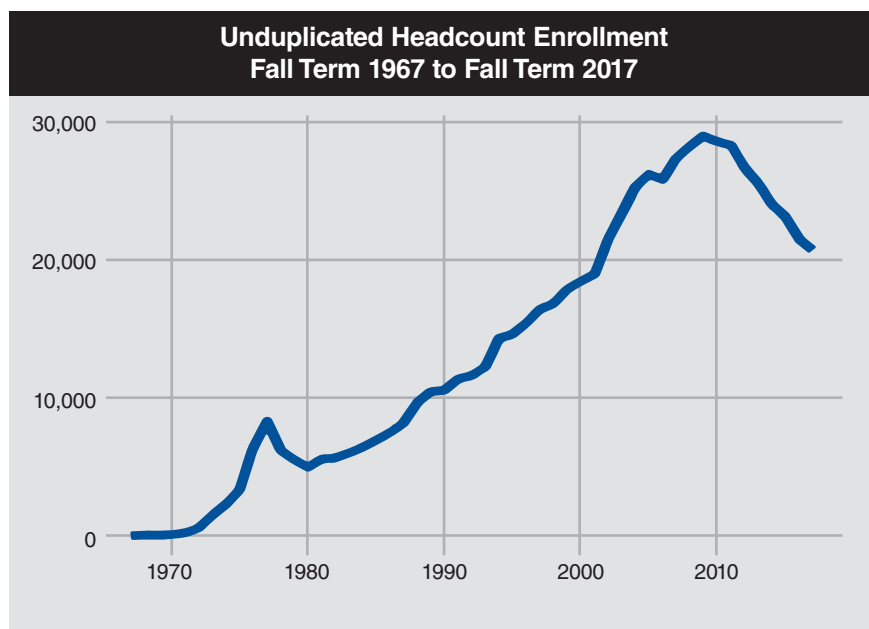


Table 1

Change in Fall Enrollment					
Year	Enrollment by Degree Level			Total Enrollment	Annual Change
	Undergraduate	Graduate	First-Professional		
2017	4,497	12,577	3,719	20,793	-4%
2016	4,295	13,615	3,715	21,625	-7%
2015	4,641	14,871	3,724	23,236	-4%
2014	4,699	15,667	3,782	24,148	-6%
2013	5,156	16,635	3,879	25,670	-4%
2012	5,739	17,120	3,949	26,808	-6%
2011	6,397	18,135	3,925	28,457	-1%
2010	6,174	18,619	3,948	28,741	-1%
2009	5,868	19,322	3,964	29,154	3%
2008	5,757	19,000	3,621	28,378	3%

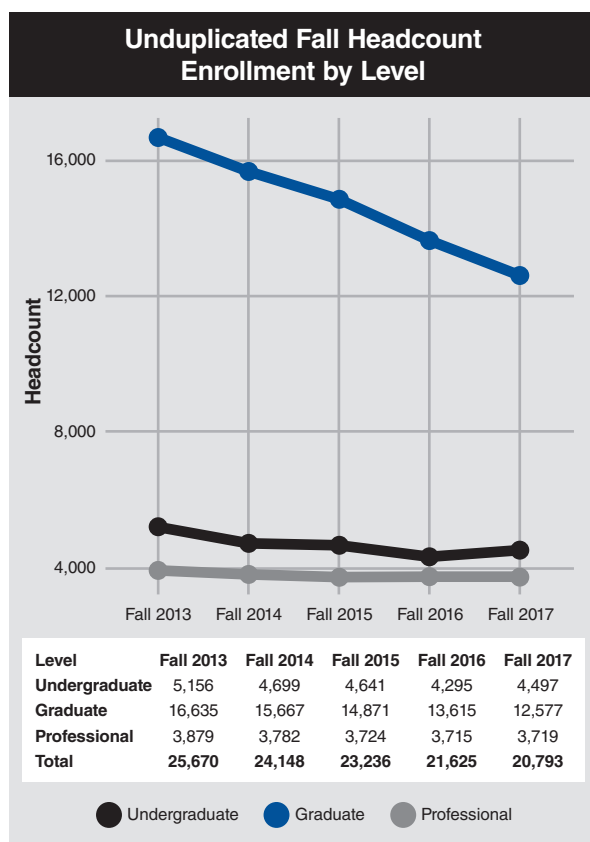
Source: IPEDS Enrollment Survey

Nova Southeastern University has the largest total fall-term enrollment of all private, nonprofit universities in Florida. Moreover, of approximately 1,700 private, not-for-profit institutions nationally, Nova Southeastern University ranks 17th. When compared with the total number of students enrolled at Florida independent four-year institutions in 2015, approximately one of every seven students enrolled in private higher education in Florida attended Nova Southeastern University.

Recent Enrollment Trends

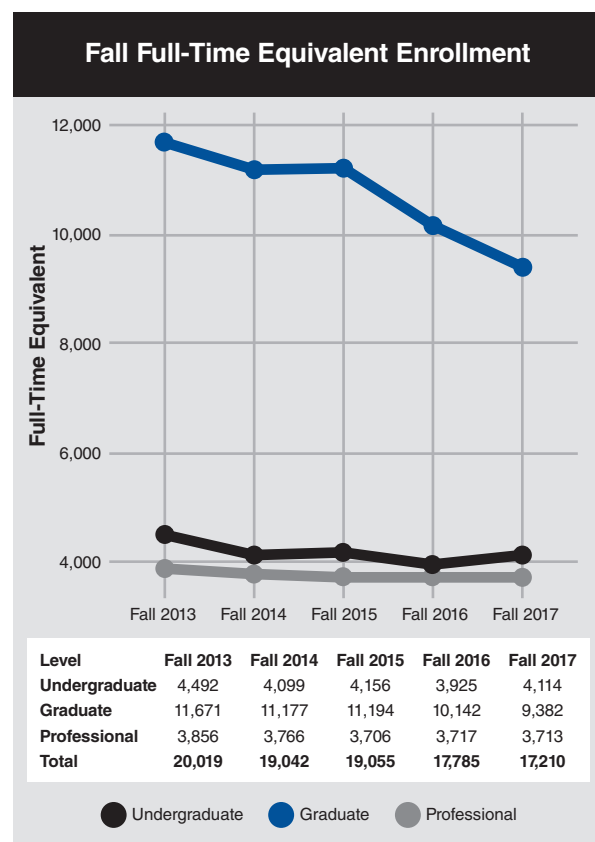
After reaching a peak enrollment of more than 29,000 students in fall 2009, changes in the economy, undergraduate admission standards, and educational demands in certain areas have driven a period of steady enrollment reductions to 20,793 students in fall 2017 (Figure 2). Similarly, full-time equivalent (FTE)¹ has also declined from more than 23,000 in fall 2009 to just over 17,000 in fall 2017 (Figure 3). Undergraduate enrollment declined steadily from fall 2013 to fall 2016, but increased in fall 2017. (Figure 2). This pattern is also found in FTE. (Figures 3-4).

Figure 2



Source: IPEDS Enrollment Survey

Figure 3



¹Full-time equivalents (FTE) were calculated as follows for each degree level:

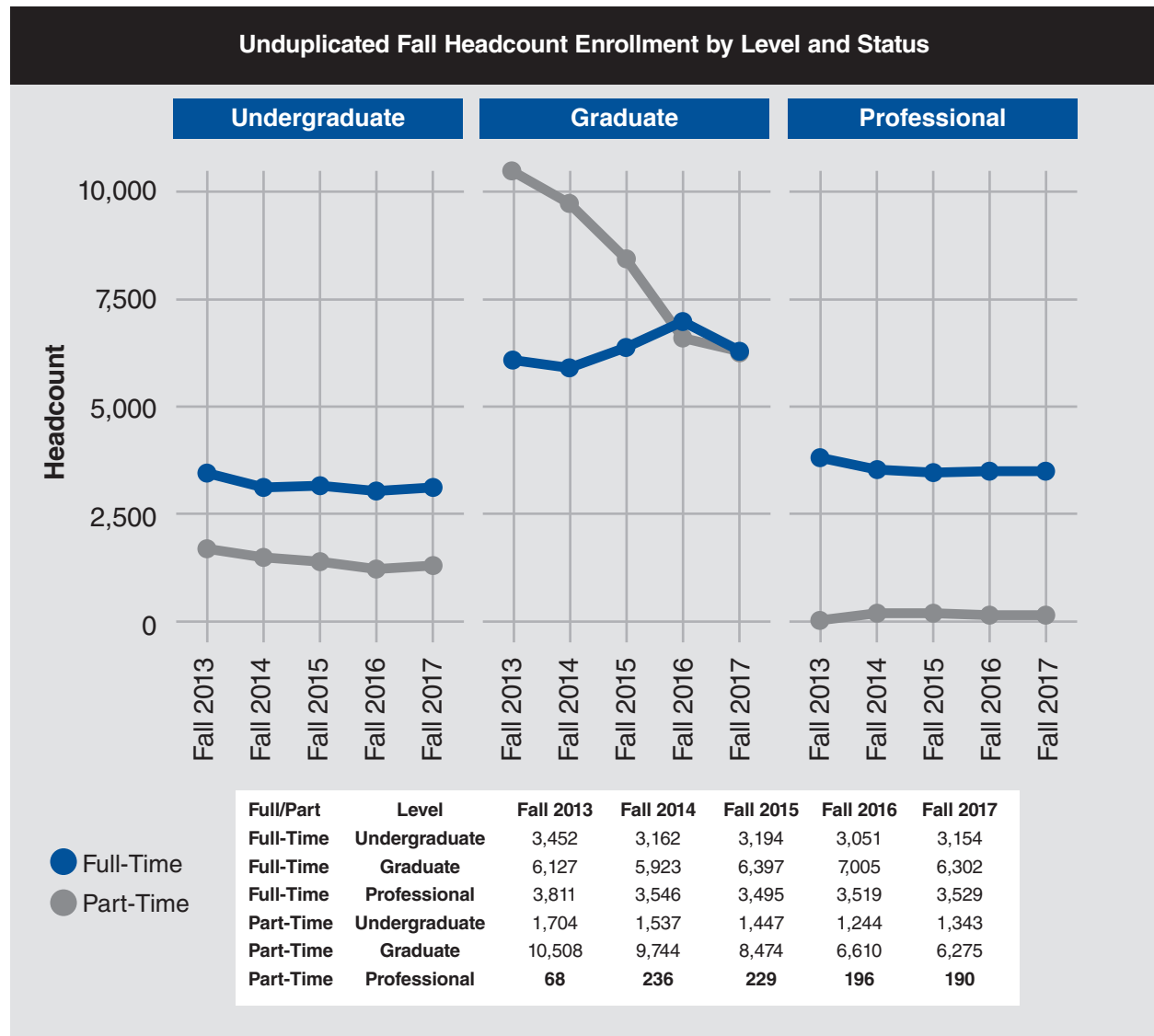
FTE = No. full-time students + (total credit hrs. taken by students carrying less than a full-time load ÷ full-time credit load)

Full-time credit loads are 12 for undergraduates, 9 for graduate students, and 10 for first-professional students.

As shown in Table 3, recent reductions in enrollment at the graduate level have occurred primarily in the Abraham S. Fischler College of Education and the H. Wayne Huizenga College of Business and Entrepreneurship. Professional student enrollment and FTE has declined slightly from approximately 3,900 to more than 3,700 over the past five years. This is related to national trends in the reduction of students pursuing law degrees.

Figure 4 shows enrollment trends by full-time and part-time enrollment status. Although overall enrollment has decreased, it has shifted to a greater proportion of full-time students from 52 percent full time in fall 2013 to 62 percent full time in fall 2017.

Figure 4



Enrollments by College and Degree Level

On July 1, 2015, Nova Southeastern University realigned its degree programs to integrate students and faculty members from similar areas of study within colleges, regardless of degree level. The largest change was the integration of degree programs from the Farquhar College of Arts and Sciences into the College of Arts, Humanities, and Social Sciences; Halmos College of Natural Sciences and Oceanography;

College of Psychology; and College of Engineering and Computing. Another major change was the movement of programs in speech-language pathology from the Abraham S. Fischler College of Education to the Dr. Pallavi Patel College of Health Care Sciences within the Health Professions Division. The Health Professions Division accounts for more than one-third of fall 2017 enrollment (Table 2). Enrollment for all colleges, including colleges within the Health Professions Division, is shown in Table 2.

Table 2

Table 2: Fall 2017 Enrollment by College and Degree Level								
College/Division	Total		Undergraduate		Graduate		Professional	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Health Professions Division Total	7,928	38.1%	1,441	32%	3,472	27.6%	3,015	81.1%
College of Dental Medicine	621	3.0%	0	0%	7	0.1%	614	16.5%
College of Medical Sciences	53	0.3%	0	0%	53	0.4%	0	0%
College of Optometry	445	2.1%	0	0%	10	0.1%	435	11.7%
College of Pharmacy	1,025	4.9%	0	0%	61	0.5%	964	25.9%
Dr. Kiran C. Patel College of Osteopathic Medicine	1,244	6.0%	15	0.3%	227	1.8%	1,002	26.9%
Dr. Pallavi Patel College of Health Care Sciences	2,950	14.2%	443	9.9%	2,507	19.9%	0	0%
Ron and Kathy Assaf College of Nursing	1,590	7.6%	983	21.9%	607	4.8%	0	0%
Abraham S. Fischler College of Education	3,096	14.9%	85	1.9%	3,011	23.9%	0	0%
College of Arts, Humanities, and Social Sciences	1,837	8.8%	631	14.0%	1,206	9.6%	0	0%
College of Engineering and Computing	752	3.6%	157	3.5%	595	4.7%	0	0%
College of Psychology	1,863	9.0%	291	6.5%	1,572	12.5%	0	0%
Halmos College of Natural Sciences and Oceanography	1,547	7.4%	1,369	30.4%	178	1.4%	0	0%
H. Wayne Huizenga College of Business and Entrepreneurship	2,857	13.7%	523	11.6%	2,334	18.6%	0	0%
Shepard Broad College of Law	913	4.4%	0	0%	209	1.7%	704	18.9%
University Total	20,793	100%	4,497	100%	12,577	100%	3,719	100%

At the undergraduate level, the Halmos College of Natural Sciences and Oceanography has the largest enrollment, followed by the Ron and Kathy Assaf College of Nursing. The Abraham S. Fischler College of Education has the largest graduate enrollment, followed by the H. Wayne Huizenga College of Business and Entrepreneurship and the Dr. Pallavi Patel College of Health Care Sciences. At the professional level, the Dr. Kiran C. Patel College of Osteopathic Medicine, followed by the College of Pharmacy, is the largest.

Table 3 documents changes in enrollment by college over the past five years, as if the program realignment had taken place prior to fall 2013, thus presenting an apples-to-apples enrollment trend by degree program. All colleges within the health professions division have experienced increased enrollment since 2013, while all other colleges have experienced reduced enrollment.

Table 3

Fall 2013–2017 Enrollment by College						
College	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Five-Year Percent Change
Health Professions Division	3,381	3,361	3,641	3,667	3,734	10%
College of Dental Medicine	597	614	602	611	621	4%
College of Medical Sciences	27	30	44	46	53	96%
College of Optometry	430	430	448	442	445	3%
College of Pharmacy	957	959	996	1,021	1,025	7%
Dr. Kiran C. Patel College of Osteopathic Medicine	1,207	1,216	1,241	1,243	1,244	3%
Dr. Pallavi Patel College of Health Care Sciences	2,942	2,861	2,976	2,987	2,950	0%
Ron and Kathy Assaf College of Nursing	1,370	1,328	1,551	1,547	1,590	16%
Abraham S. Fischler College of Education	6,030	5,390	4,514	3,667	3,096	-49%
College of Arts, Humanities, and Social Sciences	2,156	2,023	1,945	1,830	1,837	-15%
College of Engineering and Computing	1,069	1,002	969	853	752	-30%
College of Psychology	2,191	2,128	2,046	1,887	1,863	-15%
H. Wayne Huizenga College of Business and Entrepreneurship	4,152	3,743	3,554	3,217	2,857	-31%
Halmos College of Natural Sciences and Oceanography	1,488	1,427	1,441	1,394	1,547	4%
Shepard Broad College of Law	1,054	997	909	880	913	-13%

Geographic Diversity

Nova Southeastern University is geographically diverse, with students meeting in 14 states and 4 countries. Despite the geographic scope of the university locations,

the majority of students have permanent residence status in Florida (see Table 4). In fall 2016, approximately 60 percent of all students enrolled reported Florida as their state of permanent residence.

Table 4

Permanent Residence of Students Fall 2017					
Permanent Residence (Inside U.S.)	Students	Percent of Enrollment	Permanent Residence (Outside U.S.)	Students	Percent of Enrollment
Florida	13,099	63	Canada	153	0.7
Puerto Rico	749	3.6	Venezuela	124	0.6
Georgia	552	2.7			
New York	435	2.1	Total Outside U.S.	1,141	4.2
California	363	1.7			
New Jersey	350	1.7			
Texas	304	1.5			
Pennsylvania	268	1.3			
Illinois	223	1.1			
Virginia	221	1.1			
Maryland	199	1			
Mississippi	172	0.8			
North Carolina	171	0.8			
Michigan	153	0.7			
Ohio	147	0.7			
Massachusetts	146	0.7			
Alabama	131	0.6			
Connecticut	118	0.6			
South Carolina	104	0.5			
Total U.S.	18,927	91			

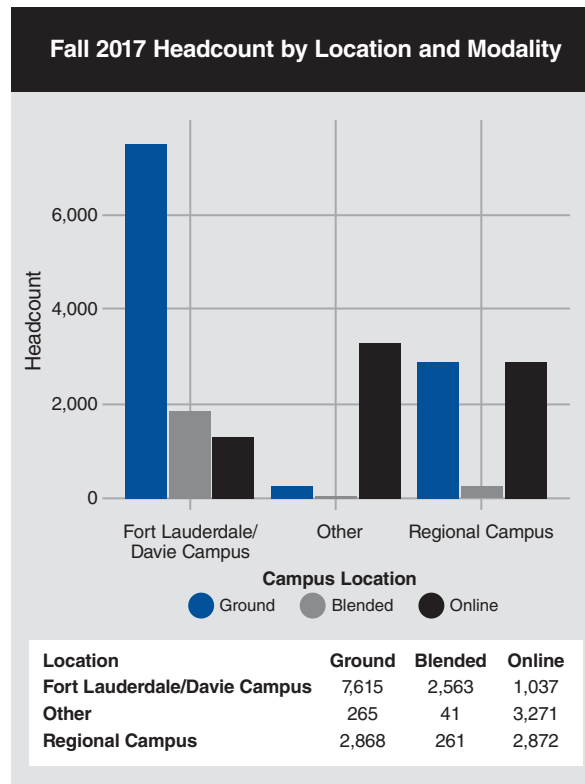
Note: States and countries with less than 0.5% of enrollment are not included on this table. However, those students are included when determining the totals listed.
Contact the Office of Institutional Effectiveness for more detailed information.

Enrollment and Credit Hours by Location and Course Delivery Modality

Nova Southeastern University offers courses in a variety of locations in face-to-face settings and online delivery formats. In fall of 2017, 49 percent of NSU students were enrolled in at least one course that met face to face at the Fort Lauderdale/Davie Campus (including the Oceanographic Campus) (Figure 5). An additional 29 percent of students were related to a regional campus with 15 percent attending at least one class that met face to face at a regional campus and 14 percent exclusively online students within a regional

campus service area. Similarly, an additional 5 percent of students who enrolled in only online courses were in Broward County with access to the Fort Lauderdale/Davie Campus. Other than the Fort Lauderdale/Davie Campus and regional campuses, NSU continues to offer some face-to-face courses at cluster locations (Figure 5). And, approximately 16 percent were enrolled exclusively in online courses and were not within Broward County or the regional campus service areas. If all exclusively online students are combined, regardless of their permanent residence location, they comprise 35 percent of enrollment.

Figure 5



Of the 10,178 students who take at least one course in Fort Lauderdale in a face-to-face setting, 8,466, or 83 percent of them, are enrolled full time. This accounts for 65 percent of all full-time students at NSU. Students taking courses exclusively online are more likely to be

taking courses part time (Figure 6). This pattern of Fort Lauderdale students being more likely to be enrolled full time explains the large proportion (63 percent) of credit hours being taught in face-to-face courses at the Fort Lauderdale/Davie Campus (Figure 7).

Figure 6

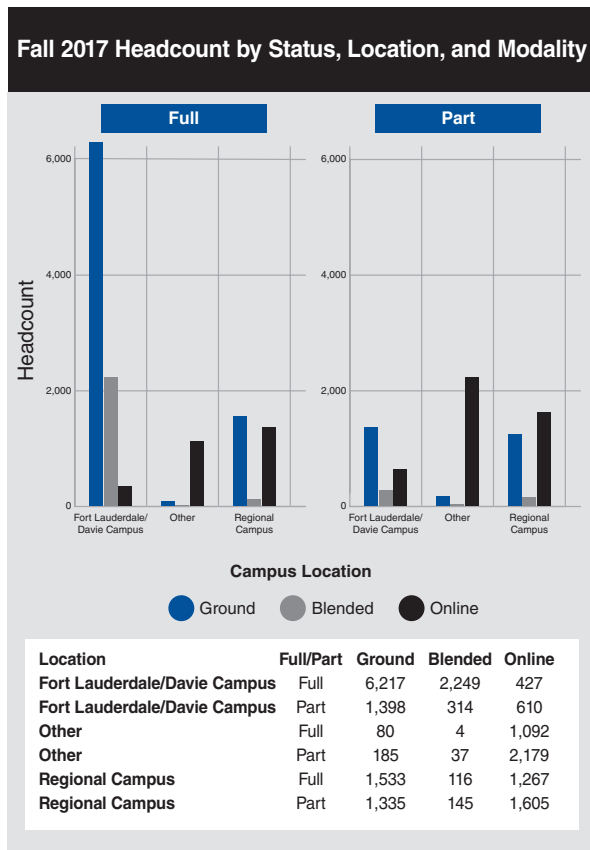
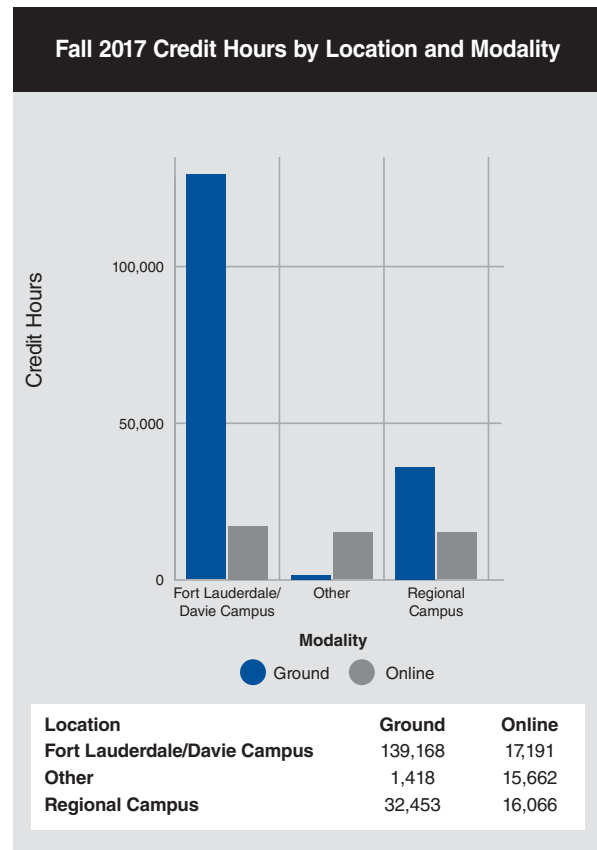


Figure 7



All professional students took face-to-face courses (Figure 8), and 90 percent of undergraduates took at least one face-to-face course in fall 2017. However, the

majority of graduate students took exclusively online courses at 53 percent (Figure 8).

Figure 8

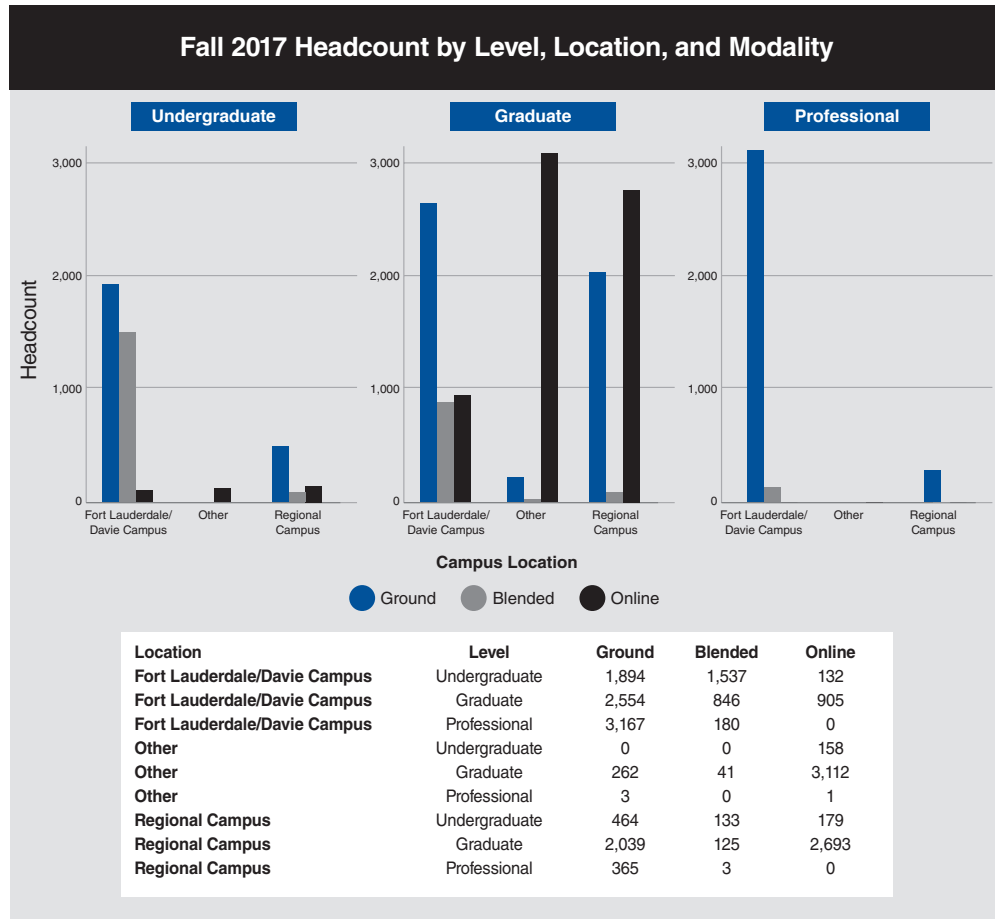


Table 5, examines enrollment and credit hours at the regional campuses by degree level and delivery modality. The Puerto Rico Regional Campus has the largest enrollment with 720 students taking at least one course there, followed by Palm Beach with 598, Tampa with 558, and Miami with 548. Overall, 3,129 students

were enrolled in at least one course that met on a regional campus in fall 2017, accounting for more than 32,000 credit hours. An additional 2,872 students took exclusively 16,066 credit hours online, but were within a short distance from a regional campus.

Table 5

Fall 2017 Enrollment and Credit Hours at the Regional Campuses by Degree Level and Delivery Modality								
Regional Campus Degree Level	Face to Face Students Credit Hours		Online Students Credit Hours		Blended Students Credit Hours		Total Students Credit Hours	
Fort Myers								
Undergraduate	103	1,164	12	87	31	315	146	1,566
Graduate	120	2,130	133	688	10	134	263	2,952
Professional	0	0	0	0	0	0	0	0
Total	223	3,294	145	775	41	449	409	4,518
Jacksonville								
Undergraduate	0	0	21	137	0	0	21	137
Graduate	140	2,259	327	1,575	4	59	471	3,893
Professional	0	0	0	0	0	0	0	0
Total	140	2,259	348	1,712	4	59	492	4,030
Miami								
Undergraduate	330	3,685	83	647	77	836	490	5,168
Graduate	130	987	1,061	5,560	11	76	1,202	6,623
Professional	0	0	0	0	0	0	0	0
Total	460	4,672	1,144	6,207	88	912	1,692	11,791
Miramar								
Undergraduate	0	0	0	0	0	0	0	0
Graduate	83	429.5	0	0	7	51	90	480.5
Professional	0	0	0	0	0	0	0	0
Total	83	429.5	0	0	7	51	90	480.5
Orlando								
Undergraduate	0	0	24	218	0	0	24	218
Graduate	195	3,376	406	2,096	12	81	613	5,553
Professional	0	0	0	0	0	0	0	0
Total	195	3,376	430	2,314	12	81	637	5,771
Palm Beach								
Undergraduate	30	450	21	161	1	15	52	626
Graduate	410	2,635	402	2,066	9	84	821	4,785
Professional	145	2,358	0	0	3	59	148	2,416
Total	585	5,442	423	2,227	13	158	1,021	7,828
Puerto Rico								
Undergraduate	0	0	0	0	0	0	0	0
Graduate	493	2,305	23	116	7	46	523	2,467
Professional	220	3,676	0	0	0	0	220	3,676
Total	713	5,982	23	116	7	46	743	6,144
Tampa								
Undergraduate	1	12	18	123	24	350	43	485
Graduate	468	4,727	341	1,726	65	1,019	874	7,472
Professional	0	0	0	0	0	0	0	0
Total	469	4,739	359	1,849	89	1,369	917	7,957

Race and Ethnicity

Table 6 provides detailed demographics for students enrolled in fall 2017. The percent of NSU students from minority populations has steadily risen from 21 percent in 1990 to 55 percent in 2010. Since 2010 the racial/ethnic composition of NSU students has remained

relatively constant with approximately 55 percent from minority groups (Figures 9 and 10 and Tables 7 and 8). More than 25 percent of NSU students on each degree level are Hispanic. (Table 8).

Table 6

Enrollment Summary by Race/Ethnicity, Gender, and Degree Level for Fall 2017																		
Degree Level	White, Nonhispanic Men Women		Hispanic Men Women		Black Nonhispanic Men Women		Asian or Pacific Islander Men Women		Native American or Alaskan Native Men Women		More Than One Race Men Women		Nonresident Alien (NRA) Men Women		Race/Ethnicity Unknown Men Women		Total by Gender	Grand Total All Students
Full-time																		
Undergraduate	415	811	192	427	119	286	144	250	2	6	32	79	111	147	38	95	1,053	2,101
Graduate	570	1,399	497	1,173	340	1,052	110	172	3	3	37	118	201	244	126	257	1,884	4,418
First-Professional	581	546	393	728	70	111	265	368	3	2	32	51	107	126	85	61	1,536	1,993
Total Full-time	1,566	2,756	1,082	2,328	529	1,449	519	790	8	11	101	248	419	517	249	413	4,473	8,512
Total by Race/Ethnicity Percent of Full-time	4,322 33%		3,410 26%		1,978 15%		1,309 10%		19 0%		349 3%		936 7%		662 5%		34%	66%
Part-time																		
Undergraduate	72	252	100	509	49	211	17	41	0	1	6	20	9	13	9	34	262	1,081
Graduate	457	1,524	354	1,216	323	1,382	58	148	1	13	33	101	84	106	109	366	1,419	4,856
First-Professional	31	24	20	48	8	15	8	10	0	0	2	3	5	4	6	6	80	110
Total Part-time	560	1,800	474	1,773	380	1,608	83	199	1	14	41	124	98	123	124	406	1,761	6,047
Total by Race/Ethnicity Percent of Part-time	2,360 30%		2,247 29%		1,988 25%		282 4%		15 0%		165 2%		221 3%		530 7%		23%	77%
Undergraduate Total Percent by Race/Ethnicity	487 34%	1,063	292 27%	936	168 15%	497	161 10%	291	2 0%	7	38 3%	99	120 6%	160	47 4%	129	1,315 29%	3,182 71%
Graduate Total Percent by Race/Ethnicity	1,027 31%	2,923	851 26%	2,389	663 25%	2,434	168 4%	320	4 0%	16	70 2%	219	285 5%	350	235 7%	623	3,303 26%	9,274 74%
First-Professional Percent by Race/Ethnicity	612 32%	570	413 32%	776	78 5%	126	273 18%	378	3 0%	2	34 2%	54	112 7%	130	91 4%	67	1,616 43%	2,103 57%
Grand Total	2,126	4,556	1,556	4,101	909	3,057	602	989	9	25	142	372	517	640	373	819	6,234	14,559
Total by Race/Ethnicity Percentage	6,682 32%		5,657 27%		3,966 19%		1,591 8%		34 0%		514 2%		1,157 6%		1,192 6%		30%	70%

Source: IPEDS Enrollment Survey

Figure 9

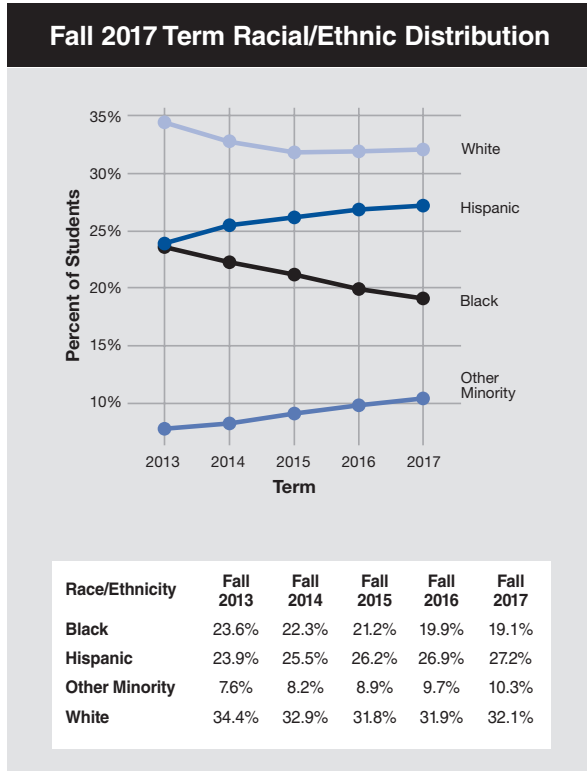


Figure 10

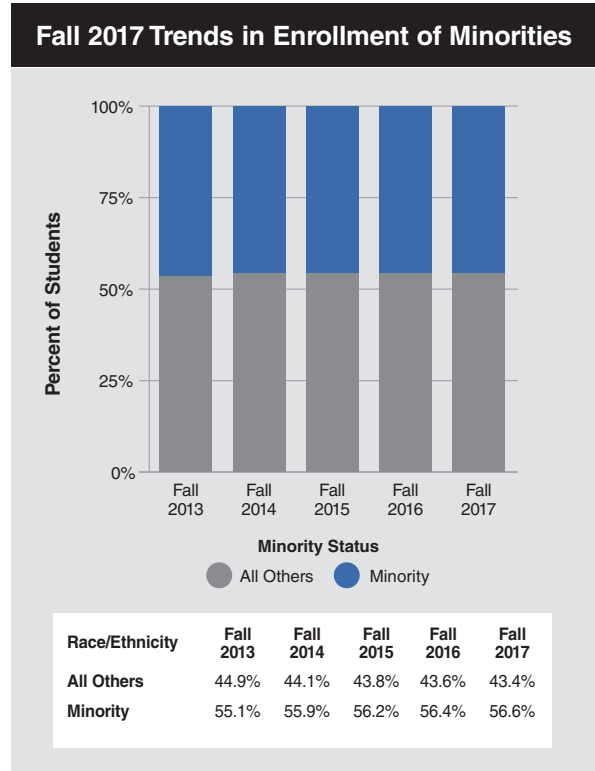
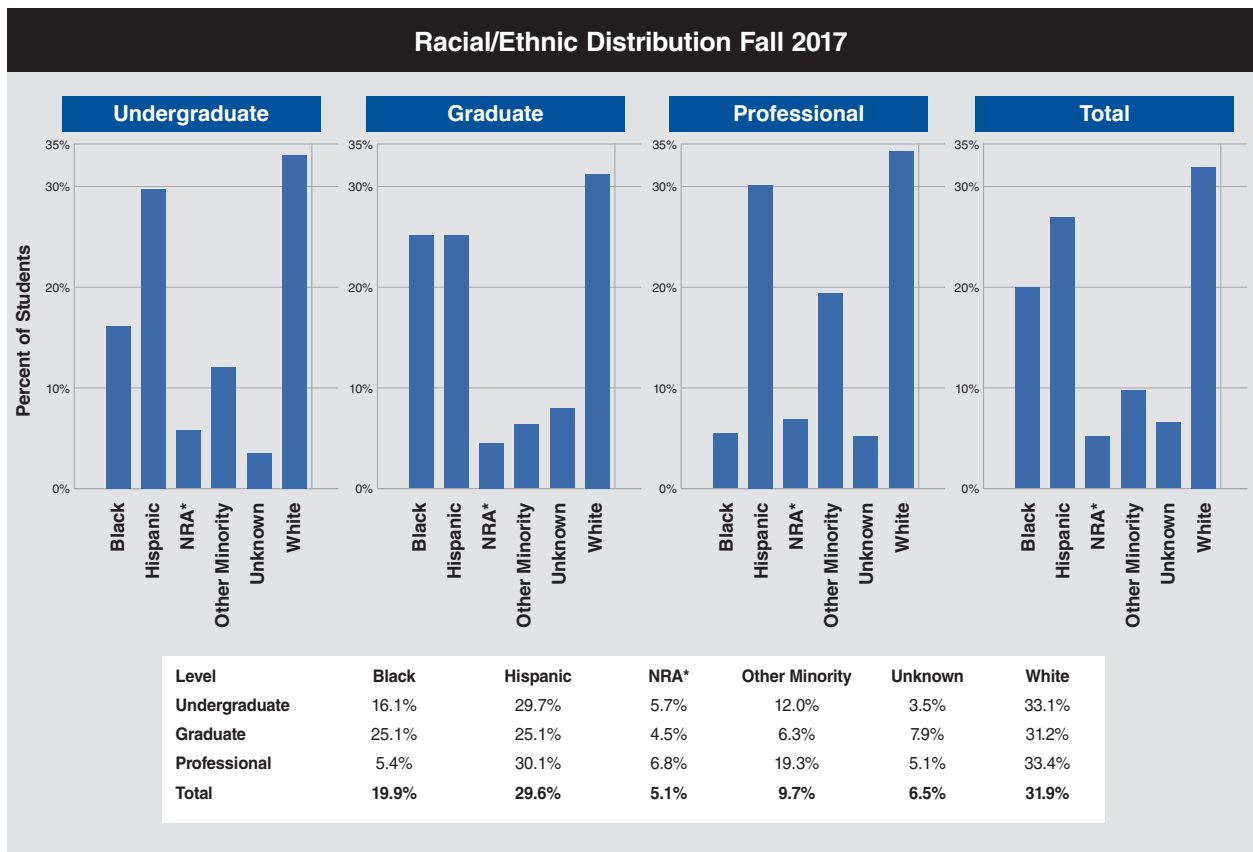


Figure 11



*NRA—Nonresident Alien

Table 7

Racial/Ethnic Distribution of Students by Headcount									
Degree Level	Fall Term	Total Headcount	Total Minorities	White	Hispanic	Black	*Other Minority	Nonresident Alien	Race/Ethnicity Unknown
Undergraduate	2017	4,497	2,491	1,550	1,228	665	598	280	176
	2016	4,295	2,481	1,420	1,275	690	516	243	151
	2015	4,641	2,789	1,454	1,492	807	490	243	155
	2014	4,699	2,822	1,498	1,534	835	453	238	141
	2013	5,156	3,136	1,604	1,636	1,066	434	253	163
Graduate	2017	12,577	7,134	3,950	3,240	3,097	797	635	858
	2016	13,615	7,683	4,242	3,416	3,413	854	615	1,075
	2015	14,871	8,306	4,639	3,547	3,884	875	601	1,325
	2014	15,667	8,758	5,041	3,627	4,327	804	495	1,373
	2013	16,635	9,141	5,708	3,557	4,772	812	430	1,356
Professional	2017	3,719	2,137	1,182	1,189	204	744	242	158
	2016	3,715	2,034	1,239	1,117	200	717	253	189
	2015	3,724	1,974	1,300	1,040	224	710	244	206
	2014	3,782	1,918	1,403	989	212	717	236	225
	2013	3,879	1,865	1,526	939	219	707	240	248
University Total	2017	20,793	11,762	6,682	5,657	3,966	2,139	1,157	1,192
	2016	21,625	12,198	6,901	5,808	4,303	2,087	1,111	1,415
	2015	23,236	13,069	7,393	6,079	4,915	2,075	1,088	1,686
	2014	24,148	13,498	7,942	6,150	5,374	1,974	969	1,739
	2013	25,670	14,142	8,838	6,132	6,057	1,953	923	1,767
*Includes Native Americans, Alaskan Natives, Asians, Pacific Islanders, and students with more than one race. Source: IPEDS Enrollment Survey									

Table 8

Racial/Ethnic Distribution of Students by Percentage								
Degree Level	Fall Term	Total Minorities	White	Hispanic	Black	*Other Minority	Nonresident Alien	Race/Ethnicity Unknown
Undergraduate	2017	55.4%	34.5%	27.3%	14.8%	13.3%	6.2%	3.9%
	2016	57.8%	33.1%	29.7%	16.1%	12.0%	5.7%	3.5%
	2015	60.1%	31.3%	32.1%	17.4%	10.6%	5.2%	3.3%
	2014	60.1%	31.9%	32.6%	17.8%	9.6%	5.1%	3.0%
	2013	60.8%	31.1%	31.7%	20.7%	8.4%	4.9%	3.2%
Graduate	2017	56.7%	31.4%	25.8%	24.6%	6.3%	5.0%	6.8%
	2016	56.4%	31.2%	25.1%	25.1%	6.3%	4.5%	7.9%
	2015	55.9%	31.2%	23.9%	26.1%	5.9%	4.0%	8.9%
	2014	55.9%	32.2%	23.2%	27.6%	5.1%	3.2%	8.8%
	2013	55.0%	34.3%	21.4%	28.7%	4.9%	2.6%	8.2%
Professional	2017	57.5%	31.8%	32.0%	5.5%	20.0%	6.5%	4.2%
	2016	54.8%	33.4%	30.1%	5.4%	19.3%	6.8%	5.1%
	2015	53.0%	34.9%	27.9%	6.0%	19.1%	6.6%	5.5%
	2014	50.7%	37.1%	26.2%	5.6%	19.0%	6.2%	5.9%
	2013	48.1%	39.3%	24.2%	5.6%	18.2%	6.2%	6.4%
University Total	2017	56.6%	32.1%	27.2%	19.1%	10.3%	5.6%	5.7%
	2016	56.4%	31.9%	26.9%	19.9%	9.7%	5.1%	6.5%
	2015	56.2%	31.8%	26.2%	21.2%	8.9%	4.7%	7.3%
	2014	55.9%	32.9%	25.5%	22.3%	8.2%	4.0%	7.2%
	2013	55.1%	34.4%	23.9%	23.6%	7.6%	3.6%	6.9%
*Includes Native Americans, Alaskan Natives, Asians, Pacific Islanders, and students with more than one race. Source: IPEDS Enrollment Survey								

Female students have been in the majority at NSU for more than 10 years, and have consistently been about 70 percent of total enrollment for the past five years (Figure 12 and Table 6). Women are the majority of students at every degree level. However, they only comprise 57 percent of professional students, compared to 70 percent of undergraduate students and 73 percent of graduate students (Table 6).

Along with ethnicity and gender, age represents an important component of diversity in the student body. NSU has a large number of students of nontraditional college age. This is true at both the undergraduate and graduate levels with 24 percent of undergraduates age 25 or older and 33 percent of graduate and professional students older than age 35. Eighteen-year-old students entering the university directly from high school can

study alongside working adults. Similarly, 22-year-old students starting graduate school immediately after completing their bachelor's degree can perform research with seasoned professionals who have returned to school to further their careers.

Many undergraduate and graduate students at Nova Southeastern University did not begin their programs immediately after high school or after graduating from college. With regard to full-time students, 88 percent of undergraduates, 23 percent of graduate students, and 36 percent of first-professional students were under age 25 during the fall 2017 term. A considerable rise in undergraduate-level students under age 25 has been noted, but the fraction of students under age 25 at the graduate-level has changed little in the past five years.

Figure 12

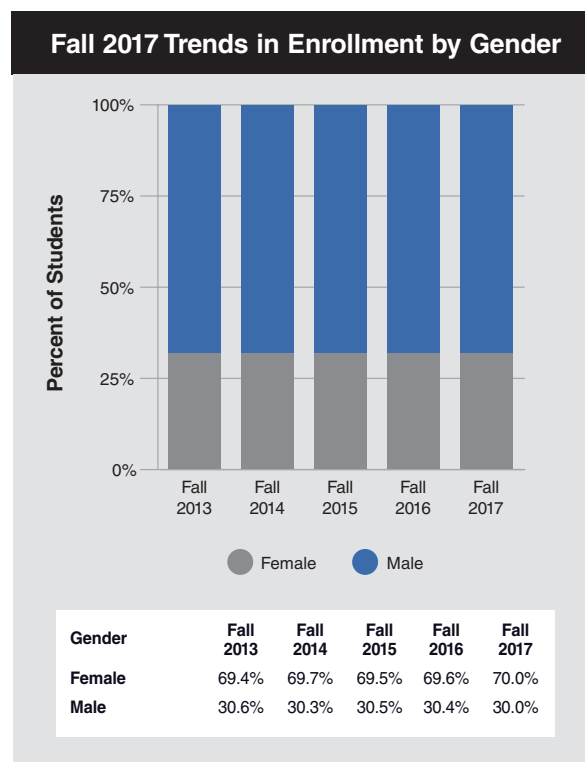


Table 9 shows the mean and median ages of enrolled students by degree level. The majority (88 percent) of full-time undergraduates were of traditional age (defined here as full-time students between 16–24 years old).

The age distribution of part-time undergraduates was more dispersed with the mean and median ages outside of the traditional student age range. Overall, 77 percent of all undergraduates were of traditional age during the fall 2017 term.

Age distribution patterns for graduate students show that full-time students are a bit younger than part-time students on average (Table 9). Part-time students enrolled at NSU are frequently working adults at various levels in their professional career. Many have returned to school to upgrade their academic credentials, while others are preparing for a career change.

Students attending professional programs full-time at NSU are generally in their mid- to late-20s (Table 9), indicating that most enter immediately, or soon after completing their bachelor's degree. As shown in Table 9, the median and mean ages of full-time students fall within this age range.

Table 9

Mean and Median Age of Fall 2017 Students		
	Mean	Median
Undergraduate Students		
Full-time	21	20
Part-time	28	25
Graduate Students		
Full-time	33	29
Part-time	37	35
First-Professional Students		
Full-time	27	26
Part-time	32	30



University Graduates

University Graduates

Nearly 185,000 people claim Nova Southeastern University as their alma mater. These graduates reside in all 50 states and in more than 100 other countries. Many alumni are in high-level positions in areas such as business, education, health care, law, politics, and public service. NSU graduates have served as presidents, chief executive officers, and vice presidents of leading corporations; college presidents and provosts; superintendents and assistant superintendents in some of the nation's

largest school districts; and as judges, state bar officials, state representatives, city and county commissioners, and mayors.

Degrees Awarded

From 2012–2013 through 2016–2017, NSU has awarded between 6,845 and 7,623 degrees annually (Figure 13). NSU has increased the number of doctoral degrees awarded by 38 percent during this time (Figure 14).

Figure 13

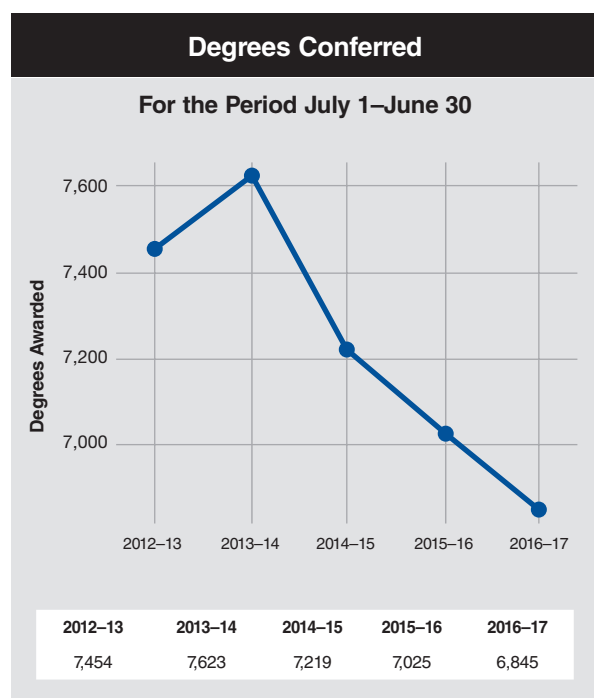


Figure 14

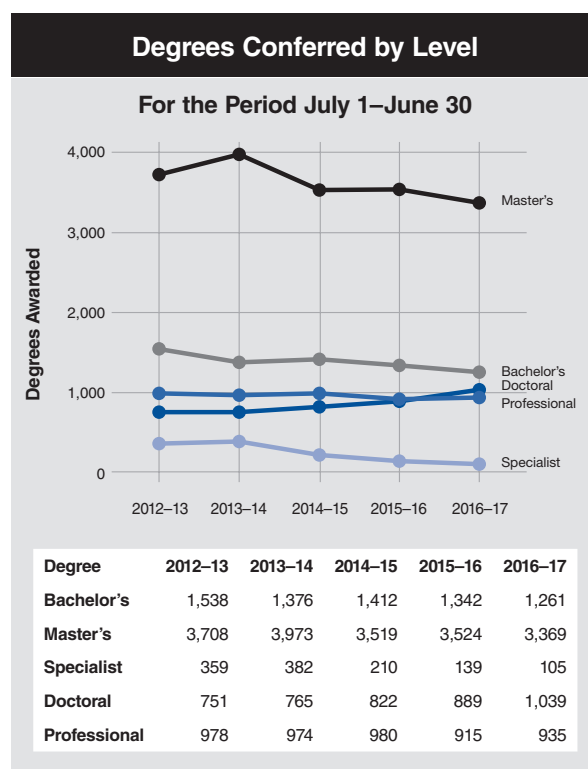
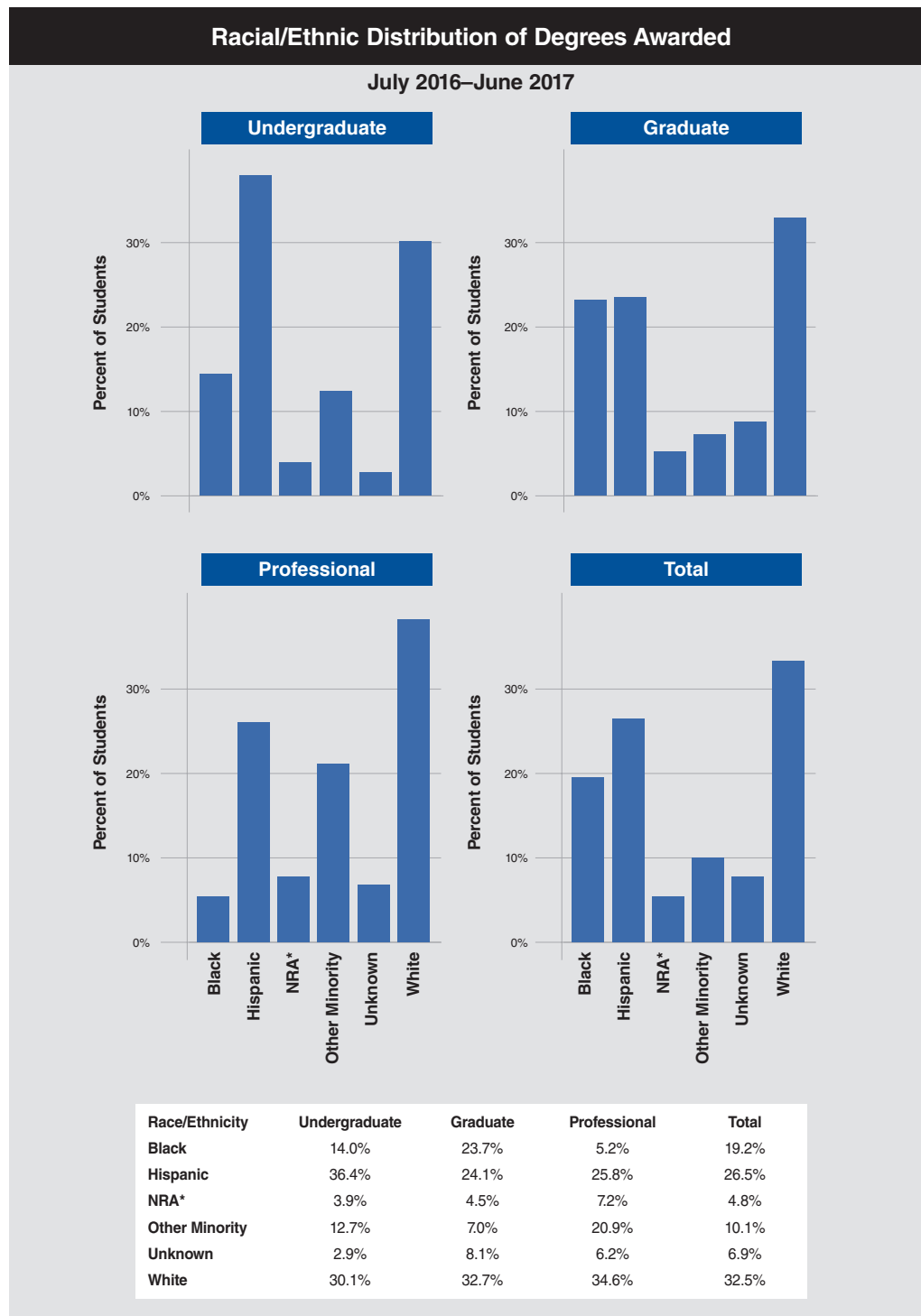


Figure 15 and Table 10 show the racial/ethnic composition of the most recent group of graduates. It is worth noting that more than 50 percent of all graduates were minorities. In particular, 63 percent of bachelor's

degree recipients were minorities. Fifty-five percent of graduate and 52 percent of professional degree recipients were minorities.

Figure 15



*NRA—Nonresident Alien

Nova Southeastern University has educated significant numbers of minority students when compared to other colleges and universities in Florida and across the country. The following facts place NSU's contribution in some perspective:

■ Analysis of data from the National Center for Education Statistics IPEDS Data Center for four-year, private, nonprofit, degree-granting institutions nationally revealed that in academic year 2014–2015, NSU ranked 15th in total degrees awarded and fourth in the total number of degrees awarded to students from all racial/ethnic minorities combined. NSU ranked first in total degrees awarded to Hispanics and fourth in total degrees to black or African American students. With regard to master's degrees, NSU ranked tenth overall, fourth in degrees to all minority students, second in Hispanic, and third in black or African American. For combined doctoral and first-professional degrees, NSU ranked first nationally in total degrees awarded, awards to all minorities, and awards to Hispanics. NSU ranked second nationally in awards to black or African American students.

■ NSU awarded 21 percent of all doctoral and first-professional degrees that were conferred in Florida in 2014–2015 by the Independent Colleges and Universities of Florida and the Florida public universities combined.

■ Nova Southeastern University awarded 20 percent as many master's and 37 percent as many doctoral or first-professional degrees as the entire state university system of Florida during the 2014–2015 fiscal year.

■ Of all degrees awarded by Nova Southeastern University in 2016–2017, 70 percent were awarded to women. Approximately half of all the degrees awarded were master's degrees.

■ Of all the degrees awarded at NSU, 37 percent were awarded through the Health Professions Division, with an additional 16 percent through the Abraham S. Fischler College of Education (Table 11).

Table 10

Degrees Conferred July 2016–June 2017												
Demographic	Bachelor's		Master's		Specialist		Doctoral		Professional		All Degrees	
By Gender	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	910	72.2%	2,416	71.7%	96	91.4%	750	72.2%	539	57.6%	4,794	70%
Male	351	27.8%	953	28.3%	9	8.6%	289	27.8%	396	42.4%	2,051	30%
By Race/Ethnicity												
Black	170	13.5%	710	21.1%	63	60.0%	287	27.6%	51	5.5%	1,314	19.2%
Hispanic	448	35.5%	890	26.4%	11	10.5%	197	19.0%	245	26.2%	1,814	26.5%
Nonresident Alien	59	4.7%	173	5.1%	1	1.0%	20	1.9%	56	6.0%	330	4.8%
Other Minority	167	13.2%	252	7.5%	3	2.9%	55	5.3%	194	20.7%	689	10.1%
Unknown	39	3.1%	278	8.3%	5	4.8%	82	7.9%	54	5.8%	473	6.9%
White	378	30.0%	1,066	31.6%	22	21.0%	398	38.3%	335	35.8%	2,225	32.5%
Grand Total*	1,261	100%	3,369	100%	105	100%	1,039	100%	935	100%	6,845	100%
Source: IPEDS Completions Survey												
*Total graduates in Table 10 (FY 2017) includes 2 associates degrees and 134 certificates awarded, but not otherwise shown in the table.												

Both the average age of students currently enrolled (Table 9) and their age at time of graduation (Table 12) clearly indicate that Nova Southeastern University

serves predominantly older, working adults. Accordingly, the university has structured its academic programs and delivery systems to meet the needs of this population.

Table 11

Degrees Conferred by Academic Center July 2016–June 2017						
College	Total No. Graduates*	Bachelor's	Master's	Specialist	Doctoral	First- Professional
Health Professions Division Total	2,510	588	912	0	264	710
College of Dental Medicine	174	0	16	0	0	129
College of Medical Sciences	10	0	10	0	0	0
College of Optometry	177	73	0	0	0	104
College of Pharmacy	242	0	0	0	4	238
Dr. Kiran C. Patel College of Osteopathic Medicine	356	0	110	0	0	239
Dr. Pallavi Patel College of Health Care Sciences	963	112	616	0	235	0
Ron and Kathy Assaf College of Nursing	588	403	160	0	25	0
Abraham S. Fischler College of Education	1,112	27	399	95	571	0
College of Arts, Humanities, and Social Sciences	512	148	277	0	62	0
College of Engineering and Computing	240	18	176	0	37	0
College of Psychology	635	66	459	10	100	0
H. Wayne College of Business and Entrepreneurship	1,271	172	1,055	0	4	0
Halmos College of Natural Sciences and Oceanography	295	242	46	0	1	0
Shepard Broad College of Law	270	0	45	0	0	225
Total*	6,845	1,261	3,369	105	1,039	935
*Total graduates in Table 11 (FY 2017) includes 2 associate's degrees and 134 certificates awarded, but not otherwise shown in the table.						

Table 12

Age at Time of Completion July 2016 to June 2017			
Degree Level	Mean	Median	Mode
Bachelor's	27	24	22
Master's	34	31	26
Specialist	38	36	34
Doctoral	43	42	27
Professional	29	28	27
University-Wide	34	30	27



University Personnel

University Personnel

Nova Southeastern University has a full-time faculty, as well as a large, well-qualified, and dedicated group of adjunct professors to carry out its educational mission. In addition, other academically qualified university employees working on overload contracts supplement the full-time faculty.

Since 2013, the faculty and full-time, noninstructional staff have remained relatively constant (Table 13). From 2013 to 2017, the ratio of FTE students to the total of full-time faculty, administration, and staff members has remained between five and six to one. This ratio does not include the faculty and staff of the Mailman Segal Center for Human Development and NSU University School.

Table 13

Racial/Ethnic Distribution of Full-Time University Personnel by Headcount											
Position Type	Fall Term	Total Headcount	Male	Female	Total Minorities	White	Hispanic	African American	*Other Minority	Nonresident Alien	Race/Ethnicity Unknown
Full-Time Faculty	2017	805	381	424	256	520	126	61	69	13	16
	2016	828	395	433	252	547	122	60	70	11	18
	2015	837	402	435	227	570	91	67	69	14	26
	2014	806	396	410	201	557	74	64	63	16	32
	2013	813	415	398	200	552	85	63	52	25	36
Executive/ Administrative/ Managerial	2017	551	241	310	187	355	90	66	31	3	6
	2016	533	239	294	135	368	73	61	1	1	8
	2015	559	218	341	157	377	51	88	18	1	24
	2014	547	236	311	131	399	50	56	25	0	17
	2013	548	232	316	145	385	68	57	20	0	18
Other Administrative and Professional	2017	942	316	626	468	449	196	208	64	12	13
	2016	945	318	627	448	466	172	210	66	10	21
	2015	915	341	574	326	534	96	175	55	10	45
	2014	955	326	629	360	545	93	211	56	12	38
	2013	949	333	616	387	502	167	177	43	18	42
Secretarial/ Clerical	2017	607	105	502	405	180	172	204	29	3	19
	2016	642	115	527	411	211	171	212	28	1	19
	2015	616	104	512	305	282	70	217	18	1	28
	2014	656	98	558	322	303	75	226	21	0	31
	2013	679	105	574	373	271	144	215	14	0	35
Technical/ Paraprofessional	2017	262	105	157	190	63	95	83	12	1	8
	2016	280	110	170	197	76	85	100	12	2	5
	2015	276	106	170	169	100	48	107	14	1	6
	2014	304	124	180	180	113	37	127	16	0	11
	2013	310	127	183	198	104	64	120	14	0	8
Maintenance/ Skilled Crafts	2017	134	96	38	95	36	41	48	6	1	2
	2016	150	107	43	103	43	47	52	4	1	3
	2015	148	109	39	77	66	20	54	3	0	5
	2014	124	97	27	58	56	15	38	5	0	10
	2013	127	101	26	66	58	22	40	4	0	3
University Total	2017	3,301	1,244	2,057	1,601	1,603	720	670	211	33	64
	2016	3,378	1,284	2,094	1,546	1,711	670	695	181	26	74
	2015	3,351	1,280	2,071	1,261	1,929	376	708	177	27	134
	2014	3,392	1,277	2,115	1,252	1,973	344	722	186	28	139
	2013	3,426	1,313	2,113	1,369	1,872	550	672	147	43	142
*Includes Native American, Alaskan Native, Asian, and Pacific Islanders Source: IPEDS Human Resources Survey											

Consistently, women have been the majority of all university employees, and they have occupied positions at all levels. For example, 53 percent of the faculty, 56 percent of executive/administrative/managerial positions, and 66 percent of the other professionals were women (Table 14).

The percentage of employees from minority groups has fluctuated between 37 and 49 percent since 2012. As a group, the technical/paraprofessional staff had

the largest proportion of minorities (73 percent), and the executive/administrative/managerial staff had the lowest proportion of minorities (32 percent).

The data in Tables 13 and 14 do not include 461 full-time employees of the Mailman Segal Center for Human Development and NSU University School. When these personnel are included, the university has a total of 3,762 full-time employees.

Table 14

Racial/Ethnic Distribution of Full-Time University Personnel by Percentage										
Position Type	Fall Term	Male	Female	Total Minorities	White	Hispanic	African American	*Other Minority	Nonresident Alien	Race/Ethnicity Unknown
Full-Time Faculty	2016	47%	53%	32%	65%	16%	8%	9%	2%	2%
	2015	48%	52%	30%	66%	15%	7%	8%	1%	2%
	2014	48%	52%	27%	68%	11%	8%	8%	2%	3%
	2013	49%	51%	25%	69%	9%	8%	8%	2%	4%
	2012	51%	49%	25%	68%	10%	8%	6%	3%	4%
Executive/ Administrative/ Managerial	2016	44%	56%	34%	64%	16%	12%	6%	1%	1%
	2015	45%	55%	25%	69%	14%	11%	0%	0%	2%
	2014	39%	61%	28%	67%	9%	16%	3%	0%	4%
	2013	43%	57%	24%	73%	9%	10%	5%	0%	3%
	2012	42%	58%	26%	70%	12%	10%	4%	0%	3%
Other Administrative and Professional	2016	34%	66%	50%	48%	21%	22%	7%	1%	1%
	2015	34%	66%	47%	49%	18%	22%	7%	1%	2%
	2014	37%	63%	36%	58%	10%	19%	6%	1%	5%
	2013	34%	66%	38%	57%	10%	22%	6%	1%	4%
	2012	35%	65%	41%	53%	18%	19%	5%	2%	4%
Secretarial/ Clerical	2016	17%	83%	67%	30%	28%	34%	5%	0%	3%
	2015	18%	82%	64%	33%	27%	33%	4%	0%	3%
	2014	17%	83%	50%	46%	11%	35%	3%	0%	0%
	2013	15%	85%	49%	46%	11%	34%	3%	0%	0%
	2012	15%	85%	55%	40%	21%	32%	2%	0%	0%
Technical/ Paraprofessional	2016	40%	60%	73%	24%	36%	32%	5%	0%	3%
	2015	39%	61%	70%	27%	30%	36%	4%	1%	2%
	2014	38%	62%	61%	36%	17%	39%	5%	0%	2%
	2013	41%	59%	59%	37%	12%	42%	5%	0%	4%
	2012	41%	59%	64%	34%	21%	39%	5%	0%	3%
Maintenance/ Skilled Crafts	2016	72%	28%	71%	27%	31%	36%	4%	1%	1%
	2015	71%	29%	69%	29%	31%	35%	3%	1%	2%
	2014	74%	26%	52%	45%	14%	36%	2%	0%	3%
	2013	78%	22%	47%	45%	12%	31%	4%	0%	8%
	2012	80%	20%	52%	46%	17%	31%	3%	0%	2%
University Total	2016	38%	62%	49%	49%	22%	20%	6%	1%	2%
	2015	38%	62%	46%	51%	20%	21%	5%	1%	2%
	2014	38%	62%	38%	58%	11%	21%	5%	1%	0%
	2013	38%	62%	37%	58%	10%	21%	5%	1%	0%
	2012	38%	62%	40%	55%	16%	20%	4%	1%	0%
*Includes Native American, Alaskan Native, Asian, and Pacific Islanders Source: IPEDS Human Resources Survey										



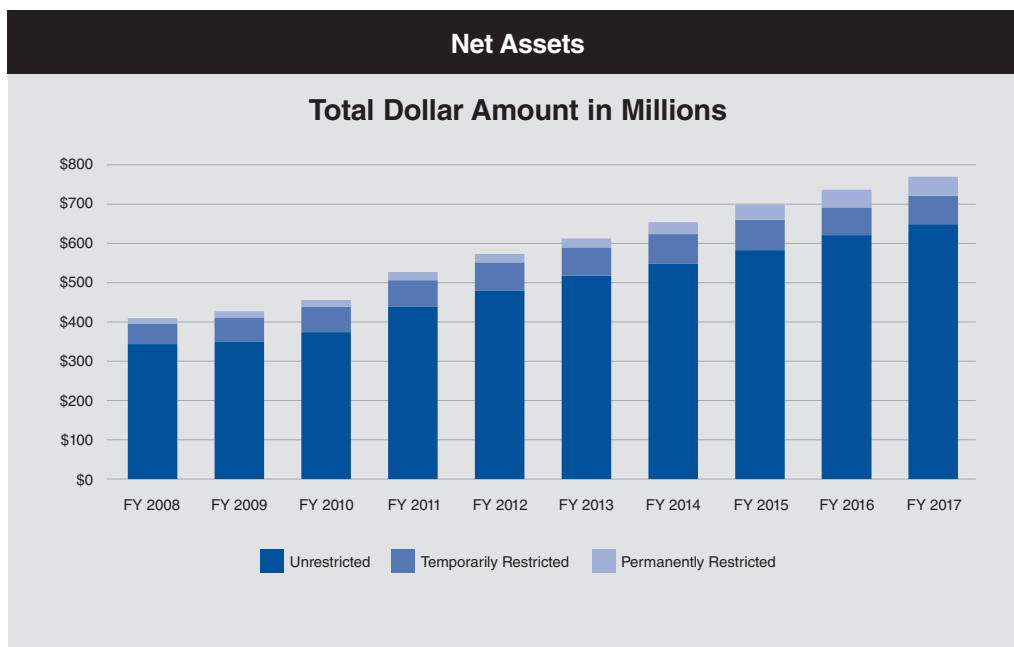
University Finances

University Finances

Nova Southeastern University experienced continued strong operating performance in fiscal 2017 with a 4.4 percent increase in total net assets and a 5.2 percent net margin. Total net assets increased by \$32.5 million to \$765.9 million compared to \$733.4 million in the prior year. The university's endowment net assets also increased by

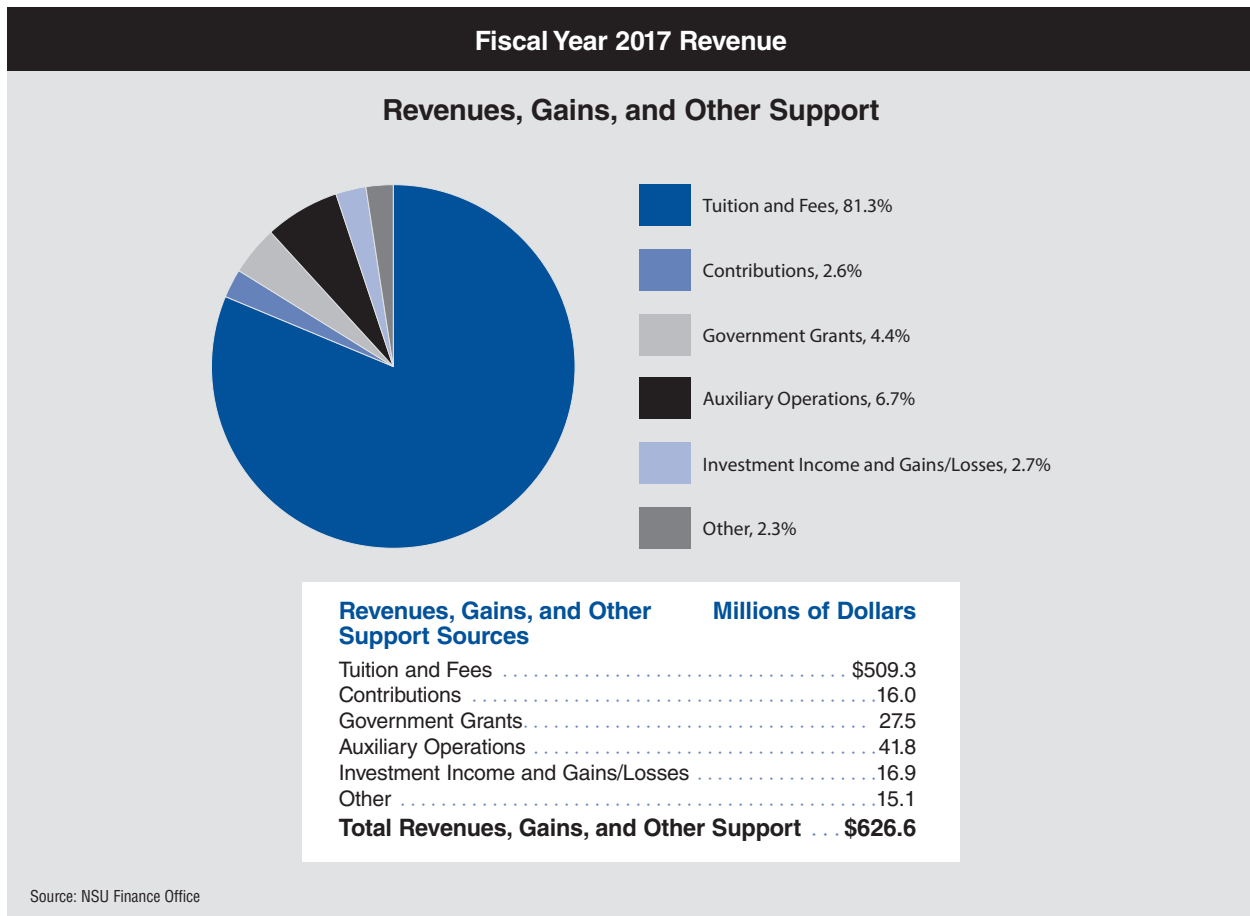
12.7 percent over the prior year, ending at \$117.8 million compared to \$104.5 million in fiscal 2016. For additional information regarding the university's fiscal 2017 financial performance, refer to the NSU 2017 Annual Report which can be found on the NSU website.

Figure 16



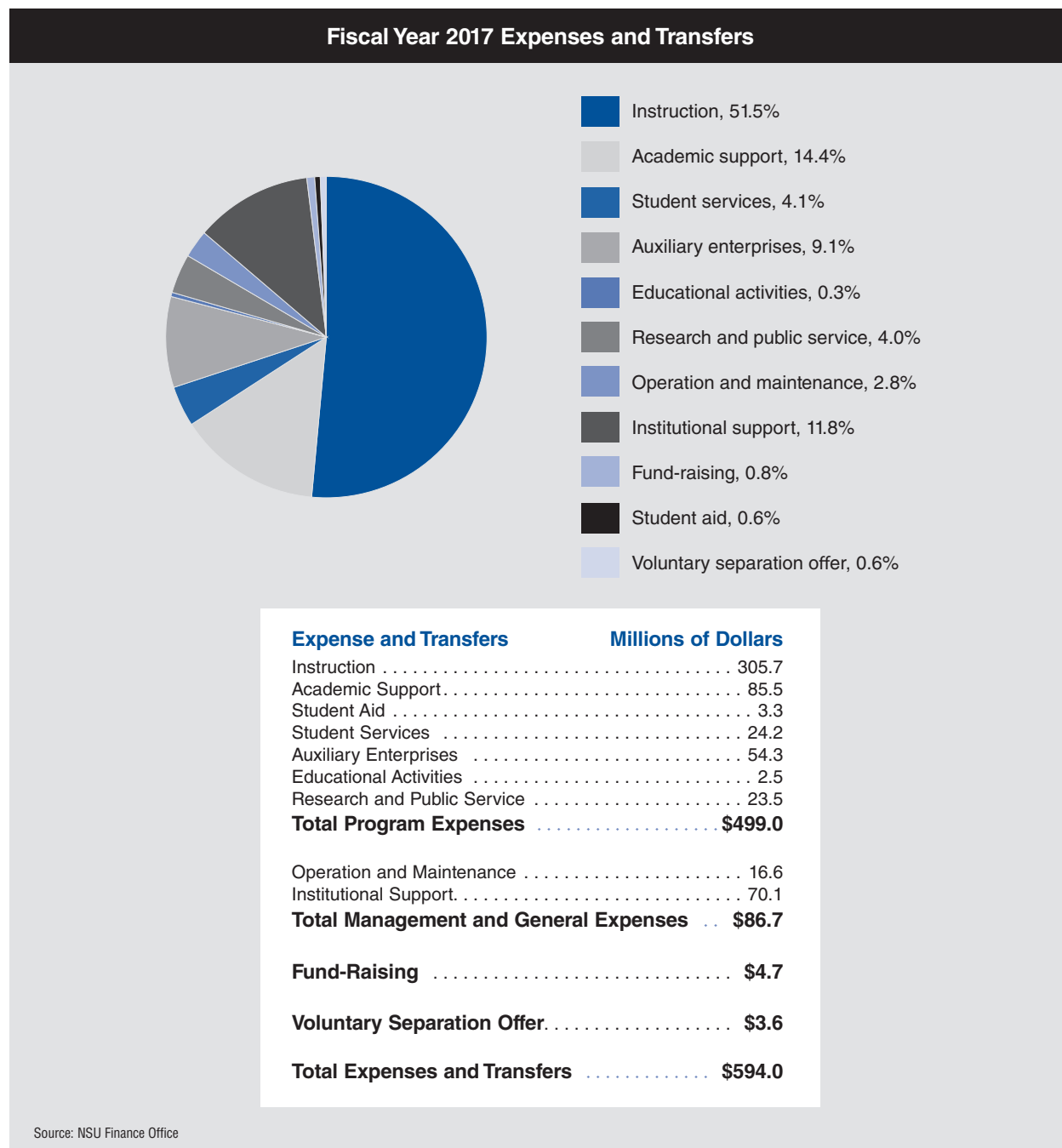
As shown in Figure 17, the university's primary source of revenue was tuition and fees from educational programs.

Figure 17



Program expenses represent 84 percent of the university total expenses. The composition of expenses by function is shown in Figure 18.

Figure 18



NOVA SOUTHEASTERN UNIVERSITY **2018 FACT BOOK**