

1-1996

1996 NSU Fact Book

Nova Southeastern University

Follow this and additional works at: https://nsuworks.nova.edu/nsudigital_factbook

 Part of the Education Commons

F
A
C
T
B
O
O
K

NOVA SOUTHEASTERN UNIVERSITY



NOVA
SOUTHEASTERN
U N I V E R S I T Y

FARQUHAR CENTER FOR UNDERGRADUATE STUDIES
Office of Admissions

FACTS FOR 1995-96

Tuition and Fees:

* Tuition:	\$9,150 per academic year (30 credits)
Room:	\$3030 (approximate)
Board:	\$2070 (approximate)

Total \$14,250 per academic year

Application fee:	\$25.00 (nonrefundable)
Registration fee:	\$25.00 per semester
Student Activities fee:	\$75.00 per semester
Orientation fee:	\$50.00 new students

Estimated cost for textbooks is approximately \$400.00 per year.

* Tuition is based on \$305.00 per credit hour.

Majors:

Accounting
Administrative Studies
Business Administration
Computer Information Systems
Computer Science
Early Childhood Education
Elementary Education
Exceptional Education
Secondary Education
Legal Studies (Prelaw)
Liberal Arts
Life Sciences (premedical)**
Ocean Studies
Psychology
Science and The Law
Science and The Business Environment
Sports, Recreation and Exercise Studies

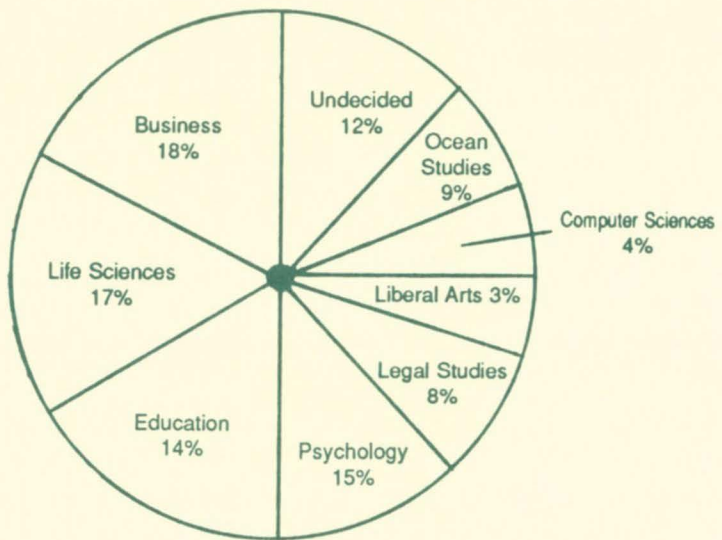
** Leads to Health Professions Division programs in Osteopathy, Optometry, Pharmacy, Occupational Therapy, Physical Therapy and Physician Assistant.

OVER

Approximately 900 students—51 percent male and 49 percent female—are enrolled in Nova Southeastern's Professional and Liberal Studies Program.

1994-95 Student Profile:

- The average SAT score is 950; the average GPA is 3.0.
- Approximately 50 percent of undergraduate students reside on campus and 50 percent commute.
- About 50 percent of Nova Southeastern's students are from Florida; 30 percent are from the Northeast, while 10 percent are from other states and 10 percent are from foreign countries.
- Approximately 55 percent of Nova Southeastern's students have enrolled from high school, while the remaining 45 percent have transferred from other colleges.
- The student-to-faculty ratio is 11:1.



FACULTY

Seventy-nine percent of the full-time faculty hold doctoral or terminal degrees. NSU is proud of its teaching faculty, many of whom bring with them degrees from the nation's finest institutions.

NOVA SOUTHEASTERN UNIVERSITY

FACT BOOK

PREPARED BY
RESEARCH AND PLANNING
JANUARY 1996

NOVA
SOUTHEASTERN
UNIVERSITY

PREFACE

This fourth edition of the *Nova Southeastern University Fact Book* presents a profile of the University from multiple perspectives. Highlights of the University's growth and development are presented to provide historical context for the reader. Graphics used to capture relevant trends provide a vehicle for illustrating and complementing information noted in the text. Information also is provided regarding each of the academic units comprising the University. Programs and services offered by the centers are described and presented within the context of center missions, goals, and philosophies. Together, with highlights regarding the University's overall mission, organizational structure, administration, and faculty, these components illuminate the character of the University and the constituencies the institution serves. The financial resources section presents an overview and detail of income and expenses, including a five-year trend analysis in graphic form. A new feature in this edition is the presentation of current and historical information regarding University facilities.

It should be noted that various figures presented regarding the University encompass Health Professions Division data beginning with 1994 figures, reflecting an abrupt increase in total enrollment of approximately 10%. This should be noted when comparisons are drawn between enrollment data for periods before and after 1994.

Special recognition is due to Dr. Blair Atherton, the Director of Institutional Research, who assumed full responsibility for development and production of this document. Dr. Atherton not only updated data and information contained in the prior edition, but made a number of aesthetic and substantive changes to enhance the appearance and usefulness of the document.

As always, suggestions for further improvement are welcome.

John Losak
Vice President
University Research and Planning

MISSION STATEMENT

NOVA SOUTHEASTERN UNIVERSITY PROVIDES EDUCATIONAL PROGRAMS OF DISTINCTION FROM PREKINDERGARTEN THROUGH THE DOCTORAL LEVEL AT TIMES AND IN LOCATIONS CONVENIENT TO STUDENTS, PREPARES STUDENTS FOR LEADERSHIP ROLES IN BUSINESS AND THE PROFESSIONS, ENCOURAGES RESEARCH AND COMMUNITY SERVICE, AND FOSTERS AN ATMOSPHERE OF CREATIVITY AND INNOVATION UTILIZING TECHNOLOGY WHERE APPROPRIATE.



TABLE OF CONTENTS

Preface	iii
Mission Statement	iv
List of Tables	vi
List of Figures	vii
Message from the President	ix
Overview of the University	1
Institutional Description	3
Historical Highlights	9
University Organization and Administration	13
Board of Trustees	15
Functions of the Board of Trustees	16
University Administrators	17
University Councils and Committees	19
The Academic Centers	23
Academic Deans	25
Location of Centers, Schools, and Colleges	26
Overview of Center, School, and College Programs	27
Summary of Degrees Offered	37
Student Enrollment	39
Student Demographics	49
University Graduates	59
University Personnel	65
University Finances	69

List of Tables

Table 1. Growth in Fall Enrollment	41
Table 2. Fall 1995 Enrollment by Academic Center or School	44
Table 3. Fall Term Enrollments by Gender and Full-Time/Part-Time Status	45
Table 4. Permanent Residence of Students	46
Table 5. Proportion of Students Attending Classes in the Tri-County Area	47
Table 6. Racial/Ethnic Distribution of Students by Headcount	53
Table 7. Racial/Ethnic Distribution of Students by Percentage	53
Table 8. Percent of Students Under 25 Years of Age by Degree Level	55
Table 9. Degrees Conferred: July 1994 through June 1995	63
Table 10. Mean Age at Time of Graduation	64
Table 11. Racial/Ethnic Distribution of University Personnel by Headcount	67
Table 12. Racial/Ethnic Distribution of University Personnel by Percentage	68
Table 13. Highlights of University Finances for Fiscal Year 1994-95	74

List of Figures

Figure 1.	Growth in Academic Facilities	4
Figure 2.	The University Administration	18
Figure 3.	Organization of the University Councils and Committees	19
Figure 4.	A Decade of Growth	41
Figure 5.	Fall Headcount Enrollment	42
Figure 6.	Fall Full-Time Equivalent Enrollment	42
Figure 7.	Cumulative Headcount	43
Figure 8.	Cumulative Credit Hours	43
Figure 9.	Fall Term Racial/Ethnic Distribution	51
Figure 10.	Trends in Enrollment of Minorities	51
Figure 11.	Racial/Ethnic Distribution - Fall 1995	52
Figure 12.	Trends in Enrollment by Gender	54
Figure 13.	Age Distribution of Full-Time Undergraduate Students - Fall Term 1995	55
Figure 14.	Age Distribution of Part-Time Undergraduate Students - Fall Term 1995	56
Figure 15.	Age Distribution of Full-Time and Part-Time Graduate Students Fall Term 1995	57
Figure 16.	Age Distribution of Full-Time and Part-Time First-Professional Students Fall Term 1995	58
Figure 17.	Degrees Conferred - 1991-1995	61
Figure 18.	Racial/Ethnic Distribution of Degrees Awarded July 1994-June 1995	62
Figure 19.	Total Current Fund Revenues	71
Figure 20.	Total Education and General Expenditures	71
Figure 21.	E&G Expenditures per FTE Student	72
Figure 22.	University Finances Fiscal Year 1995	73

MESSAGE FROM THE PRESIDENT

Looking out across the campus from the President's Office in the new William and Norma Horvitz Administration Building, one notes the juxtaposition of the University's oldest structure—the Rosenthal Building—with the imposing Health Professions Division complex rising up along the far west corridor of the campus. In 1967, the University served an entire student body of 17 from the lone Rosenthal Building; today, with a Fall Term enrollment of approximately 14,700, the campus encompasses 29 permanent buildings, with an additional eight new buildings currently or soon to be under construction. In the near future, these physical structures will be complemented by a beautiful botanical garden on a newly acquired 10-acre parcel adjacent to the campus. The University's enhanced physical presence symbolizes the institution's enhanced stature locally and within the broader higher education community. It also represents a commitment by the Board of Trustees and the faculty and staff to provide a physical environment conducive to student learning. Particularly noteworthy is the University's new status; based on the Fall 1995 total enrollment, Nova Southeastern University is the largest private institution of higher education in the State of Florida.

The University is enjoying a sustained period of fiscal strength, academic vigor, and renewed commitment to the values and goals articulated by the University's founding visionaries. In this climate of growth and stability, the University is capitalizing on its strengths in such areas as service to the student, innovative and relevant programming, and flexible educational delivery systems. The University's maturity and stability provide both the impetus and capacity for the institution to contemplate future directions in these and other vital areas.

The SACS reaffirmation Self-Study process, the on-going Institutional Effectiveness and Quality Improvement Planning processes, and the Critical Success Factor Assessment processes have provided a wealth of information to direct decision making as the University pursues growth and change. Complementing these assessment endeavors are current efforts among the academic centers to examine optimal size issues relative to programs and services, and, ultimately, assist the University in achieving an appropriate educational balance among and within academic programs. As a natural extension of this process, a significant level of collaboration, integration, and diversification is taking place among academic centers with respect to program offerings and delivery mechanisms. New interdisciplinary approaches are being examined, and innovative educational delivery systems are being explored. Recent strides in program delivery using compressed video have been significant in allowing adult students in distant locations to learn and participate in class interactions in real-time.

Nova Southeastern University is synonymous with innovation and change. The historical highlights, enrollment and financial trends, and changing demographics of the University's various constituencies presented in this newest edition of the University's Fact Book attest to the dynamic and diverse character of the institution. With a budget of approximately \$170 million and an upward trend in enrollment, the University will continue to maintain a solid record of academic and fiscal strength, while actively pursuing excellence in teaching, research, and community service through the dedication of faculty and staff to student learning.

Ovid C. Lewis
President

Overview of the University



INSTITUTIONAL DESCRIPTION

Nova Southeastern University is a nonprofit, fully accredited, co-educational institution founded in 1964 as Nova University. It is well known for innovation and quality in both traditional and distance education. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University. The University serves large numbers of adult students and a growing population of traditional undergraduates. To date, the institution has produced approximately 46,000 alumni.

Using Fall Term enrollment as a measure, Nova Southeastern University is the largest private, independent institution of higher education in Florida. It is one of the 108 colleges and universities statewide, and one of 54 private four-year institutions in Florida. Nova Southeastern ranks approximately twenty fifth in the size of its post-baccalaureate programs among the 1,560 public and private universities in the U.S. with graduate and professional programs, and tenth among private universities.

The University awards bachelor's, master's, educational specialist, doctoral, and first professional degrees in a wide range of fields, including business, counseling, computer and information sciences, education, a variety of health professions, law, marine sciences, psychology, and other social sciences. The University offers 18 undergraduate majors through the James S. Farquhar Center for Undergraduate Studies. In addition, a Physician Assistant program is offered at the bachelor's level through the College of Allied Health.

Nova Southeastern University is distinguished as having the only college of osteopathic medicine in the southeastern United States, the only college of optometry in Florida and the only college of pharmacy in south Florida. The institution also enjoys an excellent reputation for its programs for children offered through the Family and School Center, including innovative primary and secondary education programs.

The University's programs are administered through 10 academic centers that offer courses at the home campuses, as well as at field-based locations throughout Florida, across the nation, and at selected international sites in Europe, Canada, and the Caribbean. Despite the geographic diversity of cluster sites where classes are offered, more than seventy percent of the student body has permanent residence in Florida. Forty-four percent of all students enrolled at the University attend classes in Fort Lauderdale and North Miami Beach. Approximately two thirds of all students enrolled attend classes in the tri-county area (i.e., Dade, Broward, and Palm Beach counties).

Nova Southeastern University is a major provider of educational programs for Florida residents. Through programs for children offered by the Family and School Center, and its undergraduate, graduate, and professional degree programs, Nova Southeastern contributed to the education of more than 13,000 Florida residents last Fall. With an annual budget of approximately 167 million dollars, it also has a significant economic impact on the surrounding community. A recent Nova Southeastern study revealed that the University and its students and employees contribute over 217 million dollars annually to the south Florida economy.

The University's library system is composed of the Einstein Library and the Law Library on the Davie campus, the Health Professions Library on the North Miami Beach campus, and the Richardson Library at the Oceanographic Center. The catalogs of all four libraries are accessible to local and distance education students and faculty, wherever they may be located, via computer using the Electronic Library. Overall, the University's libraries house approximately 500,000 volume equivalents. On-line and CD-ROM databases provide extensive search capabilities. Interlibrary loan arrangements through associations such as the Southeastern Florida Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine provide broad access to a wide range of materials.

To augment the library's written materials, the Center for Media and Technology Services has an extensive collection of more than 780 items of non-print materials (principally audiovisual materials), and two video production studios to support classroom instruction. In addition, the Center provides technical oversight for distance learning delivered by teleconferencing and compressed video conferencing. Moreover, the University's microcomputer lab resources include a growing inventory of instructional software for use by students and faculty.

University Facilities

The University offers degree programs and continuing educational opportunities on five campuses in the Fort Lauderdale area and North Miami Beach. These academic facilities encompass more than 819,000 square feet of classroom and office space. As shown in Figure 1, there has been a substantial growth in space allocated to academic centers over the last five years. The large increase between 1993 and 1994 was due to addition of the North Miami Beach Campus facilities of the Health Professions Division, and construction of the new Horvitz Administration Building on the

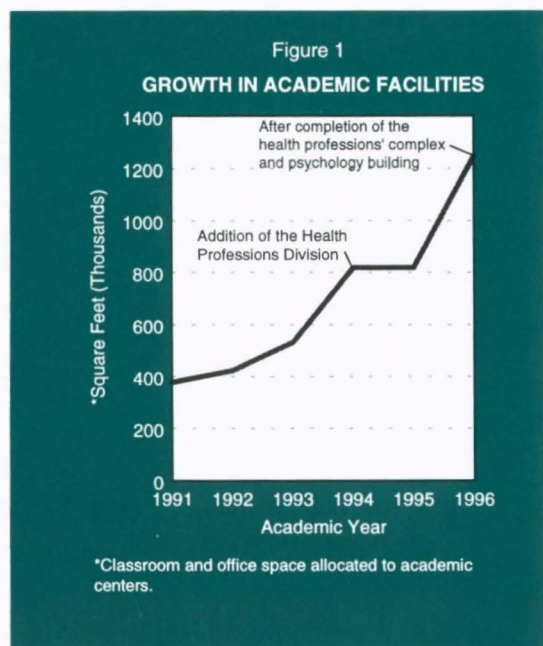
Davie Campus. Addition of the new health professions complex and the psychology building expected to be completed in July 1996 will result in another sharp increase in space for academic programs.

The Davie Campus

The Davie Campus consists of 225 acres with 29 permanent and seven modular buildings, as well as general purpose athletic fields and NAIA-qualifying soccer and baseball fields. Facilities include the central administration offices, the James M. Farquhar Center for Undergraduate Studies, the Shepard Broad Law Center, the Center for Psychological Studies, the Family and School Center, the Einstein Library, the University School, and the Miami Dolphins Training Center. In addition, there are five residence halls on the Davie Campus serving undergraduate, graduate, and law students with a capacity for housing up to 560 students in approximately 150,000 square feet of living space. Overall, current buildings on the Davie Campus provide approximately 660,000 square feet of office, classroom, library, and residential space.

Eight new buildings are either currently under construction or soon to be started. A new recreational complex adjacent to the Student Center opens this fall. It will have a swimming pool, outdoor basketball and tennis courts, as well as locker and shower facilities. Construction of a 65,000 square foot facility to house the Center for Psychological Studies is expected to be completed by the Summer of 1996.

The University is currently constructing a \$40 million health professions complex on 21 acres of land at the northwest corner of the Davie Campus to house the Health Professions Division. The complex includes five buildings totaling 365,000 square feet of space for administrative offices, classrooms, laboratories, the health library, and a patient services clinic. Additionally, there will be a 470,000 square foot parking structure with space for 1,600 vehicles. The project is scheduled for completion by July 1996.



East Campus

The East Campus is located in Fort Lauderdale approximately four miles from the Davie Campus. The 10-acre campus has eight buildings providing a total of 104,000 square feet for the School of Business and Entrepreneurship, the School of Computer and Information Sciences, the School of Social and Systemic Studies, and the Institute for Retired Professionals.

Westport

The Westport building is located on Davie Road approximately one mile from the University's Davie Campus. It provides 36,000 square feet of office and classroom space for the Fischler Center for the Advancement of Education. A video studio/laboratory is presently under construction.

North Miami Beach Campus

The Health Professions Division is currently located in North Miami Beach approximately 18 miles south of the Davie Campus. The site includes administrative offices, classrooms, laboratories, and a patient service clinic contained in four buildings comprising a total of 266,500 square feet. Other facilities include a parking garage, book store, and cafeteria. In addition, the University owns twenty homes located next to the campus that provide housing for health professions students.

Oceanographic Center

The Oceanographic Center occupies 10 acres adjacent to John U. Lloyd State Park at Port Everglades in Fort Lauderdale. The Center's facilities are composed of three permanent buildings encompassing almost 27,000 square feet of office, classroom, library, and laboratory space. These are supplemented by three modular buildings and a houseboat. The Center's close proximity to the ocean is ideal for launching field studies.

Coral Springs

The University School operates K-8 programs in three buildings on a 10-acre site in the city of Coral Springs approximately 15 miles to the north of the Davie Campus. There are two lower school buildings and one middle school building that provide nearly 40,000 square feet of space for offices, classrooms, a library, cafeteria, and gymnasium.

Clinical Facilities

The University provides clinical services to the surrounding community through owned and leased off-campus facilities. The Health Professions Division has outpatient facilities in Fort Lauderdale and Opa Locka that provide principally medical services. Optometry, pharmacy, and physical therapy are also available at some locations. The Center for Psychological Studies provides mental health counseling or geriatric care at clinics located in the cities of Coral Springs, Hollywood, Lauderdale Lakes, and Lauderhill.

CAMPUS



The William & Norma Horvitz Administration Building is the hub of campus activity. Constructed in 1994, the building contains offices for the President , senior management, and student services.

The campus' landscape includes a lake, tree-lined pathways and a rich variety of topical foliage. New construction includes the Health Professions Division complex and the Center Psychological Studies.





The Leo Goodwin, Sr., Residential Hall has every amenity to assist students in their academic endeavors. There are individual computer outlets in each bedroom, a computer lab, and study lounges on every floor.

NSU is the home of the Miami Dolphins Training facility.



With its 55,000 square foot library, courtrooms and community legal clinics, NSU's Shepard Broad Law Center remains one of campus' premier facilities.

Institutional Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the *Southern Association of Colleges and Schools (SACS)* to award bachelor's, master's, educational specialist, and doctoral degrees which fully encompasses the University's distance education programs. Nova Southeastern University was first accredited by SACS as Nova University in 1971. The recent merger with Southeastern University of the Health Sciences was approved by SACS in 1994.

Professional Accreditations

- The Shepard Broad Law Center is accredited by the *American Bar Association (ABA)* and is a member of the *Association of American Law Schools (AALS)*.
- The College of Osteopathic Medicine is accredited by the *Bureau of Professional Education of the American Osteopathic Association*.
- The College of Pharmacy is accredited by the *American Council on Pharmaceutical Education*.
- The College of Optometry is accredited by the *Council on Optometric Education*.
- The Occupational Therapy Program is accredited by the *American Occupational Therapy Association Accrediting Committee*.
- The Physical Therapy Program is provisionally accredited by the *Commission on Accreditation in Physical Therapy Education*.
- The Physician Assistant Program is accredited by the *Accreditation Review Committee on Education for the Physician Assistant*.
- The clinical doctoral programs, and the pre-doctoral internship program, of the School of Psychology are accredited by the *American Psychological Association (APA)*. The School is also approved by the APA to award continuing education credits.
- The Family and School Center's preschool and prekindergarten programs are accredited by the *National Association for the Education of Young Children*.
- The School of Social and Systemic Studies' M.S. degree program in marriage and family therapy has candidacy status with the *Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT)*, effective 1993-1998.
- The master's degree program in Speech-Language Pathology, offered through the Fischler Center for the Advancement of Education has been awarded accreditation by the *Educational Standards Board of the American Speech-Language-Hearing Association (ASHA)*.
- The University School (grades K-12) is accredited by the *Florida Council of Independent Schools*. It was accredited as an elementary and secondary school for the first time by SACS in 1973 and reaffirmed in 1993.

Licensure and Certification

The University meets regulations which govern the delivery of distance education in Florida and the other states where it offers programs. Although there is no centralization of regulations across the states, 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, it must complete an extensive application process and a rigorous review; and 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. The outcome of this process is the safeguarding of consumer interests and the assurance of quality control. Nova Southeastern currently has active distance education programs in Canada, Europe, Panama, the Caribbean, and in 22 states, including Florida, in full accordance with the regulations of each of those jurisdictions.

HISTORICAL HIGHLIGHTS

1961

The South Florida Education Center (SFEC) was organized to create an educational complex of institutions ranging from pre-elementary to post-doctoral 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; Dr. Warren J. Winstead 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 received several gifts which helped construct 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 on the Davie Campus.

Classes at Nova formally began; the student body consisted of 17 Ph.D. students in Behavioral Science, Physics and Physical Chemistry, and Oceanography; there were 17 faculty and 38 staff members.

1968

The Louis Parker Physical Sciences Center, the Davie Living Complex, and the main campus in Davie 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.

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

Dr. Abraham S. Fischler was appointed Executive Vice President of Nova University by the Board of Trustees.

1970

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

A federation with New York Institute of Technology (NYIT) was established; Dr. Alexander Schure, then President of NYIT, was named Chancellor of Nova.

Dr. Abraham S. Fischler was named President of Nova.

1971

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

1972

Nova 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.

The Ph.D. program in Clinical Psychology began.

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.

The Family Center was established.

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 on the Davie Campus.

Nova University School at Coral Springs was opened.

The Institute for Retired Professionals was established.

1977

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

1978

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

The Nova University Community Mental Health Center was established.

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 University Clinic was awarded a \$500,000 federal grant to provide mental health services to the community.

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, which was established in 1977, joined Nova University as the School of Professional Psychology within the Behavioral Sciences Center; the Psy.D. degree in Clinical Psychology was offered.

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 Davie Campus.

The Post-Doctoral Institute of Psychoanalysis and Psychotherapy was initiated.

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 Oral School was acquired as a part of the Family Center.

The Youthful Sex Offender Program was established within the Institute for Social Services to Families.

1984

The Center for Computer Based Learning was created and included the master's and doctoral programs in information science, computer education, computer training and learning, and computer science.

The Ph.D. program in Clinical Psychology received full accreditation from the Psychological Association; the Psy.D. program in Clinical Psychology received provisional accreditation.

1985

The Anna and Maxwell Maltz Institute for Research was established.

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

Dr. Abraham S. Fischler, 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 School of Psychology (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 created to develop a master's degree program in gerontology and a Ph.D. program in Family Therapy, and to contain the Institute for Social Services to families.

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

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 Southeastern College of Osteopathic Medicine became Southeastern University of Health Sciences after the addition of a College of Optometry.

The Mailman Family Center, Ralph J. Baudhuin Oral School, and the University School were combined to form the Family and School Center.

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

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

The Undergraduate Liberal Studies program was begun with support from the State of Florida.

The Hospitality Center was established to offer bachelor degrees in the hospitality area.

A geriatric facility was purchased in order to broaden the scope of the University Community Mental Health Center.

The Elaine Gordon Treatment Center was established.

1989

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

The Nova University Community Mental Health Center established a Pediatric Psychology Unit at the Davie Campus and a Child Anxiety Clinic at Coral Springs.

The Center for the Study of Law was renamed the Shepard Broad Law Center in acknowledgement 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 M. Farquhar Center for Undergraduate Studies.

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

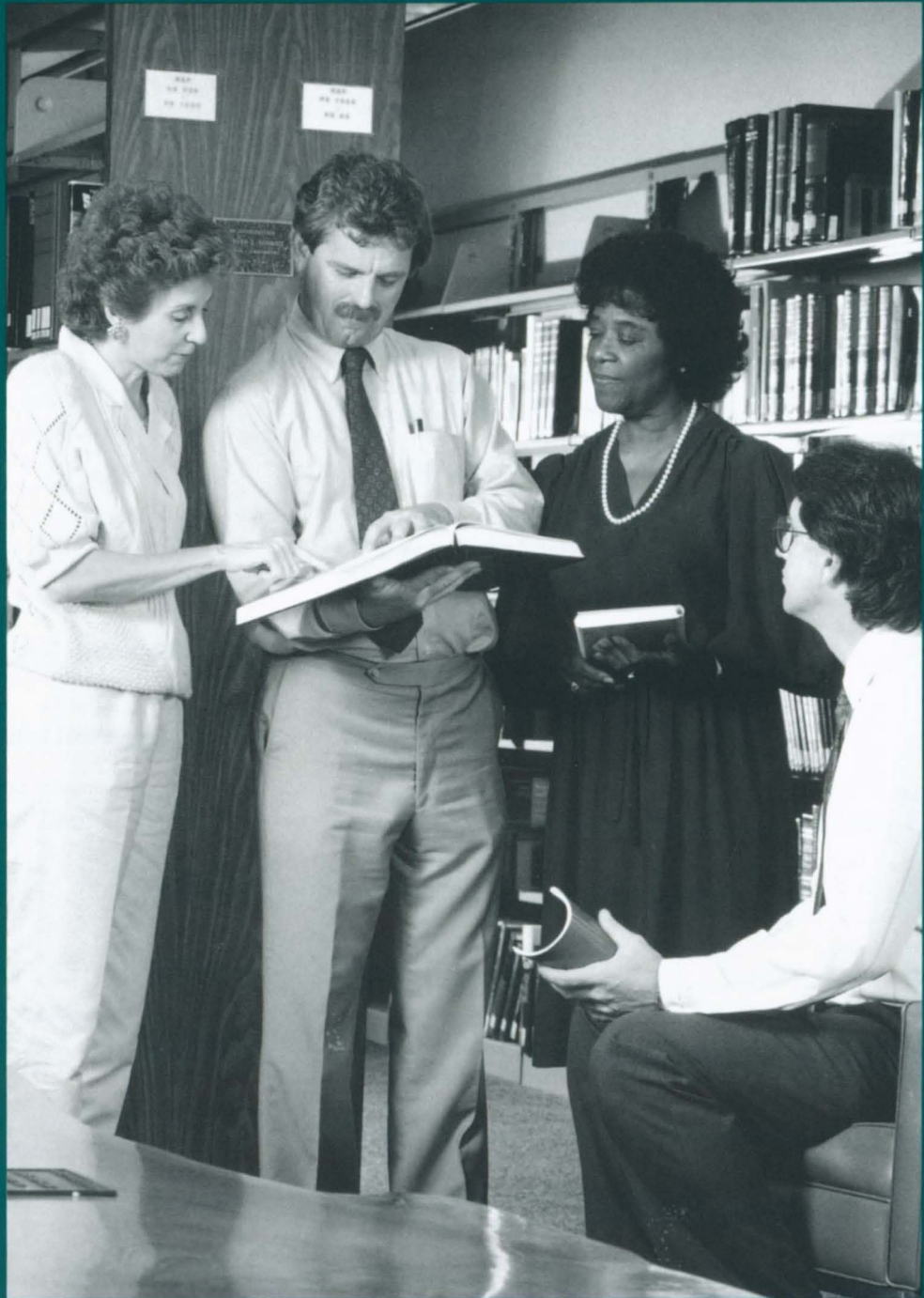
Nova celebrated its 25th anniversary.

1990

The Farquhar Center for Undergraduate Studies held its first convocation.

The master's degree program in Speech-Language Pathology received accreditation from the

University Organization and Administration



BOARD OF TRUSTEES

Mr. Robert A. Steele, Chairman of the Board
Retired Investor

Mr. Ray Ferrero, Jr. Vice-Chair
Attorney, Ferrero & Middlebrooks, PA

Ovid C. Lewis, J.S.D.,
President, Nova Southeastern University

Mr. W. Tinsley Ellis, Secretary
Attorney, Ellis, Spencer & Butler

Mr. Ronald G. Assaf
President, Sensormatic Electronics Corp.

Mr. Harry A. Gampel
President, Gampel Organization

Ms. Linda L. Gill
Vice-President, Gill Hotels, Inc.

Mr. William D. Horvitz
Chairman, WLD Enterprises, Inc.

Mr. Royal F. Jonas
Attorney, Jonas & Jonas

Mr. Kenneth Knight
President & CEO, Leisurecorp International

Mr. Jack L. LaBonte
Chairman, LaBonte Diversified Holdings

Mr. Marshall B. Lytle II
President, Harbour Financial Corp.

Mrs. Mary R. McCahill
*Chair Emeritus
Community Leader*

Arnold Melnick, D.O.
*Executive Vice Chancellor and Provost
Health Professions Division
Nova Southeastern University*

Mr. Joseph R. Millsaps
Realtor, Rauch, Weaver, Millsaps & Company

Mr. August C. Paoli
Attorney, Romanik, Lavin, Huss & Paoli

Emanuel Pushkin, O.D.
Optometrist

Mr. David H. Rush
President, APTEK Technologies, Inc.

Franklin L. Smith, Ed.D.
Superintendent of Schools, D.C.

Mr. Harry L. Smith
Business Consultant

Morton Terry, D.O.
*Chancellor, Health Professions Division
Nova Southeastern University*

Jay Tischenkel, R.Ph.
Retired President, Continental Co.

Mr. August Urbanek
President, August Urbanek Investments

Zachariah P. Zachariah, M.D.
Director, Holy Cross Hospital

Ex-Officio

Cheryl Gotthelf, Ph.D.
*President, Nova Southeastern University
Alumni Association International
Licensed Psychologist*

Mrs. Wendy Halpern
Chair, University School Board of Advisors

Mr. Terrence J. Russell
*Chair, Shepard Broad Law Center Board of Governors and
Attorney, Ruden, Barnett, McClosky, Smith, Schuster &
Russell, P.A.*

Mr. James Farquhar
Chair Emeritus

Abraham S. Fischler, Ed.D.
President Emeritus

Honorary Trustees

Mr. Robert O. Barber

Mr. Hamilton Forman

Myron I. Segal, M.D.

Mr. J. Wallace Wrightson

FUNCTIONS OF THE BOARD OF TRUSTEES

In accordance with the by-laws of Nova Southeastern University, the business and property of the University are managed by a Board of Trustees, consisting of the President, Chairmen Emeriti, and not more than 35 additional members. The committees of the Board of Trustees include the Executive Committee, the Committee of Trustees, the Committee for Strategic Planning/Academics, the Committee for Finance/Audit and Investments, the Committee for Personnel, the Committee for Development, and the Committee for Buildings and Grounds. The specific responsibilities of the Board of Trustees are:

- Acquiring, conserving, and developing the University's resources, and in this regard, the Board of Trustees hold title to and act as custodians of all property of the institution;
- Electing the chief executive officer;
- Authorizing and changing the budget;
- Acting as a final body of appeal for students, alumni, faculty, and all staff members who feel that the administration has not dealt fairly with them or has not served in the best interests of the University;
- Establishing broad educational policies affecting the University;
- Making critical reviews of the University's educational programs and development plans;
- Aiding in the interpretation of the University to the public and to its constituencies;
- Approving the recommendation for awarding all degrees;
- Establishing the aims and objectives of the University within the framework of, and the purposes authorized, by the charter;
- Accepting and administering, for University purposes, gifts of land, bequests, trusts, money, and buildings from public and private sources;
- Establishing, by recommendation of the President, faculties, departments, and divisions; recommending and fixing salaries of teachers and other employees;
- Establishing, upon recommendation from the faculty, courses and curricula and prescribing conditions of student admission, attendance, and discharge.

UNIVERSITY ADMINISTRATORS

Ovid C. Lewis, J.S.D.
President

[Search in Progress]
Vice President, Institutional Advancement

Joel S. Berman, J.D.
Associate Vice President, Legal Affairs

Douglas G. Buck, D.P.A.
Associate Vice President, Human Resources

Joseph B. Lakovitch, J.D.
Vice President, Student Affairs

John Losak, Ph.D.
Vice President, Research and Planning

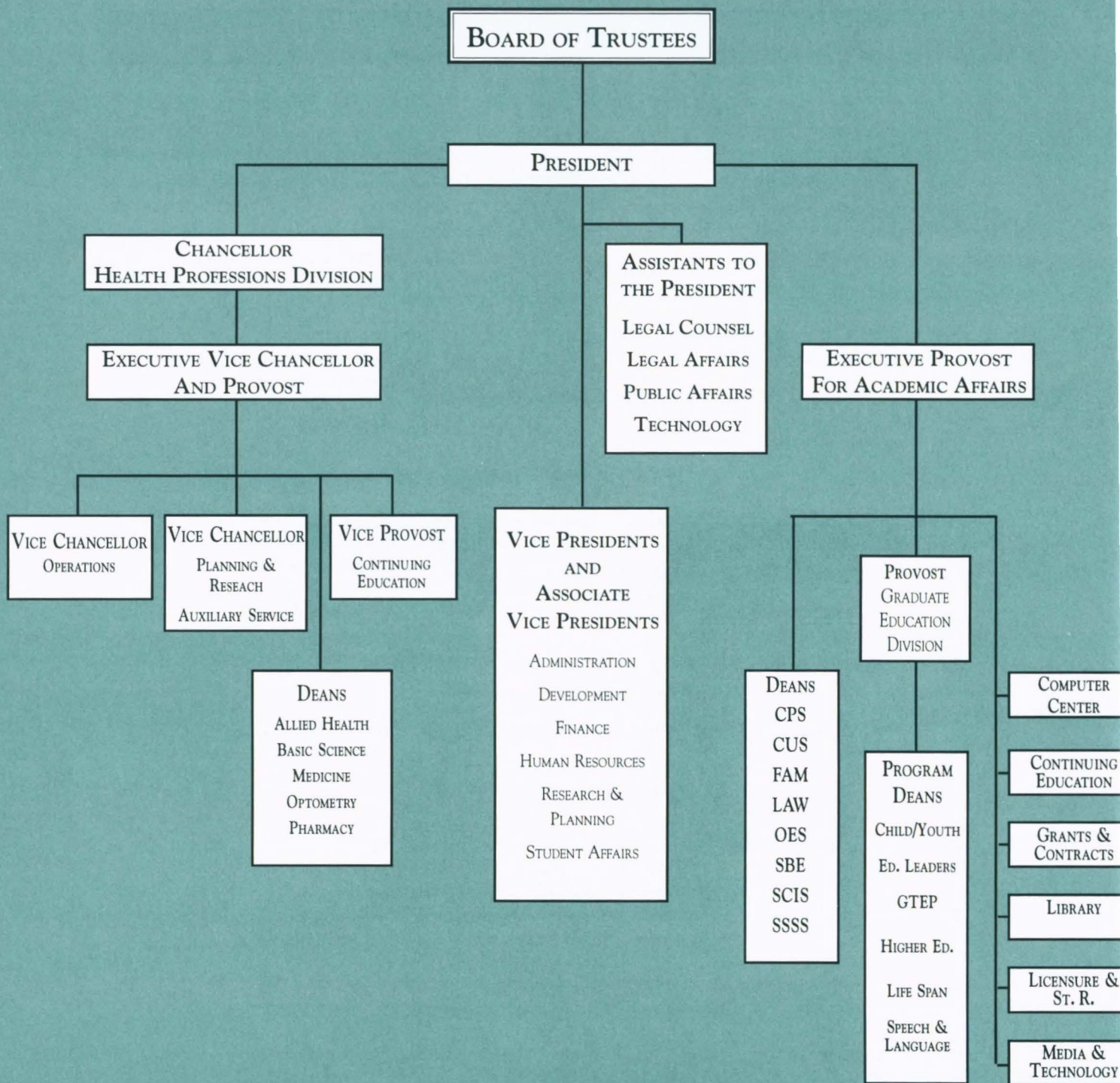
Elizabeth A. McDaniel, Ph.D.
Executive Provost, Academic Affairs

Arnold Melnick, D.O.
*Executive Vice Chancellor and Provost,
Health Professions Division*

John Santulli, M.B.A.
Associate Vice President, Administration

Jeffrey Schneider, C.P.A., M.B.A.
Vice President, Finance

Morton Terry, D.O.
Chancellor, Health Professions Division



Approved by the Board of Trustees September 18, 1995

Figure 2. The University Administration

**NOVA SOUTHEASTERN UNIVERSITY
COMMITTEES**

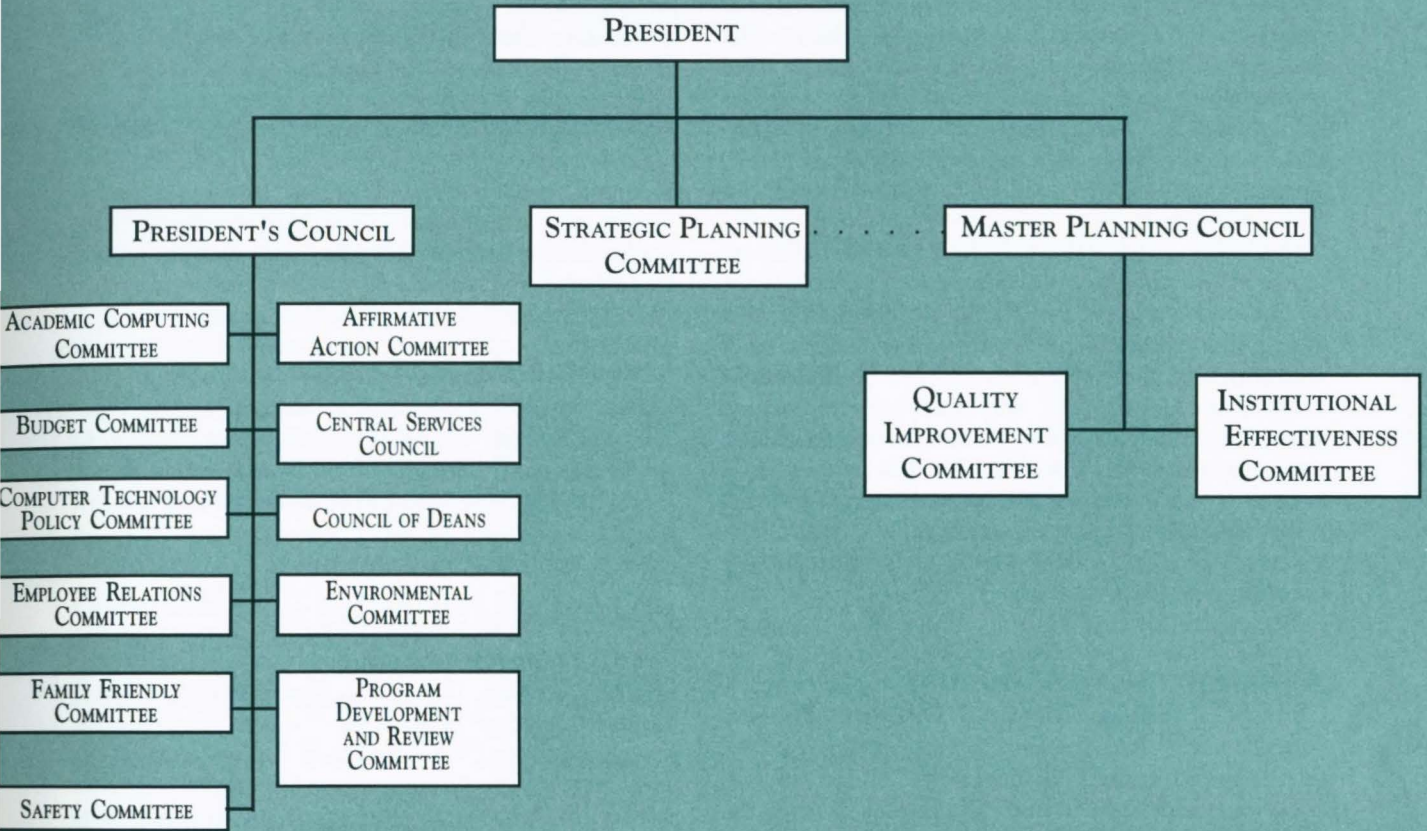


Figure 3. University Councils and Committees

UNIVERSITY COUNCILS AND COMMITTEES

Academic Computing Committee

Chair: *Gregory Horne, Manager of Academic Computing and Strategic Technologies.* The Academic Computing Committee assists in developing University-wide approaches to the application of computers to learning and in increasing the effectiveness of instruction. The membership includes representatives from academic centers.

Computer Technology Policy Committee

Chair: *Ronald Chenail, Dean of the School of Social and Systemic Studies.* The purpose of the Computer Technology Policy Committee is to recommend, plan, evaluate, review, and monitor computer, technology, and telecommunications policies and activities. The Committee recommends overall policy and direction for the University's computer and information systems, and acts on major matters of policy and direction that affect academic computer systems, administrative computer systems, automated library systems, and telecommunications facilities of the University.

Affirmative Action Committee

Chair: *Sharon Fredda, Director Human Resources.* The Affirmative Action Committee, administered jointly through the Office of the President and the Office of Human Resources, makes recommendations to ensure that the University operates within the guidelines of affirmative action with regard to advertising, search committees, promotions, salaries, training, recruiting, and contract renewal.

Budget Committee

Chair: *Jeffrey Schneider, Vice President, Finance.* The Budget Committee reviews and recommends to the President the annual operating budget, including the establishment of tuition and fee rates.

Central Services Council

Chair: *Sharon Fredda, Director of Human Resources.* The Central Services Council provides a forum for the central services directors to share information, air concerns, recommend changes, and solve problems within the central services departments.

Council of Deans

Co-Chairs: *Elizabeth McDaniel, Executive Provost for Academic Affairs, and Arnold Melnick, Executive Vice Chancellor and Provost of the Health Professions Division.* The Council's purpose is to review all academic or academically related matters and, when appropriate, make recommendations to the President's Council. The Council proactively proposes future program direction. It explores closer programmatic connections among centers, colleges, and schools and recommends appropriate fit and balance of programs and their structure within the University.

Employee Relations Committee

Chair: *Stella Martinez, Operations Manager for the School of Social and Systemic Studies.* Administered through the Human Resources Department, this Committee discusses and makes recommendations to the President on matters of interest and concern to employees.

Environmental Committee

Chair: *Charlene Swanson, Outreach Coordinator of the Family Center.* The Environmental Committee coordinates all of the University's recycling efforts, including waste disposal, educating the University and community about recycling, and establishing academic programs in ecology and environmental studies.

Family Friendly Committee

Chair: *Marilyn Segal, Dean of the Family and School Center.* The Family Friendly committee has assumed the mission of identifying Nova Southeastern University as a family friendly corporation. In order to identify ways in which the University can accomplish its mission, four task forces have been established: (1) Employee Policies, Practices and Services; (2) Student Policies, Practices and Services; (3) Community Services and Academic Programs; and (4) Crafting a Statement of Purpose and Mission.

Institutional Effectiveness Committee

Chair: John Losak, Vice President, Research and Planning. The Institutional Effectiveness Committee focuses on each center, school, or college, addressing the goals, procedures developed to achieve goals, and institutional effectiveness measures. This committee prepares an annual report for the Master Planning Council.

Master Planning Council

Chair: David Rush, Board of Trustees Member. The purpose of the Master Planning Council is to provide policy for the University with respect to short- and long-term plans for University development. The objective of the policy is to identify and integrate future educational, physical, and financial development and to incorporate procedures for program review, institutional improvement, and strategic planning.

President's Council

Chair: Ovid C. Lewis, President. The President's Council was established to discuss and consider, *inter alia*, University-wide academic, administrative, and fiscal issues, including submissions from the Administrative Council and the Council of Deans. Recommendations of the Council will be submitted to the President, who will, where appropriate, request action by the Board of Trustees.

Program Development & Review Committee.

Chair: Ronald Chenail, Dean of the School of Social and Systemic Studies. The Program Development and Review Committee, consisting of Deans and the Vice President for Finance, as well as the Associate Vice President for Human Resources and the Vice President for Research and Planning, assesses all existing and proposed programs. The Committee recommends acceptance, rejection, or continuation of programs to the Council of Deans. The Council, in turn, makes its recommendation to the President's Council as to the future status of the assessed programs.

Quality Improvement Planning Committee

Chair: Blair Atherton, Director of Institutional Research. The Quality Improvement Planning Committee focuses on the University's non-academic units, addressing the goals, procedures developed to achieve goals, and institutional effectiveness measures.

Safety Committee

Chair: Dennis Fanning, University School Director of Administrative Operations. Administered through the Office of the Associate Vice President for Administration, the Safety Committee assists the University in providing a safe and secure environment for students, faculty, and staff. The Committee accomplishes this mission by making recommendations to the University through the Office of Public Safety for improving safety and security.

Strategic Planning Committee

Chair: John Losak, Vice President, Research and Planning. The Committee's purpose is to evaluate the extent to which the 14 factors identified as critical to the continuing success of the University are achieved, and to update the strategic plan. The Committee prepares an annual report that addresses the findings from its evaluation, and it submits the updated strategic plan to the Board of Trustees for approval.

The Academic Centers



ACADEMIC DEANS

Stewart Abel, O.D.
College of Optometry

Ronald Chenail, Ph.D.
School of Social and Systemic Studies

Raul Cuadrado, Dr.P.H.
College of Allied Health

Frank DePiano, Ph.D.
Center for Psychological Studies

Richard M. Goldman, Ph.D.
Fischler Center for the Advancement of Education

Joseph D. Harbaugh, LL.M.
Shepard Broad Law Center

William Hardigan, Ph.D.
College of Pharmacy

Stuart Horn, Ph.D.
James M. Farquhar Center for Undergraduate Studies

Harold E. Laubach, Ph.D.
College of Medical Sciences

Edward Lieblein, Ph.D.
School of Computer and Information Sciences

Julian McCreary, Ph.D.
Oceanographic Center

Randolph A. Pohlman, Ph.D.
School of Business and Entrepreneurship

Marilyn Segal, Ph.D.
Family and School Center

Matthew A. Terry, D.O.
College of Osteopathic Medicine

Davie Campus

3301 College Avenue • Ft. Lauderdale, FL 33314

Center for Psychological Studies - 475-7550

Family and School Center - 475-7450

James M. Farquhar Center for Undergraduate Studies - 475-7340

Shepard Broad Law Center - 452-6100

Davie Westport Campus

2555 Davie Road • Ft. Lauderdale, FL 33314

Fischler Center for the Advancement of Education - 475-7440

North Miami Beach Campus

1750 N.E. 168th Street • North Miami Beach, FL 33162-3097

College of Allied Health - 949-4000 - Ext. 1201

College of Medical Sciences - 949-4000 - Ext. 1331

College of Optometry - 949-4000 - Ext. 1400

College of Osteopathic Medicine - 949-4000 - Ext. 1300

College of Pharmacy - 949-4000 - Ext. 2200

Oceanographic Center

Nova Southeastern University

8000 N. Ocean Drive • Dania, FL 33004

(Adjacent to John U. Lloyd State Park)

920-1909

East Campus

3100 S.W. 9th Avenue • Ft. Lauderdale, FL 33315

School of Computer and Information Sciences - 475-7047

School of Business and Entrepreneurship - 476-7690

School of Social and Systemic Studies - 424-5700

CENTER FOR PSYCHOLOGICAL STUDIES

The Center for Psychological Studies, organized in 1967, has distinguished itself nationally through its model of training, research, and service delivery. The Center offers predoctoral internships, master's and doctoral degrees, as well as postdoctoral and continuing education programs. It also offers direct service to the community through the Community Mental Health Center. The Center is committed to provide the highest quality education, research, and mental health care.

Conducting psychological research and treatment for emotional and psychological problems is one of the greatest challenges facing modern man. No problems place greater demands on our wisdom, creativity, and expertise than those associated with human adjustment to our ever-changing world. To this end, the Center's programs educate students to provide a range of psychological services to a wide spectrum of people in need—from pediatric to gerontological clientele, from individuals with normal problems in living to those who are seriously disturbed.

All students have access to the specialty interests and clinical skills of over 32 full-time faculty members in the school. Nova Southeastern University's Center for Psychological Studies seeks to create the advances in clinical training, research, and service for the psychology of tomorrow.

The Community Mental Health Center is a non-profit outpatient mental health facility funded cooperatively by the Florida Department of Health and Rehabilitative Services (HRS), Broward County, and Nova Southeastern University. Services are available to all residents of western Broward County, including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying handicap, religion



or creed, sexual orientation, or national or ethnic origin. Over 3,300 unduplicated clients are served each year. The services offered by the Community Mental Health Center include a wide range of basic services including case management, child/adolescent therapy, crisis management, individual, group, and family therapy, medication management, and psychiatric evaluation. Specialized clinical services directed by faculty cover a broad array of issues including brain rehabilitation, interpersonal violence, biofeedback, anxiety disorders, problems of older adults, and serious illnesses of children and others. The Community Mental Health Center maintains clinic sites on the Davie Campus and in nearby Coral Springs and Lauderdale Lakes. In addition, the Center operates the Geriatric Residential and Day Treatment Program funded by HRS and the U.S. Department of Housing and Urban Development.

THE FAMILY AND SCHOOL CENTER

The Family and School Center provides a spectrum of programs designed to strengthen the family unit and enhance the ability of parents and care givers to foster the healthy development of children. In each of its five programmatic units, the Family and School Center strives to meet the various needs of families and children.

The Family Center offers a range of programs for young families and the professionals who work with them. The Parent/Child Program provides joint classes for children and their parents from infancy through age four. These classes provide an opportunity for parents and young children to share experiences that enhance the child's social, emotional, and intellectual development. In addition, Family Education and Support Programs complement the Parent/Child Program by providing seminars, workshops, and classes to help parents enhance their parenting skills and foster the well-being of their children. The Family Center Preschool and Prekindergarten programs are based on a child-centered model that emphasizes the development of individual strengths and a close relationship between home and school. The Family Center, through its Action Institute, also offers training programs for early childhood and family support personnel to enhance the quality and effectiveness of child care programs and services offered in the community.

The Ralph J. Baudhuin Oral School is a humanistic learning environment for children, birth through eighth grade, with communication disorders, learning disabilities, and attention deficit disorders. Recognizing that all children benefit from a multifaceted approach to learning, the Baudhuin School provides each child with an individualized program that combines academics, physical education, social skills development, and opportunities for

creative expression. Additionally, the Baudhuin School offers therapeutic support and education programs for parents of special needs children and the professionals who work with them.

The University School offers innovative alternatives in primary and secondary education to children from preschool through grade 12. The early learning and elementary programs emphasize the acquisition of knowledge and skills in English, math, science, social studies, foreign language, music, art, and physical education. The middle and high school programs continue the academic endeavors of the lower division and conscientiously involve students in a variety of extracurricular and community activities. The University School uses a wide array of instructional techniques, including technology, cooperative learning, tutorials, and small group seminars to introduce concepts and facilitate learning. Vertical integration with Nova Southeastern University, a commitment to community service, and a rich menu of activity choices are unique features of the University School.

The PITCH Child and Family Center, located in Tampa, Florida, provides services for families, child care workers, and family day care personnel. Parent/child classes for families with children ages birth through four are also offered.

The Counseling and Testing Services Unit (CATS) of the Family and School Center provides educational assessment and therapeutic services that help families and children cope with the demands of a complex society. Services provided by CATS include counseling and guidance, social skills groups, therapeutic care for abused and neglected children, and tutorial programs for children in grades one through eight.

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

The Fischler Center for the Advancement of Education is the University's graduate school of education. The Fischler Center administers field-based degree programs at the master's and doctoral levels.

The **National Ed.D. Program for Educational Leaders** enrolls K-12 school administrators and focuses on the acquisition of the leadership skills needed to improve the nation's school system.

The **Ed.D. Programs for Higher Education** offer an integrated program of formal instruction, supervised study, and applied research with specializations in adult education; computing and information technology; health care education; higher education; and vocational/technical/occupational education.

The mission of the **Ed.D. Programs in Child and Youth Studies** is to improve the lives of children and youth by enhancing the leadership skills of the educators and other child and youth professionals who work with them. Professional specialization study is offered in curriculum development and systemic change, management of programs for children and youth, as well as special services/exceptional education.

The mission of the **M.S. and Ed.D. Programs in Instructional Technology and Distance Education** is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The programs are designed for professional educators and trainers who work with learners from kindergarten through the university level and with adults in all areas of business and industry.

The **Graduate Teacher Education Program** is an array of majors in teacher education and school administration providing opportunities for professionals who work full-time to earn master's and educational specialist degrees. The curriculum is designed to enable teachers to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields and to enable persons who wish to change careers to enter teaching. The focus in all programs is on the improvement of professional practice, the application of current research and theory to the student's professional work, the acquisition and enhancement of leadership capacities, and the achievement of career objectives.

The **Master's Program in Speech-Language Pathology** provides the course work and clinical experiences needed to obtain Florida licensure as a speech pathologist, the speech-language impaired certification coverage for work in Florida schools, and the Certificate of Clinical Competence awarded by the American Speech-Language Hearing Association.

The **Master's Program in Life Span Care and Administration** offers areas of specialization for early childhood education, child and youth care, and elder care administrators; family support and applied addiction professionals. Each contains concentrated study in leadership, management, public policy, human development, and human dynamics, as these apply to the respective fields of study.

During the past year, approximately 6,600 students were enrolled in classes offered by the Fischler Center. Courses, study areas, and seminars are conducted in 49 U.S. cities and in Canada.

THE HEALTH PROFESSIONS DIVISION

The mission of the Health Professions Division is to educate and train health care professionals to provide the highest level of care in all practice settings; to serve the growing need for primary health care services; to reach medically underserved rural, minority, geriatric, and indigent patient groups; to promote interdisciplinary training and cooperation; and to address the underrepresentation of minorities in the health care professions.

The **College of Osteopathic Medicine**, which admitted its charter class in 1981, has a strong tradition of producing generalist physicians, with 72 percent of its alumni practicing in primary care disciplines such as family medicine/general practice, pediatrics, general internal medicine, and obstetrics/gynecology. The four-year curriculum leading to the Doctor of Osteopathic Medicine (D.O.) degree consists of two years of study in the basic sciences and clinical disciplines, followed by two years of clinical training at hospital systems, public health units, community health care centers, and private practices. The College is one of the few medical schools in the nation with required courses in rural, minority, and geriatric medicine, and its rural medical program was cited in a Congressional study as among the ten best in the nation. The College presently sponsors a statewide program of approximately 150 affiliated graduate medical education positions, and operates a number of internships plus residencies in family medicine, internal medicine, dermatology, anesthesiology, surgery, and radiation oncology. Programs in physical medicine and rehabilitation, osteopathic manipulative medicine, and pediatrics are in the planning phases. It also directs a major Area Health Education Center (AHEC) program in 19 Florida counties, which works to enhance health care service in medically underserved areas by linking health professions training with community health care providers.

The **College of Pharmacy**, which admitted its charter class in 1987, offers a six-year course of study leading to the Doctor of Pharmacy (Pharm.D.) degree. With the pharmacist's professional role expanding from simple drug compounding and distribution, the college is preparing its students to assume places in the emerging health care team. With the advent of an increasingly cost-driven health care industry, the College recognizes the importance of drug utilization review, therapeutic care, and other processes vital to reducing the cost of health care. The College offers two postgraduate Pharm.D. programs for bachelor-level pharmacists seeking to advance professionally: a traditional campus-based program and an interactive distance learning program utilizing compressed video technology, offered in the Ft. Lauderdale, Orlando, West Palm Beach, and Tampa area. The College operates a Drug Information Center which provides current pharmaceutical information to area health care professionals.

The **College of Optometry**, which admitted its charter class in 1989, offers a four-year program leading to the Doctor of Optometry (O.D.) degree. The optometrist's role has evolved from simple refractive service to one of primary vision care provider. Accordingly, the College offers a multidisciplinary training environment whereby students share faculty and resources with medical, pharmacy, and allied health students, and participate along with other disciplines in the co-management of patients as part of their clinical training. Graduates so trained will be well prepared to meet the challenges of a dynamic profession.

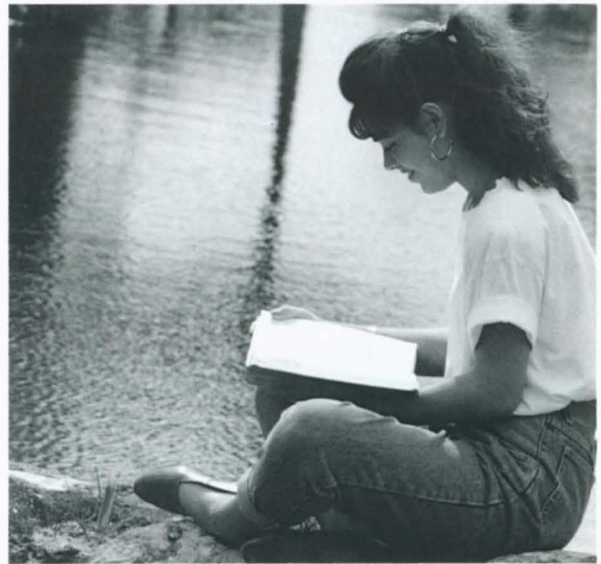
The **College of Allied Health** admitted its charter Physician Assistant class in 1993 for a two-year bachelor's-level program. In 1994, master's level courses in Occupational Therapy and Physical Therapy were added, as well as a Master of Public Health and a Doctor of Occupational Therapy.

JAMES M. FARQUHAR CENTER FOR UNDERGRADUATE STUDIES

The College of Professional and Liberal Studies is a small private college, located within a growing university of graduate and professional schools, whose mission is to prepare students to make intelligent and compassionate choices within the family, work place, and community. Classes are small, providing the opportunity for students to get more personalized attention from faculty whose primary interest and focus is on teaching. A committed group of student advisors, a sensitive academic support staff, and a creative group of student life professionals, are dedicated to meeting the academic and personal needs of our students.

The faculty recognize that, in the coming decades, individuals will need to enrich their intellectual horizons and function in multiple and changing contexts. The integrated, interdisciplinary, core courses and general education program are designed to prepare students to meet these challenges. During their four years of study, students research, examine, and discuss the significant issues facing them as individuals, as members of a diverse culture, and as participants in a global community. The faculty believe that a solid foundation in writing, oral communication, numerical analysis, critical thinking, and problem solving must be established and practiced throughout the full four years of study. Concentration in majors provides in-depth study, and all students have access to, and training in, advanced information and communication technologies. Finally, the College of Professional and Liberal Studies is dedicated to instilling in its students a deep moral sense of social and ecological responsibility and service.

The College of Career Development provides education that is exciting, relevant, affordable and accessible to working adults or adults reentering the world of work. In 1976 the College entered an agreement with the United Teachers of Dade to offer a career ladder program to paraprofessionals in the Dade County School System. Beginning with 90 students, that program has spread to 13 sites in Florida and the Bahamas and has increased in size ten times. Not all students are paraprofes-



sionals, but most have some working experience in schools and are seeking full-time teaching credentials. In 1981, the College of Career Development began the Business and Professional Management (BPM) program, a degree completion program for individuals who previously had earned an associate degree. There are now over 50 active clusters of BPM students in locations throughout Florida, Jamaica, Panama, and the Bahamas.

Nova Southeastern University has become known nationally for its innovative undergraduate education for adults. In 1982, Nova joined with 25 other colleges and universities to form a consortium on quality in non-traditional education. For a decade it has worked closely with many corporations providing degree programs on site to their employees, and incorporating industry-sponsored training into their degree programs. The College of Career Development has emphasized that space, time, and other traditional restraints are not as important as the skills, knowledge, and attitudes students achieve. In 1993, the College of Career Development was one of three Colleges in the nation recognized by the College Board for "excellence in the assessment and recognition of learning to motivate students in their pursuit of higher education."

THE OCEANOGRAPHIC CENTER

Mission - Founded in 1966, the Oceanographic Center is located on a 10-acre site at Port Everglades. The mission of the Oceanographic Center is to perform innovative basic and applied research, to provide quality undergraduate and graduate education in a broad range of marine science disciplines. The Center also serves as a community resource for education and research on oceanographic and environmental issues.

The Center's vision is to develop a model to guide the growth and development of its faculty, academic programs, student body, physical plant, and endowment. All three are interdependent and all three present challenges for survival in the south Florida, national, and international research and education marketplace.

Research - Areas of interest include theoretical marine physics, paleoclimatology, coral reef geology and ecology, coral growth, zooplankton, phytoplankton and coccolithophorid algae dynamics, chemical ecology, dynamics of dissolved organic matter, deep and shallow water benthic ecology, wetland ecology and management, chronobiology with emphasis on aquaculture and environmental integration, ichthyology, marine molecular biology, toxicology, ocean current analysis, and wind-wave relationships. Regions of particular interest include Florida's coastal waters, the Gulf Stream and the Florida Straits, the Southern Ocean, the Irish Sea, the Indian Ocean, and the equatorial Pacific ocean.

Education - The Center offers the Ph.D. degree in Oceanography. The courses of study are primarily in the tutorial mode. Major areas of concentration in the curriculum are marine physics, marine chemistry, marine biology, and marine geology. Within the Institute for Marine and Coastal Studies, the Master's Program offers two courses of study: Coastal Zone Management and Marine Biology. Evening courses are offered on a term basis four times a year with two courses per term in each specialty. The coastal zone management (CZM) curriculum provides a broad knowledge of coastal ecosystems and the dynamics of natural and

man-induced factors. Many CZM students are interested in careers in environmental management, while others seek career enhancement in education. The marine biology curriculum provides more specific study within the areas of marine biology and biological oceanography. Students may be interested in becoming technical specialists or in enhancing existing teaching careers. The Oceanographic Center also offers the B.S. degree in Ocean Studies in conjunction with the Farquhar Center. The ocean studies major and the life science major (Pre-Med) are designed to prepare students for further graduate study or a career in science.

Facilities - The Center has nine laboratories for marine biology, marine chemistry, marine geology, and marine fisheries. Additional facilities include laboratories for electron microscopy, x-radiography, electronics, as well as coral and geology workshops. The Center also provides a home base for the Broward County Sea Turtle Conservation Project.

The Center's central computing facilities include a multinode OpenVMS cluster consisting of DEC AXP workstations with 160 megabytes of RAM, four gigabytes of disk storage, high resolution color monitors, and four millimeter DAT tape drives, as well as scanning, imaging, and printing equipment. Additional computing facilities are available for faculty and student use.



THE SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

Master's Division - The educational emphasis of the School of Business and Entrepreneurship's master's division is on general management skills and technologies designed to meet the professional needs of middle- and upper-level management personnel. The design of the curriculum recognizes the significant common elements of management in complex organizations in all sectors of society through a common core of courses. Programs are available for individuals who wish to enter graduate school directly from undergraduate school and for professionals with a wide range of experience.

Joint J.D./Master's Degree - Students enrolled in Nova Southeastern University's Shepard Broad Law Center may earn their master's degree in any of the School of Business programs. The joint J.D./Master's degree program is unique in that students may earn both degrees during a three-year period—business courses are taken on weekends during their second and third years of law school study. Students must be admitted by the Shepard Broad Law Center before being admitted to the joint program.

Doctoral Division - The educational emphasis of Nova Southeastern University's professional doctoral degree programs is on problem solving, strategic planning, and decision-making. The professional orientation of the doctoral programs encourages the application of classical theory and research methodology to problems of strategic planning and decision-making by high-level corporate and public agency personnel. The curriculum of the programs is carefully balanced to ensure the depth and rigor associated with doctoral education across fields. Graduates have become recognized leaders in business and industry, government, and education.

Delivery System - The School of Business and Entrepreneurship delivers programs both on- and



off-campus, throughout the state of Florida, in selected U.S. cities, and in several foreign countries. International locations where graduate programs are offered include the Bahamas, Canada, Germany, Panama, and Jamaica.

All programs offered by the school are available on the East Campus, while a variety of master's and doctoral programs are delivered via off-campus clusters. A cluster is a group of students pursuing similar degree objectives. Corporate clusters are usually made up of students in the same profession employed by a single firm or consortium of companies.

The School employs a variety of delivery systems to meet student and organizational needs. Full-time students attend classes on weekdays. Working professionals usually attend classes with a weekend format. All programs utilize computer-mediated techniques and telecommunications where appropriate. The School offers master's and doctoral degrees in a number of fields, including a variety of business specializations, public administration, and health services.

THE SCHOOL OF COMPUTER AND INFORMATION SCIENCES

Nova Southeastern University's School of Computer and Information Sciences has become a major force in education innovation. The School is distinguished by its ability to offer both traditional and non-traditional choices in educational programs and formats that enable the professional to pursue an advanced degree without career interruption.

The School of Computer and Information Sciences (SCIS) had its beginnings with a doctoral program in information science in 1983. The next year the Center for Computer Based Learning was created, adding graduate programs in computer education, computer training and learning, and computer science. In 1986, the doctor of science in computer science was added to the degree offerings. In 1987, the Center for Computer Science was established to focus on graduate and undergraduate degree programs in computer science. The two Centers were merged in 1989 into the Center for Computer and Information Sciences. Today, as a reflection of the increased growth of its programs, the Center is known as the School of Computer and Information Sciences.

Among the innovative applications of technology for teaching used by the School today is the Electronic Classroom. This unique delivery system brings individual students dispersed across the nation together with the instructor in a live electronic classroom that is neither time- nor place-bound. Students use electronic queuing systems to submit their assignments to teachers, resulting in a fast turnaround time that is not as limiting as the traditional process of submitting paper assignments. Thus, students can participate



equally in this electronic educational format from a computer anywhere in the United States.

Consistent with Nova Southeastern's philosophy and mission, programs of the School are designed to provide breadth and depth of knowledge as the basis for a quality education that keeps pace with rapidly changing professional and academic needs. Research activities stress a blend of theory and practice in an applied setting. Today, the faculty and staff of the School of Computer and Information Sciences serve the educational needs of students throughout the United States.

SCIS offers programs leading to the degree of master of science in computer science, computer information systems, management information systems, and computing technology in education. At the doctoral level, programs are offered leading to the Ph.D., Sc.D., or Ed.D. in computing technology in education. Combined master's/doctoral programs also are available. A certificate program in information resources management leading to the M.S., as well as a set of master's courses approved for Florida teacher certification in computer science or for recertification are also offered.

THE SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

The **Department of Family Therapy** offers both M.S. and Ph.D. degrees. Students receive intensive, closely supervised, clinical experience at the family therapy clinic and at a variety of internship sites. The M.S. program in marriage and family therapy has candidacy status with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT), effective 1993-1998. The M.S. program fulfills all academic requirements for state licensure in Florida, and for clinical membership in AAMFT (with additional post-master's experience required for both credentials). Students in the Ph.D. program may select electives which help them fulfill many of the academic requirements for licensure in Florida and other states as a marriage and family therapist. During the Ph.D. program, students may fulfill the academic requirements for becoming a Clinical Member and approved Supervisor in AAMFT. The department offers a specialization in Medical Family Therapy that is committed to excellence in the teaching and research of the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Course work offers professionals basic knowledge of biopsychosocial theory, practice, and collaboration to enable them to practice medical family therapy.

The **Department of Dispute Resolution** offers M.S. and Ph.D. degrees, as well as a Graduate Certificate. The courses are designed to assure that the student will learn not only the philosophical basis for practice, but also the practical, specific tools of the trade. The Graduate Certificate and M.S. programs allow students to apply their study of Dispute Resolution to a variety of professional fields. The Ph.D. program prepares students to become skilled reflective practitioners by enhancing their practical experiences with theory, research, and teaching modalities.

In connection with its academic programs, the school provides the local community with a number of service programs through the Clinical and Community Outreach Center. For Example, **Family Therapy Associates** offers home-based, clinic-based, and court-based family therapy, as well as family preservation programs. Staff therapists are students in the doctoral program.

The **Conflict Resolution Resource Service** serves both the University and local communities. The department also provides mediation services to the Broward County 17th Judicial Circuit Family Court and the Department of Health and Rehabilitative Services for juvenile dependency hearings. Dispute Resolution M.S. and Ph.D. students serve as mediators.

The **Institute for Family Business** at Nova Southeastern University promotes the study of family and business through consulting, workshops, counseling, and research. It examines the interface of family relationships and work issues in family business, family and work, and women in business.

The **Institute for the Study of Complex Systems** is dedicated to policy analysis and evaluation research in a multiplicity of social areas, including family studies, international development, legal issues, and applied medical social science.

Continuing Education - The Mediation Institute provides Florida Supreme Court-approved certification courses in the areas of family and circuit civil mediation. Mediation seminars also are offered to introduce the public to alternative dispute resolution. The School also offers workshops and seminars on issues related to dispute resolution and family therapy, with nationally and internationally known resident and visiting faculty providing perspectives on theory, practice, and research.

THE SHEPARD BROAD LAW CENTER

In its first twenty-two years, the Shepard Broad Law Center has had a profound influence on South Florida, as well as on the broader legal community. Its alumni Gallery of Achievement includes over twenty-five judges, several mayors, and many other state and local officials. Alumni are partners in major law firms, and serve on community boards and as pro bono volunteers.

The Law Center faculty and student body reflect the diversity of its community. Included in the forty-one member full-time faculty for 1995-96 are four African-Americans, four Hispanics, and one Asian-American. Eighteen faculty members are women. The student body is equally diverse. Approximately 43 percent of the students are women; 27 percent are members of minority groups. Students and faculty enjoy many opportunities available in a group reflecting such a wide variety of backgrounds and interests, including speaker programs and pro bono opportunities. Affinity groups representing African American, Hispanic, Jewish, and Gay and Lesbian law students are joined by interest groups for Business Law, Entertainment and Sports Law, and Law and Medicine.

Reflecting our students' desires for a broad-based legal education, the Law Center supplements its core curriculum with a wide variety of electives. Students may study federal drug law, construction litigation, and health law, all in the same semester. The availability of highly-skilled practicing lawyers



allows us to offer important skills courses such as Trial Advocacy and Pre-Trial Practice to all interested students. Approximately 40 adjunct faculty teach or supervise clinical students each semester.

The Law Center's clinical program is a highly-regarded opportunity. Students can spend an entire semester in either the civil or criminal clinic. The ability to practice law in a controlled setting offers an extraordinary educational experience as well as training that is highly-valued by future employers.

Numerous special programs are available at the Law Center. These include joint degree programs in business, psychology, and urban/regional planning; a family/children's law certification track; and participation in the Individuals with Disabilities Project. Many students choose to intern with a judge or legislator through our Judicial Administration and Legislative Internship programs or to volunteer for pro bono service through Pro Bono Students-Florida. Other students select the Corporate Internship or Mediation Project to gain experience and improve their lawyering skills.

The Law Center faculty, students, and staff recognize the importance of law as an instrument of social change. Our program melds doctrine, skills, and ethical concerns to produce attorneys who are both skilled and caring, and scholarship that advances our understanding of the law.



Degree Programs

Center for Psychological Studies

- M.S.** Mental Health Counseling
- M.S.** School Guidance and Counseling
- J.D./M.S.** Law/Mental Health Counseling*
- Ph.D.** Clinical Psychology
- Psy.D.** Clinical Psychology

*Offered jointly by the Center for Psychological Studies and the Shepard Broad Law Center

Fischler Center for the Advancement of Education

- M.S.** Early Childhood, Child and Youth Care, Family Support, Elder Care, Applied Addiction
- M.S.** Education (Graduate Teacher Education Program)
- M.S.** Instructional Technology and Distance Education
- M.S.** Speech-Language Pathology
- Ed.D.** Adult Education
- Ed.D.** Child and Youth Studies
- Ed.D.** Computing and Information Technology
- Ed.S.** Education (Graduate Teacher Education Program)
- Ed.D.** Educational Leadership
- Ed.D.** Health Care Education
- Ed.D.** Higher Education
- Ed.D.** Instructional Technology and Distance Education
- Ed.D.** Vocational, Technical, Occupational Education

Health Professions Division

- B.S.** Physician Assistant
- B.S.** Vision Science
- B.S.** Pharmacy
- M.Sc.** Medical Education
- M.P.H.** Public Health
- M.O.T.** Occupational Therapy
- M.P.T.** Physical Therapy
- D.O.** Osteopathic Medicine
- Dr.O.T** Occupational Therapy
- O.D.** Optometry
- Pharm.D.** Pharmacy

James M. Farquhar Center for Undergraduate Studies

- B.A.** Liberal Arts
- B.S.** Accounting
- B.S.** Administrative Studies
- B.S.** Applied Professional Studies
- B.S.** Business Administration
- B.S.** Computer Information Systems
- B.S.** Computer Science
- B.S.** Elementary Education
- B.S.** Exceptional Education
- B.S.** General Studies
- B.S.** Hospitality Management
- B.S.** Legal Assistant Studies
- B.S.** Legal Studies
- B.S.** Life Science (Pre-Med)*
- B.S.** Ocean Studies*
- B.S.** Professional Management
- B.S.** Psychology
- B.S.** Secondary Education

*Offered jointly by the Farquhar and Oceanographic Centers

Oceanographic Center

B.S.	Life Science (Pre-Med)*
B.S.	Ocean Studies*
M.S.	Coastal Zone Management
M.S.	Marine Biology
Ph.D.	Oceanography

*Offered jointly by the Farquhar Center and the Oceanographic Center

School of Business and Entrepreneurship

M.Acc.	Accounting
M.B.A.	Business Administration
M.I.B.A.	International Business Administration
M.P.A.	Public Administration
M.S.	Health Services Administration
M.S.	Human Resources Management
M.S.	Medical Management
D.B.A.	Business Administration
D.I.B.A.	International Business Administration
D.P.A.	Public Administration
J.D./M.B.A.	Law/Business Administration*

School of Computer and Information Sciences

M.S.	Computer Information Systems
M.S.	Computer Science
M.S.	Computing Technology in Education
M.S.	Management Information Systems
Ph.D.	Computer Information Systems
Ph.D.	Computer Science
Ed.D./Ph.D.	Computing Technology in Education
Ph.D.	Information Science
Ph.D.	Information Systems

School of Social and Systemic Studies

M.S.	Dispute Resolution
M.S.	Family Therapy
Ph.D.	Family Therapy
Ph.D.	Dispute Resolution

Shepard Broad Law Center

J.D.	Law
J.D./M.B.A.	Law/Business Administration*
J.D./M.S.	Law/Mental Health Counseling**
J.D./M.U.R.P.	Law/Urban and Regional Planning***

*Offered jointly by the Shepard Broad Law Center and the School of Business and Entrepreneurship
**Offered jointly by the Shepard Broad Law Center and the Center for Psychological Studies
***Offered jointly by the Shepard Broad Law Center and Florida Atlantic University's Department of Urban and Regional Planning.

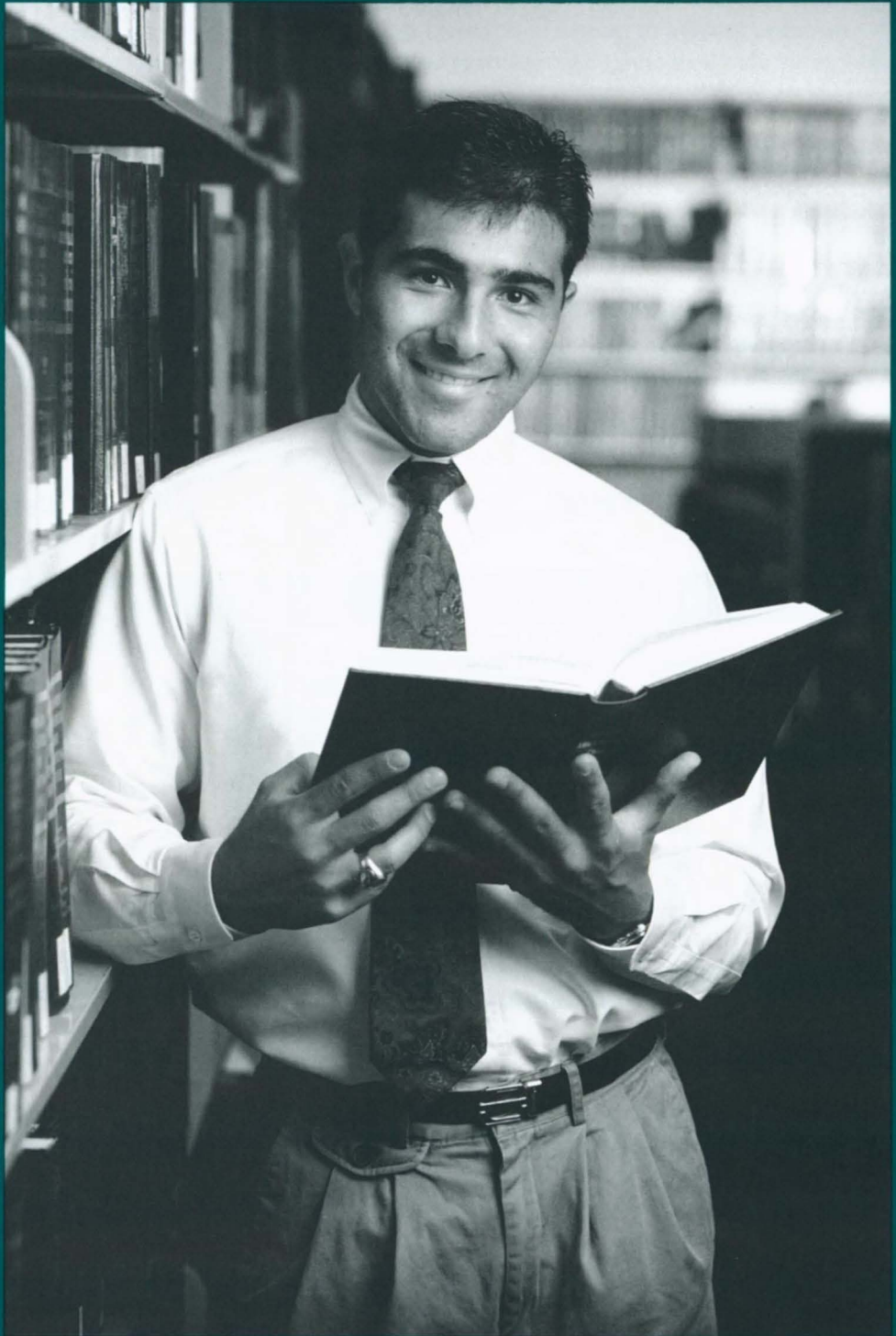
Combined Degrees

Nova Southeastern University offers combined undergraduate and professional degrees in selected fields through the Farquhar Center for Undergraduate Studies, and the Health Professions Division. A combined bachelor's/master's degree is also offered in conjunction with the Oceanographic Center.

Combined degree programs allow students to complete both the bachelor's degree and the 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 professional school. Nova Southeastern University offers the following combined degree programs:

- Bachelor's in Ocean Studies/Master's in Marine Biology
- Bachelor's in Psychology or in Sports, Recreation and Exercise Studies/Master's in Occupational Therapy
- Bachelor's in Life Science/Doctor of Optometry
- Bachelor's in Life Science/Doctor of Osteopathic Medicine
- Bachelor's in Life Science/Doctor of Pharmacy

Student Enrollment



STUDENT ENROLLMENTS

Historical Highlights of Enrollment

The student enrollment has grown rapidly since the University was first established in 1967 as Nova University of Advanced Technology. The University has grown from a small graduate institution serving 17 Ph.D. students studying oceanography, physical science, and science education to a major university with over 14,000 students pursuing undergraduate, graduate, and professional degrees in a wide variety of fields.

Historically, the fastest rate of growth was during the University's first decade of existence when student enrollments reached over 8,000. Between 1972 and 1973, enrollments almost tripled when enrollments increased from 571 to 1483 after the addition of distance education programs in Educational Leadership and Higher Education, as well as an MBA program and a Ph.D. program in clinical psychology.

During the next decade, enrollments leveled off, and then once again began to rise sharply. Over the last ten years, enrollments more than doubled (Figure 4 and Table 1). As a result of the recent merger with Southeastern University of the Health Sciences in 1994, there was an immediate increase in enrollment of 10%.

Figure 4

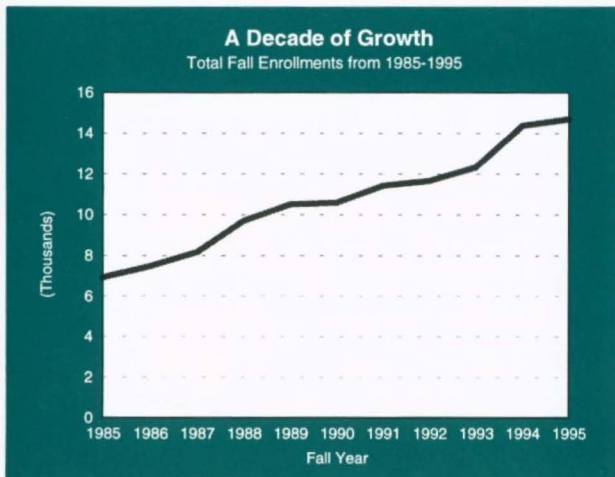


Table 1

Year	Enrollment by Degree Level			Total Enrollment
	Undergraduate	Graduate	Professional	
1995	3866	8655	2171	14,692
1994	4,167	8,219	1,982	14,368
1993	3,528	7,918	873	12,319
1992	3,677	7,146	833	11,656
1991	3,567	7,096	764	11,427
1990	3,619	6,236	734	10,589
1989	3,146	6,647	718	10,511
1988	2,697	6,318	690	9,705
1987	2,272	5,226	678	8,176
1986	1,981	4,813	679	7,473
1985	1,840	4,370	720	6,930

Beginning in 1994, data include the Health Professions Division.
Source: Nova Southeastern University Archives

Nova Southeastern University has the largest total enrollment of all private universities in Florida. Moreover, of approximately 2000 private institutions nationally, Nova Southeastern ranks in the upper two percent with respect to the largest total enrollments. When compared with the total number of students enrolled at Florida private four-year institutions in 1992, one of every nine students enrolled in private higher education in Florida attended Nova Southeastern.

General Notes Concerning Enrollment Data

Two sources of enrollment data were used to describe student characteristics and enrollment trends. Some of the data tables and graphs that follow present information provided to the federal government for use in its Integrated Postsecondary Education Data System (IPEDS). These data reflect enrollments as of the first week in November of a given year. However, at Nova Southeastern, many programs have multiple sessions during the span of a traditional semester. Thus, headcounts and other student measures extracted from the Student Information System at the end of the Fall Term are higher than data extracted for the IPEDS reports earlier in the term. For example, the total Fall 1995 enrollment from the IPEDS report was 13,941, while the total enrollment at the end of the Fall Term was 14,692. This was an increase in headcount of approximately 5% from early November to early December.

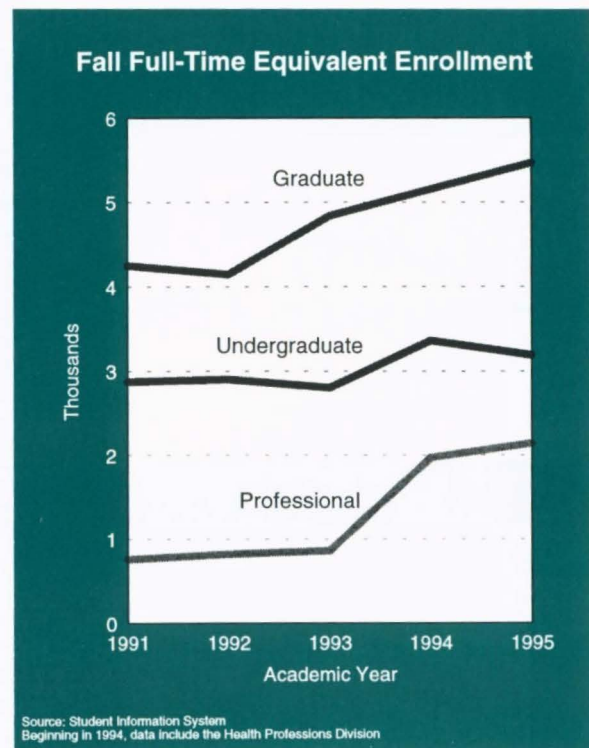
Recent Enrollment Trends

As shown in the graphs and tables that follow, all measures of enrollment show growth over the last 4-5 years. Both the fall headcount (Figure 5) and FTE¹ enrollment (Figure 6) show the greatest increases in graduate and professional degree programs. Undergraduate headcounts and full-time equivalents have changed little over the last five years. Addition of the Health Professions Division in 1994 resulted in an immediate increase in total enrollment of approximately 10%. The Health Professions Division contributed additional students at all degree levels, but most substantially at the professional degree level. Professional degrees are offered in law, osteopathic medicine, and a variety of other health care fields.

Figure 5



Figure 6



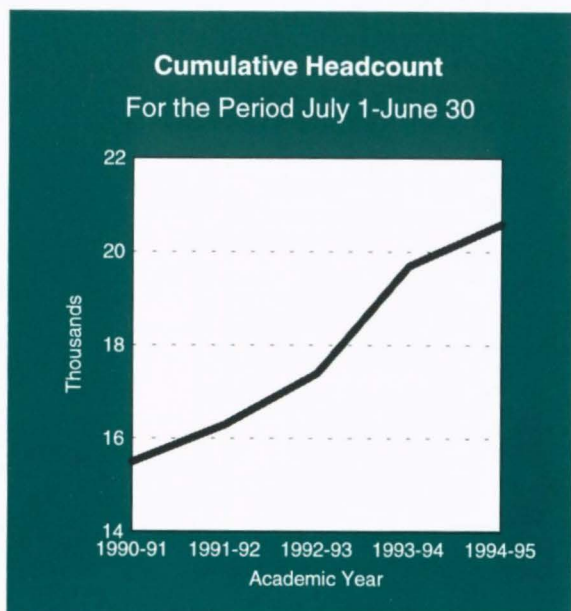
¹ Full-time equivalents (FTE) were calculated as follows for each degree level:

$$\text{FTE} = \text{No. full-time students} + (\text{Total credit hrs. taken by students carrying less than a full-time load} \div \text{*full-time credit load})$$

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

Growth in the delivery of educational services to students is perhaps most apparent in the rise in cumulative headcount and cumulative credit hours shown in Figures 7 and 8. Over the last five years, unduplicated, cumulative headcount² increased by 33% and cumulative credit hours delivered grew by 43%. The University continues to expand programs both on and off campus to serve more students, not only in Florida, but across the nation and in selected international sites.

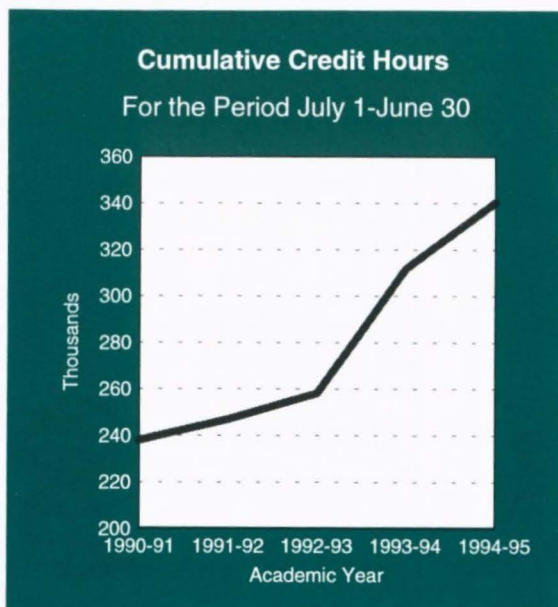
Figure 7



Academic Year	1990-91	1991-92	1992-93	1993-94	1994-95
Headcount	15,494	16,293	17,386	19,690	20,589

Source: IPEDS Institutional Characteristics
Beginning in 1994, data include the Health Professions Division

Figure 8



Academic Year	1990-91	1991-92	1992-93	1993-94	1994-95
Credit Hours	237,919	246,947	258,161	311,796	340,293

Source: IPEDS Institutional Characteristics
Beginning in 1994, data include the Health Professions Division

² Unduplicated cumulative headcount is defined as the total number of individual students served in a given academic year.

Enrollments by Academic Unit and Degree Level

For more than five years the University's graduate programs in the field of education offered through the Fischler Center for the Advancement of Education have represented approximately 30% of the University's total enrollment with the undergraduate programs of the Farquhar Center as a close second. In fact, the ranking of academic centers and schools by headcount shown below has remained the same for the last five years. When ranked by total credit hours delivered, the Farquhar Center moves ahead of the graduate education programs (see Table 2).

Table 2

Fall 1995 Enrollment by Academic Center or School			
<u>Center/School</u>	Enrollments Ranked by Headcount		
	Total Students	Percent of Students	Accumulative Percent
Education	4,415	30%	30%
Farquhar Center	3,559	24%	54%
Business & Entrepreneurship	1,953	13%	68%
Health Professions	1,743	12%	79%
Psychological Studies	1,200	8%	88%
Law	918	6%	94%
Computer & Information Sciences	602	4%	98%
Social & Systemic Studies	219	1%	99%
Oceanography	83	1%	100%
Total	14,692	100%	
<u>Center/School</u>	*Centers Ranked by Term Credit Hours		
	Percent of Total Credit Hours		
Farquhar Center	42%		
Education	29%		
Business & Entrepreneurship	12%		
Psychological Studies	10%		
Computer & Information Sciences	5%		
Social & Systemic Studies	2%		
Oceanography	<1%		
Total	100%		

Center/school counts include undergraduate, graduate, and professional programs, when applicable.
 *The Health Professions Division and Law are not included in the credit hour ranking because their programs are not measured in credit hours.

Even though enrollments have grown substantially over the last five years, the rankings by headcount have been remarkably stable; each center has maintained the same ranking, and approximately the same proportion of the total headcount. Therefore, the growth is not attributable to only one or a few centers.

Another consistent trend in enrollments has been a high proportion of part-time students. This is in accord with the University's niche in serving large numbers of adult students. Prior to 1994, part-time students represented approximately two-thirds of the student body (Table 3). In Fall 1994, the proportion dropped to 54% due in large part to the addition of students in the Health Professions Division which serves full-time students almost exclusively.

Table 3

Fall Term Enrollments By Gender and Full-Time/Part-Time Status						
Year	Degree Level	Full-Time	Part-Time	Male	Female	Total
1995	Undergraduate	2,423	1,265	1,266	2,422	3,688
	Graduate	2,097	5,978	3,027	5,048	8,075
	Professional	2,060	118	1,240	938	2,178
	Total	6,580	7,361	5,533	8,408	13,941
	Percent	47%	53%	40%	60%	
1994	Undergraduate	2,323	1,497	1,372	2,448	3,820
	Graduate	1,769	5,520	2,844	4,445	7,289
	Professional	1,801	129	1,133	797	1,930
	Total	5,893	7,146	5,349	7,690	13,302
	Percent	44%	54%	40%	58%	
1993	Undergraduate	1,893	1,220	1,152	1,961	3,113
	Graduate	1,616	5,466	2,781	4,301	7,082
	Professional	788	66	512	342	854
	Total	4,297	6,752	4,445	6,604	11,289
	Percent	38%	60%	39%	58%	
1992	Undergraduate	1,995	1,422	1,258	2,159	3,417
	Graduate	1,281	4,973	2,549	3,705	6,254
	Professional	775	45	490	330	820
	Total	4,051	6,440	4,297	6,194	10,757
	Percent	38%	60%	40%	58%	
1991	Undergraduate	2,072	1,329	1,243	2,158	3,401
	Graduate	1,157	5,106	2,569	3,694	6,263
	Professional	761	0	421	340	761
	Total	3,990	6,435	4,233	6,192	10,650
	Percent	37%	60%	40%	58%	

Beginning in 1994, data include the Health Professions Division. Grand total headcounts include students taking courses in foreign countries. Prior to 1995, detailed information on these students was not available. Source: IPEDS Fall Enrollment

Enrollments have increased at all degree levels over the last five years with the most consistent growth in graduate programs (Figures 5 and 6). Graduate programs represent more than 50% of both the headcount and FTE enrollments. Between 1991 and 1995, the graduate student headcount and FTE both grew by 29%. The law program has also grown substantially during the last five years with the headcount increasing by 27% between 1991 and 1994. Full-time enrollments in the Law School have reached a maximum and were reduced slightly this year to assure a more favorable balance between the number of students and school resources. Enrollments in the undergraduate programs have fluctuated around the mean of approximately 3,500 for most of the period.

Geographic Diversity

Nova Southeastern University is quite diverse geographically with student clusters in 21 states, Canada, Panama, the Bahamas, Jamaica, and Germany. Despite the geographic scope of the University's cluster sites, the majority of students have permanent residence in Florida (see Table 4). In Fall 1994, 73% of all students enrolled reported Florida as their permanent residence. Moreover, 64% of all students enrolled during the 1994 calendar year attended classes in the tri-county area that includes Dade, Broward, and Palm Beach counties (see Table 5). Therefore, the University's principal service area is Florida, primarily the surrounding tri-county area.

These data demonstrate that Nova Southeastern University is a major provider of educational programs for Florida residents. It contributed to the education of more than 10,000 Florida students pursuing undergraduate, graduate, and professional programs. It also educated over 1,600 children from kindergarten through high school. Through a variety of other special educational programs for infants and children offered through the Family and School Center, it reached another 1,200 local Florida children. Overall, Nova Southeastern provided educational programs for almost 13,000 Florida residents last year.

Table 4

Permanent Residence of Students Fall Term 1994					
Permanent Residence	Students	Percent of Enrollment	Permanent Residence	Students	Percent of Enrollment
Florida	10,642	73.2%	New Hampshire	25	0.2%
Georgia	270	1.9%	Kentucky	19	0.1%
New York	261	1.8%	Washington DC	18	0.1%
New Jersey	256	1.8%	Puerto Rico	16	0.1%
California	232	1.6%	Maine	15	0.1%
Pennsylvania	174	1.2%	Oklahoma	15	0.1%
South Carolina	136	0.9%	Nebraska	14	0.1%
Texas	131	0.9%	Delaware	13	0.1%
Arizona	123	0.8%	Kansas	11	0.1%
Nevada	121	0.8%	New Mexico	11	0.1%
Virginia	117	0.8%	West Virginia	11	0.1%
Illinois	103	0.7%	Mississippi	10	0.1%
Massachusetts	95	0.7%	Minnesota	8	0.1%
North Carolina	91	0.6%	Vermont	8	0.1%
Maryland	87	0.6%	Virgin Islands	8	0.1%
Ohio	76	0.5%	Alaska	7	0.0%
Connecticut	68	0.5%	Arkansas	7	0.0%
Indiana	55	0.4%	Oregon	5	0.0%
Michigan	51	0.4%	Utah	4	0.0%
Alabama	43	0.3%	North Dakota	3	0.0%
Louisiana	39	0.3%	Hawaii	2	0.0%
Missouri	39	0.3%	Idaho	2	0.0%
Washington	38	0.3%	South Dakota	2	0.0%
Colorado	37	0.3%	Wyoming	2	0.0%
Iowa	36	0.2%	Montana	1	0.0%
Wisconsin	34	0.2%	Unidentified, Other	894	6.1%
Tennessee	33	0.2%			
Rhode Island	26	0.2%	Total Students	14,545	100%

Note: This listing includes all 1994 Fall Term NSU students, including no-degree seeking students, special status students, and students in the Panama cluster at end-of-term (Y5/95).

Table 5

Proportion of Students That Attended Classes in the *Tri-County Area During Calendar Year 1994			
Center/School	Total Enrollment	Attending classes in Tri-County Area	Percent Enrolled in Tri-county Area
Center for Advancement of Education	6,625	3,043	46%
Farquhar Center	5,490	3,818	70%
Business & Entrepreneurship	3,381	1,689	50%
Psychological Studies	1,561	1,140	73%
Law	1,176	1,176	100%
Computer & Information Sciences	784	757	97%
Social & Systemic Studies	226	226	100%
Oceanography	108	108	100%
Health Professions Division	1,472	1,472	100%
University-Wide	20,823	13,429	64.5%

* The tri-county area includes Dade, Broward, and Palm Beach counties.
Enrollments reflect unduplicated counts of students taking classes during calendar year 1994.

Student Demographics



STUDENT DEMOGRAPHICS

Detailed data concerning student demographics appear in Tables 3-8. Graphical summaries can be found in Figures 9-16. Over the last five years, there has been a gradual increase in the minority student population (Figures 9 and 10). Minorities represented approximately 30% of the total enrollment of the University this Fall (1995) and overall minority enrollment increased by 50% between 1991 and 1995 (Tables 6 and 7). Undergraduates had the largest proportion of minorities with the greatest increase over the last five years in Hispanics (Table 6). African American and Hispanic enrollments represent similar proportions of the student body (Figure 11).

Figure 9

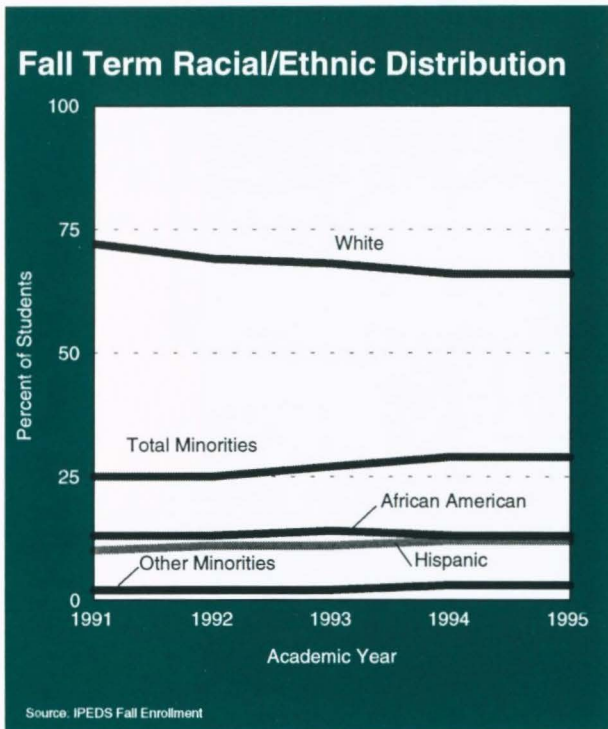
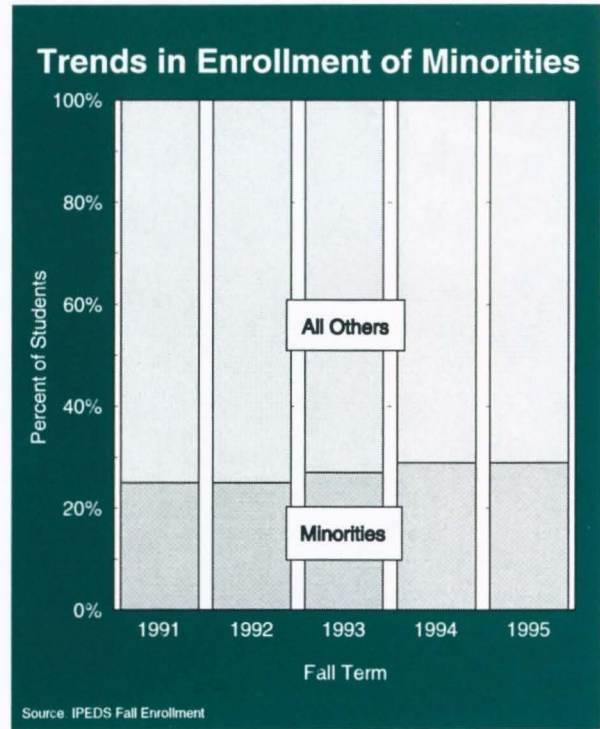


Figure 10

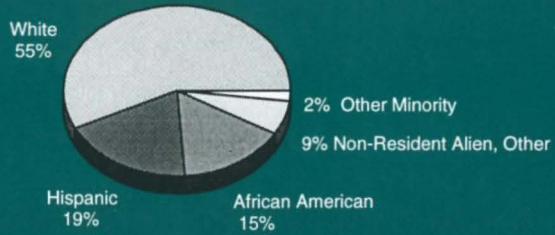


Addition of the Health Professions Division in 1994 contributed significantly to the more than two-fold increase in the number of minority students in professional degree programs between 1993 and 1994. At the same time, the law school's growth in minority students has been substantial; minority law student numbers increased 52% between 1990 and 1993.

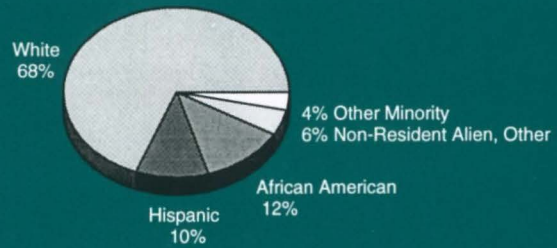
Figure 11

Racial/Ethnic Distribution Fall 1995

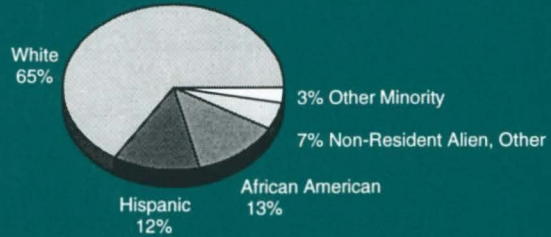
Undergraduates



Graduate and Professional



All Degree Levels



Source: IPEDS Fall Enrollment

Table 6

Racial/Ethnic Distribution of Students by Headcount								
Degree Level	Fall Term	Total Headcount	Total Minorities	White	Hispanic	African American	*Other Minority	Nonresident Alien
Undergraduate	1995	3,688	1,322	2,045	688	566	68	262
	1994	3,820	1,363	2,166	675	581	107	291
	1993	3,113	1,056	1,866	513	490	53	191
	1992	3,417	1,090	2,153	525	516	49	174
	1991	3,401	1,105	2,216	500	557	48	80
Graduate	1995	8,075	2,026	5,504	798	1,075	153	421
	1994	7,289	1,843	5,118	700	961	182	328
	1993	7,082	1,742	4,971	650	952	140	369
	1992	6,254	1,398	4,458	508	778	112	398
	1991	6,263	1,379	4,662	501	777	101	222
First Professional	1995	2,178	658	1,478	247	168	184	59
	1994	1,930	541	1,378	227	170	144	11
	1993	854	201	650	87	97	17	3
	1992	820	171	647	93	63	15	2
	1991	761	138	622	84	42	12	1
University Total	1995	13,941	4,006	9,027	1,733	1,809	405	742
	1994	13,302	3,747	8,662	1,602	1,712	433	630
	1993	11,289	2,999	7,487	1,250	1,539	210	563
	1992	10,757	2,659	7,258	1,126	1,357	176	574
	1991	10,650	2,622	7,500	1,085	1,376	161	303

Beginning in 1994, data include the Health Professions Division. University total headcounts include students taking courses in foreign countries. Prior to 1995, detailed information was not available for these students. There was also a small proportion of U.S. students for whom racial/ethnic data was not available.
 *Includes American Indian, Alaska Native, Asian and Pacific Islanders. Source: IPEDS Fall Enrollment

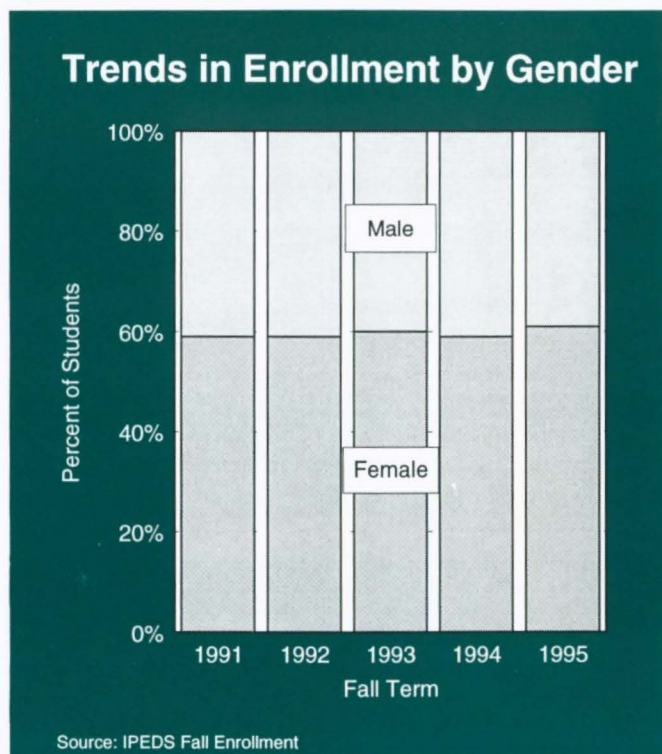
Table 7

Racial/Ethnic Distribution of Students by Percentage								
Degree Level	Fall Term	Total Minorities	White	Hispanic	African American	*Other Minority	Nonresident Alien	
Undergraduate	1995	36%	55%	19%	15%	2%	7%	
	1994	36%	57%	18%	15%	3%	8%	
	1993	34%	60%	16%	16%	2%	6%	
	1992	32%	63%	15%	15%	1%	5%	
	1991	32%	65%	15%	16%	1%	2%	
Graduate	1995	25%	68%	10%	13%	2%	5%	
	1994	25%	70%	10%	13%	2%	4%	
	1993	25%	70%	9%	13%	2%	5%	
	1992	22%	71%	8%	12%	2%	6%	
	1991	22%	74%	8%	12%	2%	4%	
First Professional	1995	30%	68%	11%	8%	8%	3%	
	1994	28%	71%	12%	9%	7%	1%	
	1993	24%	76%	10%	11%	2%	0%	
	1992	21%	79%	11%	8%	2%	0%	
	1991	18%	82%	11%	6%	2%	0%	
University Total	1995	29%	65%	12%	13%	3%	5%	
	1994	28%	65%	12%	13%	3%	5%	
	1993	27%	66%	11%	14%	2%	5%	
	1992	25%	67%	10%	13%	2%	5%	
	1991	25%	70%	10%	13%	2%	3%	

Beginning in 1994, data include the Health Professions Division. University totals include students taking courses in foreign countries. Prior to 1995, detailed information was not available for these students. There was also a small proportion of U.S. students for whom racial/ethnic data were not available.
 *Includes American Indian, Alaska Native, Asian and Pacific Islanders. Source: IPEDS Fall Enrollment

The distribution of students by gender has been remarkably constant over the last five years (Table 3 and Figure 12). The ratio consistently has been approximately 60% female to 40% male (Table 3). The relatively large representation of women in the student body is consistent with the fact that the University's largest programs are in the field of education, which is an area traditionally sought out by women. Other programs such as psychology and counseling also have wide appeal to women. Professional degree programs in law and the health professions are the only degree programs in which women do not represent a majority.

Figure 12



Along with ethnicity, age represents an important component of diversity in the student body. As shown in Figures 13-16 and Table 8 below, Nova Southeastern University has a large number of students of non-traditional college age. This is true at both the undergraduate and graduate levels. Eighteen year old students entering the University directly from high school can study along side working adults ranging up to 60 years old. Similarly, 22 year old students starting graduate school immediately after completing their bachelor degree can study with seasoned professionals who have returned to school to further their careers.

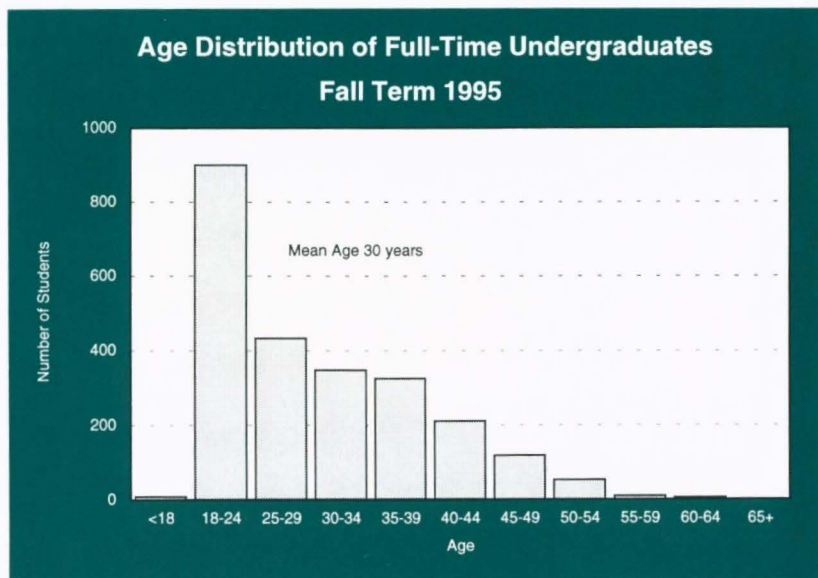
The majority of undergraduate and graduate students at Nova Southeastern did not begin their programs immediately after high school or after graduating from college. Thirty one percent of undergraduates, and only 9% of graduate students were under age 25 during the 1995 Fall Term (Table 8). The fraction of students below age 25 has changed little at all degree levels for the last five years.

Table 8

Percent of Students Under 25 Years of Age By Degree Level			
Academic Year	Undergraduate	Graduate	Law
1995	31%	9%	37%
1994	29%	7%	40%
1993	29%	7%	39%
1992	29%	7%	38%
1991	28%	6%	39%

Figure 13 reveals that the age distribution of full-time undergraduates is skewed toward the traditional age group, with a group mean age of 30 years. Traditional undergraduates (defined here as full-time students between 18-24 years old) represent 39% of full-time undergraduates and the number increases each year.

Figure 13



As shown in Figure 14, the age distribution of part-time undergraduates was more dispersed and the mean age of this group was 34 years old. Overall, approximately 31% of all undergraduates were of traditional age during the 1995 Fall Term (Table 8).

Figure 14

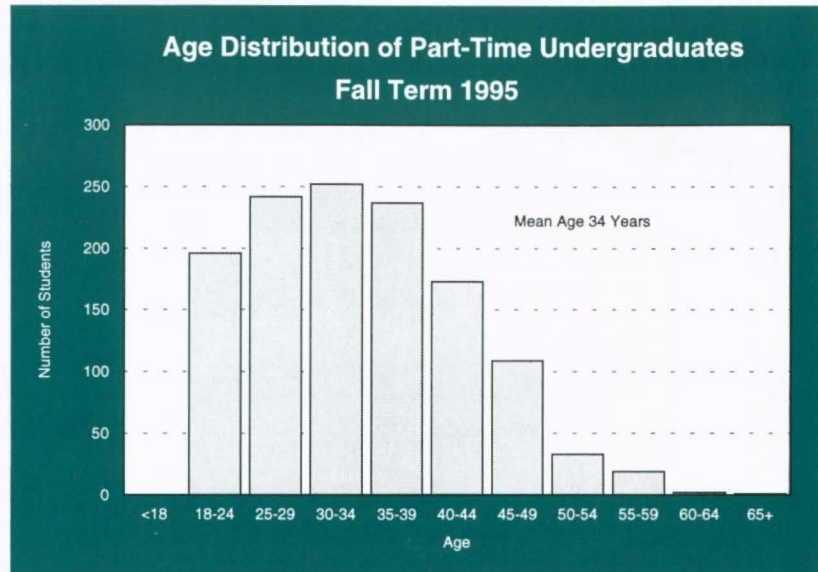
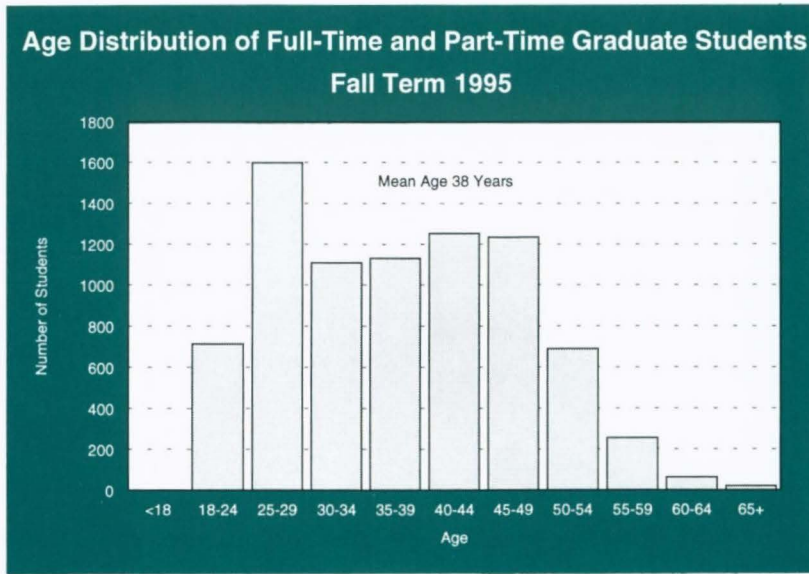


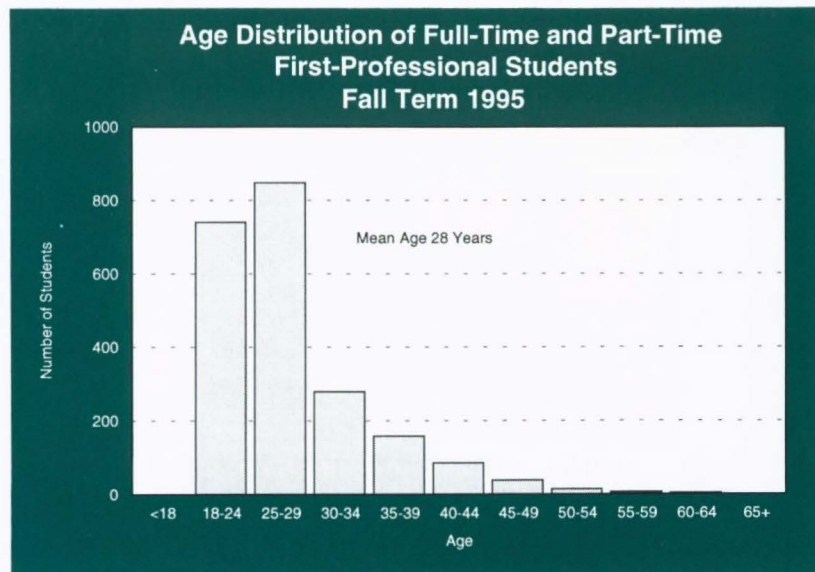
Figure 15 shows that the age distribution of graduate students is also dispersed with only a small proportion of students less than 25 years old. The majority of graduate students are between 25 and 55 years old. This is consistent with the fact that most graduate students enrolled at Nova Southeastern are working adults at various levels in their profession. Many have returned to school to upgrade their academic credentials while others are preparing for a career change.

Figure 15



The age distribution of first professional students suggests a more traditional educational progression pattern where most enter professional school immediately or soon after obtaining their bachelor degree. The majority of students range from 22-28 years old.

Figure 16



University Graduates



UNIVERSITY GRADUATES

The Alumni

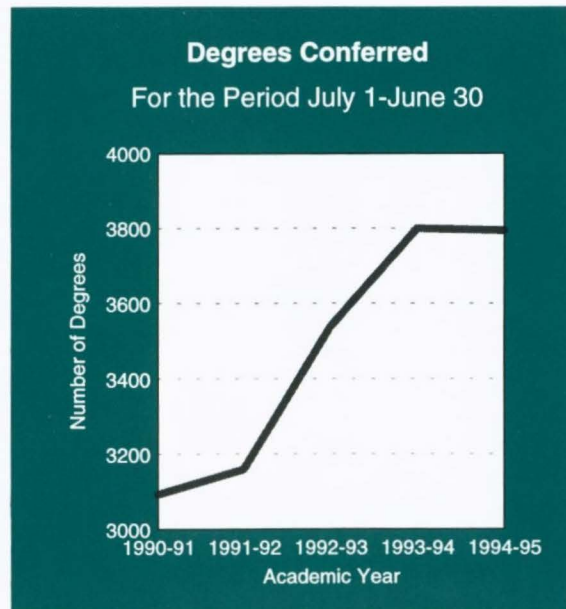
Approximately 46,000 people claim Nova Southeastern University as their alma mater. These graduates reside in all 50 states, and in over 40 other countries. Many alumni are in high level positions in areas such as business, education, health care, law, politics, and public service. The following are some examples of the types of positions held by our graduates:

- ◆ Sixty college presidents, chancellors, and vice presidents
- ◆ More than 65 college provosts and deans
- ◆ Three hundred school superintendents and assistant superintendents, some of whom are in seven of the nation's 40 largest school districts.
- ◆ Presidents, chief executive officers, vice presidents, and regional directors of leading corporations.
- ◆ More than twenty judges, 12 State Bar officials, three general masters, and numerous partners in major law firms.
- ◆ Three state representatives, six city and county commissioners, two mayors, and Pennsylvania's Secretary of State.
- ◆ Chief executive officers and chief operating officers for health care organizations, such as U.S. Health care, Inc. and South Miami Hospital.

Degrees Awarded

The number of graduates from University degree programs climbed steadily between 1988 and 1994. Between 1990 and 1994, the number of degrees awarded increased by 23%, but now appears to be reaching a plateau (Figure 17). Approximately one third of this increase was attributable to graduates of health professions programs during fiscal year 1993-94. This delayed the plateau in degrees conferred by one year.

Figure 17

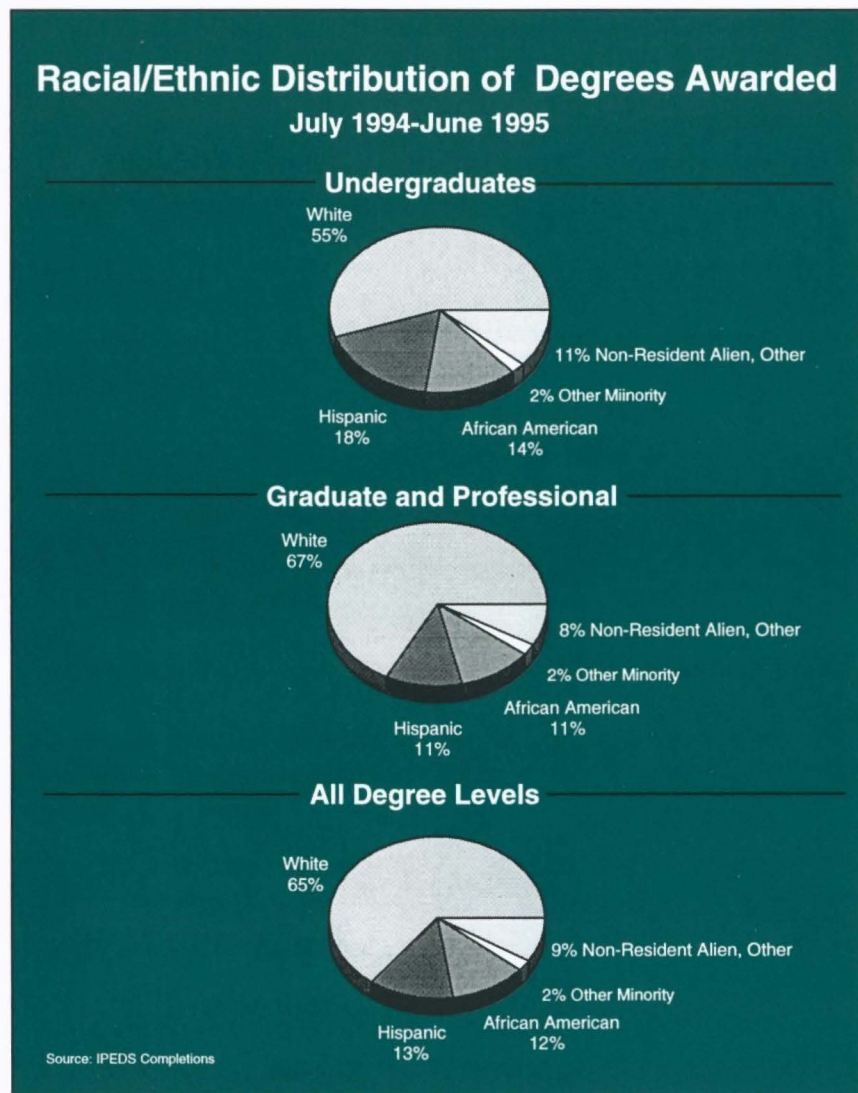


Academic Year	1990-91	1991-92	1992-93	1993-94	1994-95
No. of Degrees	3,093	3,159	3,536	3,799	3,794

Source: IPEDS Completions
Beginning in 1994, data include the Health Professions Division

Figure 18 and Table 9 show the racial/ethnic composition of the most recent group of graduates. It is noteworthy that approximately 30% of graduates at all degree levels are minorities. In particular, 34% of bachelor degree recipients are minorities. Approximately one-fourth of graduate and professional degree recipients are minorities. Hispanics and African Americans are represented in similar proportions.

Figure 18



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 Nova's contribution in some perspective.

- ◆ In 1992, Nova Southeastern ranked tenth in the country in masters degrees and fourteenth in the number of doctoral degrees awarded to minority students.
- ◆ Based on a 1993 study by the National Research Council, Nova Southeastern ranked third among 268 doctorate-granting institutions nation-wide in the number of doctoral degrees awarded to African American students.
- ◆ The same study revealed that Nova Southeastern ranked thirty first among 268 doctorate-granting institutions nation-wide in the total number of doctoral degrees conferred. It awarded 27% of all doctorates, and 55% of all doctorates in the field of education that were conferred in Florida in 1993.
- ◆ Nova Southeastern University awarded half as many graduate and professional degrees to minority students as the entire Florida State University System during the 1993-94 fiscal year.

Table 9

Degrees Conferred							
July 1994 through June 1995							
	Bachelors	Masters	Specialists	Doctoral	*First Professional	All Degrees	Percent
By Gender:							
Female	533	1,229	55	261	194	2,272	60%
Male	341	676	14	189	302	1,522	40%
By Race/Ethnicity:							
White	483	1,240	49	332	346	2,450	65%
Hispanic	155	234	6	17	67	479	13%
African American	118	212	8	79	28	445	12%
Asian/Pacific Islander	16	33	0	3	22	74	2%
Am. Indian/Alask. Native	3	4	0	1	1	9	<1%
Nonresident Alien	83	167	0	17	18	285	8%
Undesignated	16	15	6	1	14	52	1%
Grand Total	874	1,905	69	450	496	3,794	
*First Professional includes Juris Doctor, Doctor of Optometry, Doctor of Osteopathy, and Doctor of Pharmacy, as defined by the National Center for Education Statistics.							
Source: IPEDS Completions							

One of the contrasts between Nova Southeastern University and Florida State Universities is the age of its students. The difference in age frequently spans approximately ten years. Both the average age of students currently enrolled (Figures 13-16 above) and their age at time of graduation (Table 10) clearly indicate that Nova Southeastern serves predominantly older, working adults. Accordingly, the University has structured its academic programs and delivery systems to meet the needs of this population.

In contrast, students pursuing degrees in the Florida State University System are typically younger and follow a more traditional educational progression where students enter college immediately after graduation from high school. Some of these go on to pursue and obtain a graduate or professional degree with little or no interruption.

Table 10

Mean Age at Time of Graduation					
For Degrees Conferred During the 12-Month Period July 1-June 30					
Degree Level	Academic Year				
	1990-91	1991-92	1992-93	1993-94	1994-95
Bachelor	34	34	34	33	34
Master	36	37	37	37	36
Specialist	42	43	43	44	43
Doctorate	46	46	46	46	47
Professional	31	32	31	30	30

University Personnel



UNIVERSITY PERSONNEL

While Nova Southeastern University has a relatively small full-time faculty compared to the number of students served, a large, well qualified, and dedicated group of adjunct professors and other academically qualified University employees working on overload contracts supplement the full-time faculty. Over the six year period from 1987-1993, the full-time faculty almost doubled (Table 11). Between 1993 and 1995, the faculty doubled in size again due primarily to the addition of the Health Professions Division. However, during the same period, 43 faculty were added to other University programs.

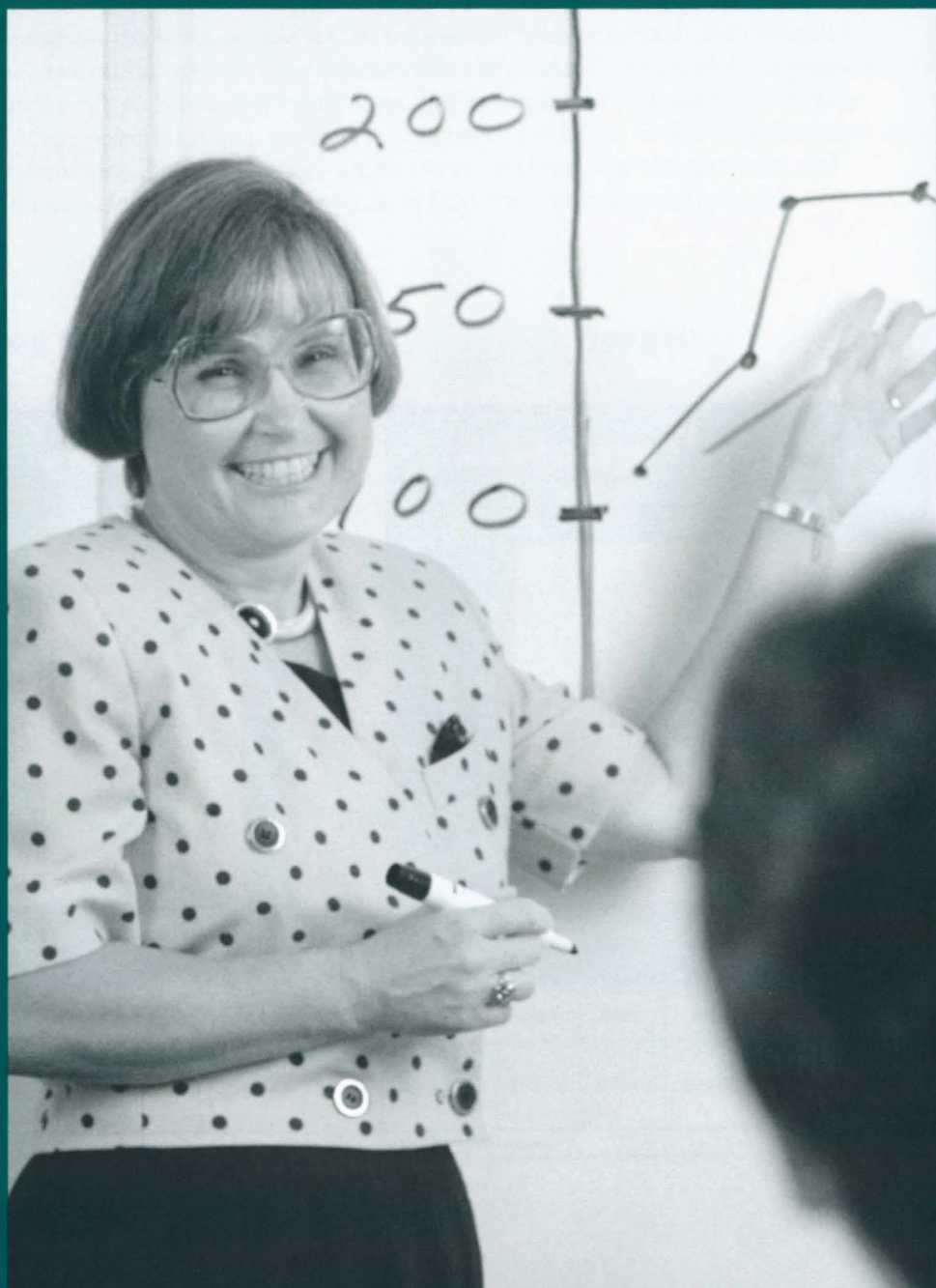
Since 1987, the non-instructional staff increased 64%. The executive/administrative staff declined in size, the professional and clerical staff almost doubled, while the technical staff had a more modest increase (Table 11).

Table 11

Racial/Ethnic Distribution of University Personnel by Headcount									
Position Type	Fall Term	Total Headcount	Male	Female	Total Minorities	White	Hispanic	African American	*Other Minority
Full-Time Faculty	1995	341	211	130	42	297	13	15	14
	1993	157	105	54	24	133	8	11	5
	1991	130	92	38	16	114	6	7	3
	1989	125	83	42	12	113	4	6	2
	1987	88	61	27	9	79	4	4	1
Executive/ Administrative	1995	126	83	43	13	113	5	8	0
	1993	113	67	46	6	107	1	5	0
	1991	114	71	42	11	103	3	8	0
	1989	176	85	91	13	163	5	8	0
	1987	135	74	61	9	126	2	7	0
Professional	1995	424	156	268	70	349	25	38	7
	1993	440	106	334	60	380	20	35	5
	1991	411	102	309	48	363	22	24	2
	1989	260	68	190	28	232	9	19	0
	1987	225	67	158	32	193	15	17	0
Secretarial/Clerical	1995	425	25	400	130	295	37	89	4
	1993	326	21	305	57	269	18	36	3
	1991	329	22	307	65	264	26	36	3
	1989	275	13	262	51	224	19	30	2
	1987	225	10	215	39	186	20	18	1
Technical/ Paraprofessional	1995	101	53	48	43	56	12	29	2
	1993	92	32	46	34	58	18	15	1
	1991	96	39	57	24	72	4	19	1
	1989	64	28	36	12	52	6	5	1
	1987	71	26	45	15	56	4	10	1
**Maintenance/ Skilled Crafts	1995	62	46	16	48	14	26	22	0
University Total	1995	1,479	574	905	346	1,124	118	201	27
	1993	1,128	331	785	181	947	65	102	14
	1991	1,080	326	753	164	916	61	94	9
	1989	900	277	621	116	784	43	68	5
	1987	744	238	506	104	640	45	56	3

*Includes American Indian, Alaska Native, Asian and Pacific Islanders.
 **Prior to 1995, these services were provided by external contractors. Data reflect only Health Professions Division personnel.
 Beginning in 1995, data include the Health Professions Division. Source: IPEDS Fall Staff

University Finances



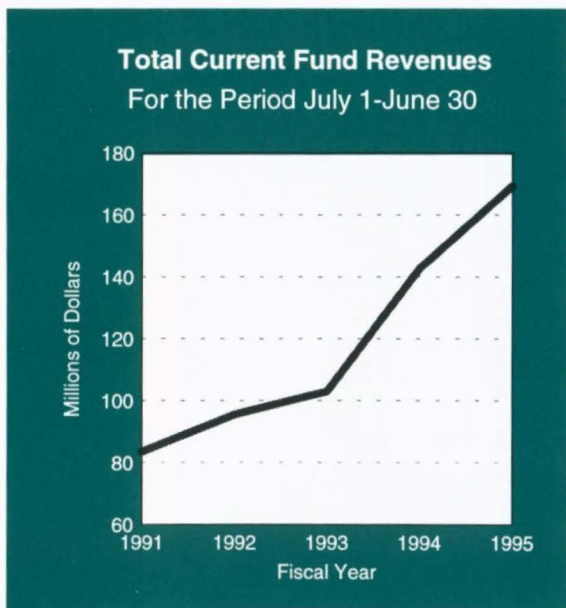


UNIVERSITY FINANCES

Generally, year-to-year annual increases in revenues kept pace with increases in expenses plus or minus a few percent through 1993 (Figures 19 and 20). There was a substantial increase in both revenues and expenditures in 1994 and 1995 due in large part to the addition of the Health Professions Division. Increases were less in 1994 because the merger occurred midway through the fiscal year. The full effect of the Health Professions Division on the budget was not seen until 1995.

The most substantial increase on the revenue side was in tuition and fees, principally from health professions programs. The greatest increases on the expense side were for instruction and the upgrading and expansion of the University's technology infrastructure. For example, the campus network was expanded and upgraded. More powerful minicomputers and servers were added to the administrative and academic computing infrastructure. There were also significant expenditures for the purchase and upgrading of personal computers for administrative offices and the student microcomputer labs.

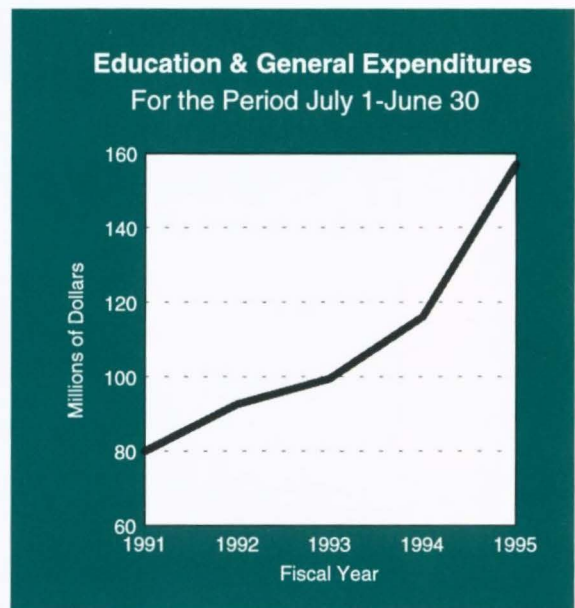
Figure 19



Fiscal Year	1991	1992	1993	1994	1995
Income in Millions	\$83.42	\$95.49	\$102.91	\$142.76	\$169.34

Source: IPEDS Finance Survey
Beginning in 1994, data include the Health Professions Division

Figure 20



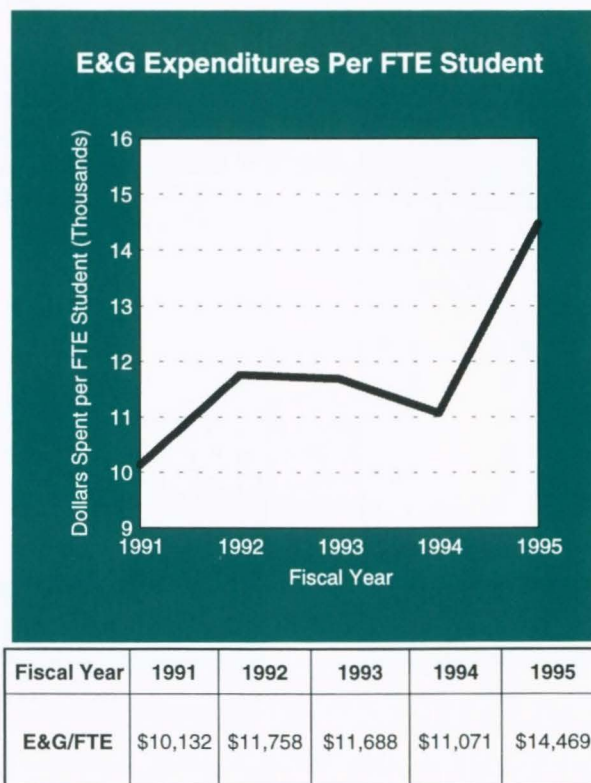
Fiscal Year	1991	1992	1993	1994	1995
Total E&G	\$79.86	\$92.49	\$99.35	\$116.02	\$156.87

Source: IPEDS Finance Survey
Beginning in 1994, data include the Health Professions Division

Increases in FTE enrollments from 1990 to 1992 were paralleled by increases in expenditures per FTE student as shown in Figure 21; however, expenditures per FTE student showed a slight decrease between 1992 and 1994, despite continuing growth in FTE enrollment (Figure 6). From 1993 to 1994 there was a 23% increase in FTE, but only an 18% increase in E&G expenditures. Between 1994 and 1995, there was only a 3% increase in FTE, but a 35% increase in E&G expenditures resulting in a large (30%) increase in E&G expenditures per FTE student. As mentioned above, much of the increased expenditures were for upgrading and expansion of the University's technology infrastructure. In the current fiscal year, expenditures per FTE are expected to return to 1992-94 levels.

When compared to normative data provided by SACS¹ for Level VI doctoral degree granting institutions with comparable FTE enrollments, Nova Southeastern's education and general (E&G) expenditures per FTE for 1995 were approximately \$3,500 above the median. In 1993 and 1994, expenditures were very close to the median.

Figure 21



Source: IPEDS Finance Survey
Beginning in 1994, data include the Health Professions Division

¹Comparisons were made with other Level VI institutions with FTE student enrollments between 6,301 and 11,700 (*Expenditures Report [1993]*, Decatur, GA: Commission on Colleges of the Southern Association of Colleges and Schools).

As shown in Figure 22 and Table 13 that follow, the primary source of income for the University is tuition and fees from educational programs. The majority of expenditures are for instruction and student support services. Income from grants and expenditures for research are low relative to other institutions with a similar number of graduate programs. However, Nova Southeastern University has placed its emphasis on excellence in teaching and applied practical experiences for students.

Figure 22

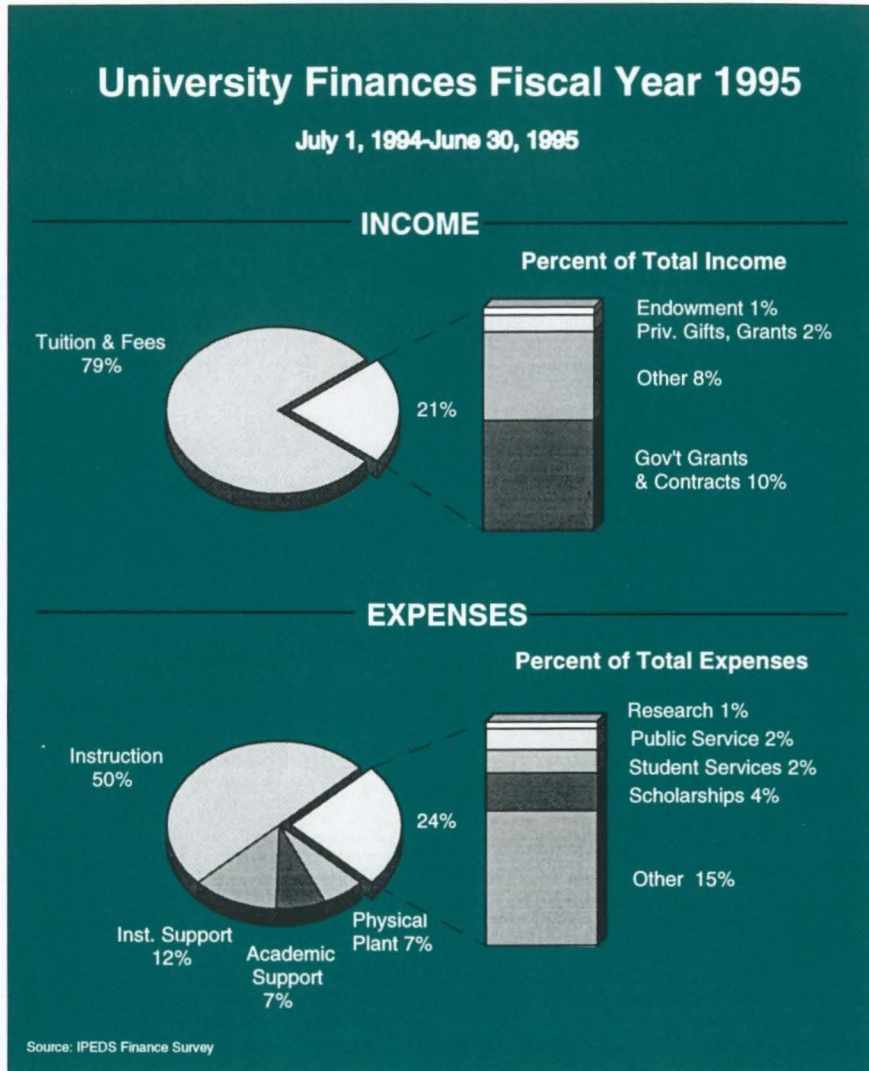


Table 13

Highlights of University Finances for Fiscal Year 1995	
July 1, 1994-June 30, 1995	
Income	
	(Millions)
Tuition and Fees	\$131.2
Government Grants and Contracts	\$14.7
Private Gifts, Grants and Contracts	\$4.2
Endowment Income	\$3.2
*Other	\$16.0
Total Revenues	\$169.3
Expenditures	
	(Millions)
Instruction	\$80.5
Research	\$1.1
Public Service	\$6.2
Academic Support	\$11.7
Library Acquisitions	\$1.9 Million
Student Services	\$4.1
Institutional Support	\$19.3
Physical Plant	\$9.5
All Scholarships	\$5.1
Institutional Scholarships	\$2.9 Million
***Other	\$30.1
Total Expenditures	\$167.6
Assets	
	(Millions)
++Endowment (market value at end of year)	\$13.3
Land	\$11.8
Buildings	\$82.3
Equipment	\$41.4
Total Value of Assets	\$148.8
*Includes educational activities, auxiliary enterprises, other.	
**Salary components include employee fringe benefits.	
***Includes mandatory transfers for debt service, as well as non-mandatory transfers for educational activities, and auxiliary enterprises.	
++Excludes Health Professions Foundation.	
Source: Finance Office/IPEDS	

NOVA
SOUTHEASTERN
UNIVERSITY

RESEARCH AND PLANNING
3301 College Avenue
Fort Lauderdale, Florida 33314