

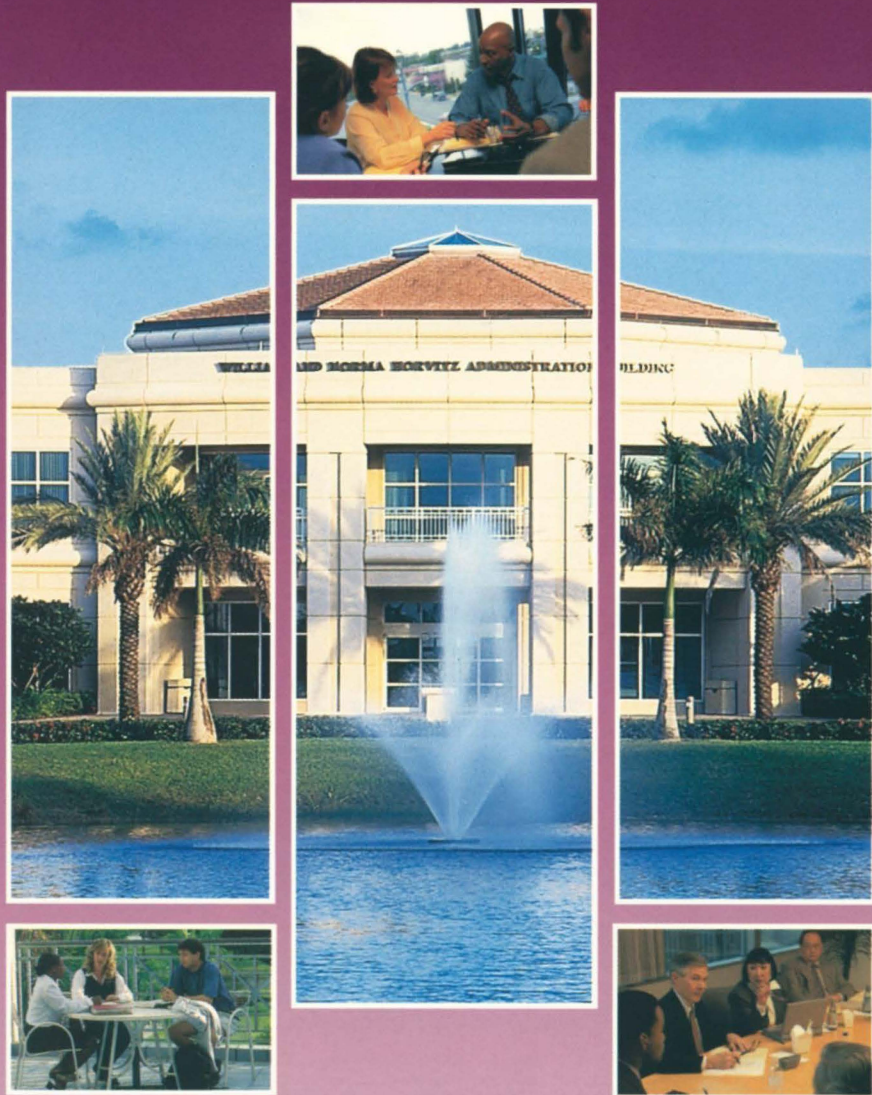
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1999 NSU Fact Book

Nova Southeastern University

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**FACT BOOK
1999**

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P r e p a r e d b y
R e s e a r c h a n d P l a n n i n g

NOVA
SOUTHEASTERN
UNIVERSITY

Notice of Nondiscrimination

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

ACCREDITATION STATEMENT

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

Preface

This seventh edition of the *Nova Southeastern University Fact Book* reflects an expanding body of data and information that provides perspective on the university's character, growth, and accomplishments. Like the previous editions, the 1999 *Fact Book* provides a narrative, numeric, and graphic representation of the university, including history, characteristics, and development of the institution. Data are presented in both tabular and graphic formats to provide pertinent detail, and general trends are highlighted.

As the university has expanded in size and complexity, so has the volume of data and information that are compiled to chronicle NSU's development. Since 1993, when the first edition of the *Fact Book* was introduced, new sections have been included each year. For this edition, there is an extended description of the Health Professions Division, with each of the six colleges represented separately.

Last year, Research and Planning distributed approximately 3,500 copies of the 1998 *Fact Book*, carrying

NSU's message to a wide and varied audience. *Fact Book* readers continue to contribute to the usefulness of the document with each publication cycle. The *Fact Book* is also accessible to the general public on the World Wide Web via NSU's home page or directly at <http://www.nova.edu/cwis/factbook>. The electronic version of the *Fact Book* will be updated in April 1999 to reflect 1998 data. Color graphics are presented for those viewing the document with a graphic Internet browser.

Appreciation is again extended to Blair Atherton, Ph.D., who assumed full responsibility for the layout of tables and graphs, compilation of data, and narrative content of the *Fact Book*, and to Laura Uslan for her general assistance with administrative details in preparing the document and in updating figures and graphs.

John Losak
Vice President for Research and Planning

Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times

convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.



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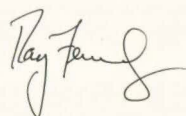
Message from the President

During my first year as president of Nova Southeastern University, I have been immersed in a diverse set of endeavors that reflect the remarkable character of this institution. Internal and external collaborations have been the driving forces in pursuit of continual improvement. Innovative programs have been established, including cross-center collaborations, and an expanded international presence has been pursued in distance learning. We continue to forge mutually beneficial partnerships with external entities, both public and private, and we are cognizant of our role and obligations in serving the community. Underpinning all of these endeavors has been a commitment to lifelong learning. In that interest, I am pleased to reaffirm our commitment to break ground in the spring of 1999 on the new library and technology facility that will serve our students worldwide and expand opportunities for the local community to pursue knowledge.

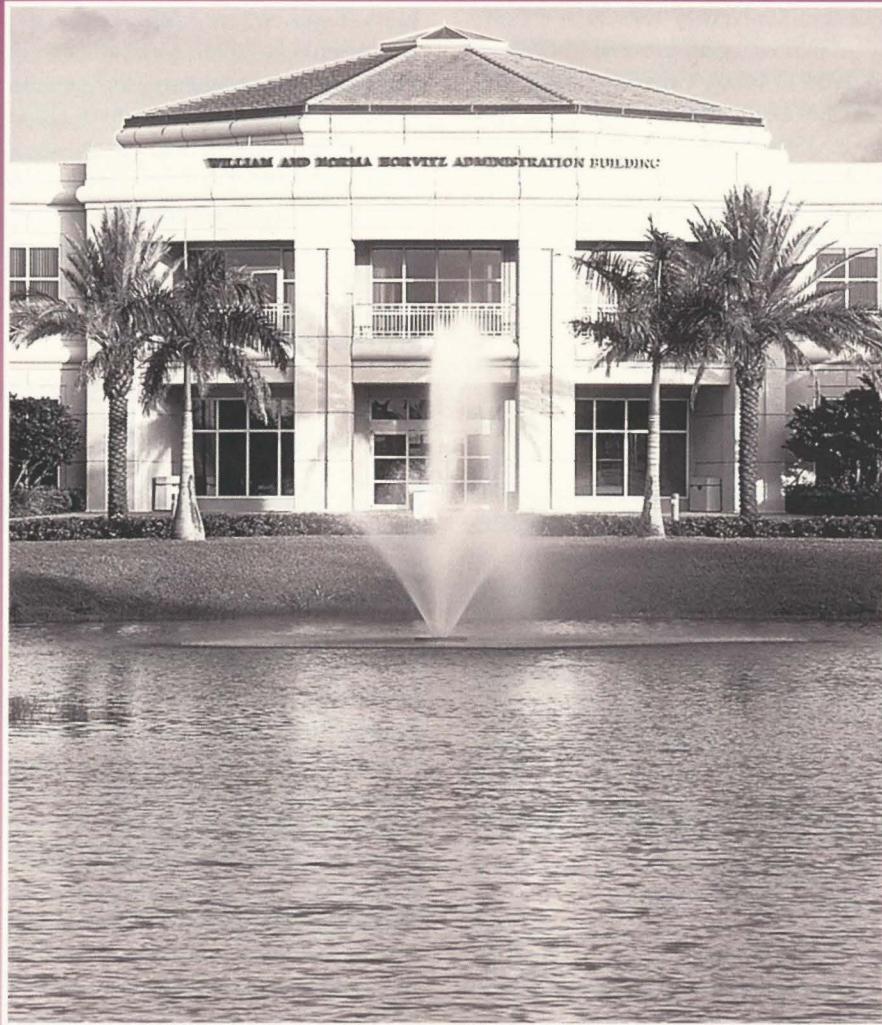
A capstone experience this past year was the 10-year, full reaffirmation of regional accreditation received in June from the Commission on Colleges of the Southern Association of Colleges and Schools. This achievement was the culmination of several years of intensive, dedicated effort from individuals throughout the university. The collaboration required in obtaining this credential underscored the commitment of faculty, administrators, and staff in pursuit of a common goal. It has unified disparate units within the university and highlighted the need for continuous collaboration and mutual support in all aspects of university development and operations. As we enter our 36th year as an institution, we are confronting the challenges that are common to a maturing institution, particularly those related to infrastructure needs. Collaboration and mutual support from individuals and units throughout the university will be the keys to success as well.

Nova Southeastern University is the largest independent institution of higher education in Florida, a status that not only enriches our stature as a university, but compels us to take the broadest view in serving the citizens of Florida. I look forward to a new era of collaboration with the public sector as well as independent institutions in serving the needs of Floridians. Nova Southeastern University will be an eager participant in the process. We will foster relationships that recognize and capitalize on the unique and complementary strengths of individual institutions in the interest of serving students.

The 1999 *Fact Book* highlights the remarkable capacity and capabilities of Nova Southeastern University. The institutional growth in both enrollment and academic diversity that the institution has experienced over a relatively short history clearly is phenomenal. I invite the reader to contemplate the contributions Nova Southeastern University has made to higher education, as well as the diverse set of services the institution provides to the community. Share with us, the members of the university community, the pride in accomplishment, and the implicit promise these pages reveal: that Nova Southeastern University will continue to be an institution characterized by innovation and change—a dynamic, unique, independent institution of higher education.



Ray Ferrero, Jr.
President



OVERVIEW OF THE UNIVERSITY

Institutional Description

Nova Southeastern University (NSU) is a non-profit, fully accredited, coeducational 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 58,000 alumni.

Using fall-term enrollment as a measure, Nova Southeastern University is the largest independent institution of higher education in the Southeast and it is among the 20 largest independent institutions nationally. NSU is one of 134 colleges and universities statewide, and one of 59 independent four-year institutions in Florida.

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, medicine, dentistry, various health professions, law, marine sciences, psychology, and other social sciences. The university offers 22 undergraduate majors through the 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 has the only college of osteopathic medicine in the southeastern United States, the only college of optometry in Florida, and the only colleges of pharmacy and dentistry in South Florida. The institution also enjoys an excellent reputation for its programs for families offered through the Family and School Center, including innovative parenting, preschool, primary, and secondary education programs.

The university's programs are administered through academic centers that offer courses at the Fort Lauderdale campuses, as well as at locations throughout Florida, across the nation, and at selected international sites in Europe, Canada, Israel, and the Caribbean. Despite the geographic diversity of sites where classes are offered, 82 percent of the student body attend classes in Florida. More than two-thirds of all students enrolled attend classes in the tri-county area (i.e., Miami-Dade, Broward, and Palm Beach Counties).

Nova Southeastern University is a major provider of educational programs for Florida residents. Through its undergraduate, graduate, and professional degree programs, NSU educated more than 18,000 Florida residents in calendar year 1998. With an annual budget of approximately \$220 million, Nova Southeastern University also has a significant economic impact on the surrounding community. A recent NSU study revealed that the university and its students and employees contributed more than \$622 million to the Florida economy during fiscal year 1997-98.

UNIVERSITY LIBRARIES

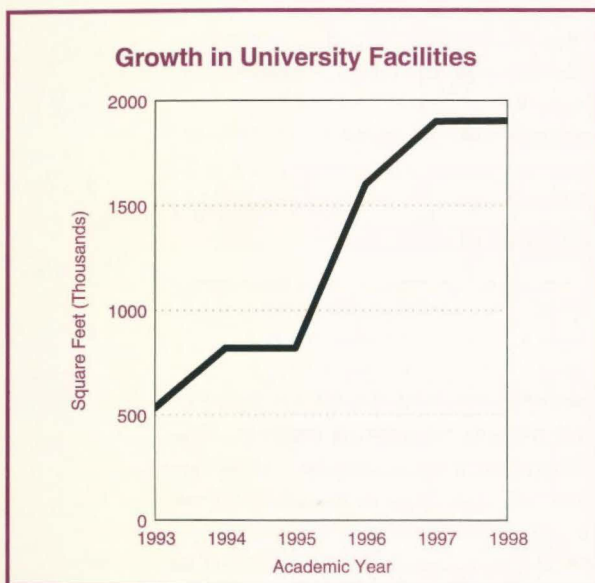
The university library system is comprised of the East Campus Branch Library, Einstein Library, Health Professions Division Library, Law Library, North Miami Beach Branch Media Union, Oceanographic Library, and four school libraries on the main campus. Also, branch libraries are located in the Bahamas, Jamaica, and Panama. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 360,000 volumes and 1,300,000 microform units. Online and CD-ROM databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeastern Florida Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

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

UNIVERSITY FACILITIES

The university offers degree programs and continuing education opportunities on five campuses in the Miami-Fort Lauderdale area. These facilities encompass approximately 1.9 million square feet of classroom and office space. As shown in Figure 1, space allocated to academic centers has grown substantially over the last five years. The increase between 1993 and 1994 was due to the addition of the North Miami Beach campus facilities and construction of the Horvitz Administration Building on the main campus. The addition of the new health professions complex and the Maxwell Maltz Psychology Building in 1996 significantly expanded space for academic programs.

Figure 1



The Main Campus

The main campus in Davie consists of 232 acres with 39 permanent and seven modular buildings, as well as general purpose athletic fields and NAIA-qualifying soccer and baseball fields. Facilities house the central administration offices; the Health Professions Division; the Farquhar Center for Undergraduate Studies; the Shepard Broad Law Center; the Center for Psychological Studies; the Family and School Center, including the Family Center, Ralph J. Baudhuin Oral School, and the University School (grades K-12); the Einstein Library; and the Miami Dolphins Training Center. In addition, five residence halls on the main campus serve undergraduate, graduate, health professions, and law students with a capacity for housing up to 560 students in approximately 207,000 square feet of living space.

The Rosenthal Student Center is complemented by a recreational sports complex with a swimming pool, and outdoor basketball and tennis courts, as well as locker and shower facilities. University Park Plaza, just to the south of the Health Professions Division complex contains 38,000 square feet of office and classroom space, and includes the Institute for Retired Professionals, a 100-station microcomputer laboratory, and a video studio. Overall, current buildings on the main campus provide approximately 1.4 million square feet of office, classroom, library, and residential space.

Recently, *Florida Leader* magazine selected NSU as the university with the best landscaping. The Medicinal Plant Garden currently under development is one example of the extraordinary landscape features found on the campus. The garden contains plants and herbs with pharmaceutical properties.

The Health Professions Division complex is located on 21 acres of land at the northwest corner of the main campus. The complex includes seven buildings totaling more than 508,000 square feet of space for administrative offices, classrooms, laboratories, the Health Professions Division Library, and a patient-services clinic. Additionally, there is a 470,000-square-foot parking structure with space for 1,600 vehicles.

In addition to the main campus, the university has permanent facilities in Fort Lauderdale, Coral Springs, and North Miami Beach. These locations are all within 20 miles of the main campus in Davie.

East Campus

The east campus is located in Fort Lauderdale. 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, and the School of Social and Systemic Studies.

North Miami Beach Campus

The North Miami Beach campus is home to the Fischler Graduate School of Education and Human Services; family medicine and optometry clinics operated by the Health Professions Division; and an audiology and speech-language pathology clinic. Overall, the facilities include four buildings totaling 266,500 square feet.

Oceanographic Center Campus

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 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. 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, a cafeteria, and a gymnasium.

Computing Facilities

The university maintains an extensive wide-area information technology network for teaching and learning, research, and administrative computing. A comprehensive fiber-optic wiring network connects all administrative and academic buildings on campus. In addition, wireless technology is in place to provide connectivity for specific applications. A high-speed Internet connection, dedicated telephone lines, local modem pool, and a national switched public data network are available for linking to the campus computer network from homes, cluster sites, and remote locations.

Faculty, students, and staff have access to university computing resources from desktop and laptop computers, and Unix and NT workstations. Administrative computing resources consist of a Sun Microsystems Enterprise Ultra 5000 server, a Digital Equipment Corporation (DEC) VAX 6610, an IBM AS400, and numerous other application-specific Microsoft Windows NT servers. The university's critical administrative operations are supported by the SCT Banner 2000 software system. Additional administrative systems include the Health Professions Division's medical and dental clinic systems. Multiple Sun Microsystems Sparc 1000E servers support academic applications and World Wide Web-based tools. Synchronous and asynchronous World Wide Web tools are used for the delivery of distance education, including a four-building "virtual" campus. Electronic classrooms and microcomputer labs provide hands-on technology support for students and faculty. Multimedia technology training labs support technology training opportunities for faculty and staff.

Media Services provides videoconferencing using Integrated Services Digital Network (ISDN) for distance

education. Through a videoconferencing bridge located on campus, between three and 36 sites can be linked to form a global classroom. Twenty-eight videoconferencing rooms, located throughout Florida, and 50 student desktop videoconferencing systems, located at clinical sites and in students' homes, are maintained by Media Services. Training for faculty and students in the use of videoconferencing is also provided by Media Services.

Clinical Facilities

In addition to clinical facilities on the main campus, the university provides clinical services to the surrounding community through owned and leased off-campus facilities. The Health Professions Division has outpatient facilities that principally provide medical services. Optometry, pharmacy, occupational therapy, and physical therapy services are also available at some locations. The Center for Psychological Studies provides mental health counseling and geriatric care at clinics located in the surrounding community. The School of Social and Systemic Studies provides family therapy services through Family Therapy Associates on the east campus. Clinic locations are as follows:

- **Clinics for Audiology and Speech-Language Pathology**
 - 2555 Davie Road • 1750 NE 167th Street
Davie, FL 33314 North Miami Beach, FL 33162
(954) 262-7700 (954) 262-7701
- **Marriage and Family Counseling**
 - Family Therapy Associates
3100 S.W. 9th Avenue
Ft. Lauderdale, FL 33315
(954) 262-3030
- **Medical Clinic Locations**
 - Sanford L. Ziff Health Care Center
3200 S. University Drive
Davie, FL 33328
(954) 262-4100
 - Health Center of Fort Lauderdale
1111 West Broward Blvd.
Ft. Lauderdale, FL 33312
(954) 463-7313
 - Health Center at North Miami Beach
1750 N.E. 167th Street
North Miami Beach, FL 33162
(305) 949-4000
 - Health Center at Opa Locka
1980 Opa Locka Blvd.
Opa Locka, FL 33054
(305) 681-9414

•Mental Health Clinics

3111 University Drive
Suite 307
Coral Springs, FL 33065
(954) 753-7020

3301 College Avenue
Davie, FL 33314
(954) 262-5730

4800 N. State Road 7
Building F, Suite F
Lauderdale Lakes, FL 33319
(954) 486-3663

Geriatric Residency
5730 N.W. 28th Street
Lauderhill, FL 33313
(954) 731-4770

Geriatric Institute Day Treatment Center
4800 N. State Rd 7, Suite B
Lauderdale Lakes, FL
(954) 485-2827

INSTITUTIONAL ACCREDITATION

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number: 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971. The 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 Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (550 W. North St., Indianapolis, IN 46202-3162; telephone number: 317-264-8340). The law center 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 and is a member of the American Association of Colleges of Osteopathic Medicine.

■ The Doctor of Pharmacy Program is accredited by the American Council on Pharmaceutical Education, 311

West Superior Street, Suite 512, Chicago, IL 60610 (telephone number: 312-664-3575, 800-533-3606; fax: 312-664-4652). The College of Pharmacy is a member of the American Association of Colleges of Pharmacy.

■ The College of Optometry is accredited by the Council on Optometric Education of the American Optometric Association and is a member of the Association of Schools and Colleges of Optometry.

■ The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education.

■ The Doctor of Dental Medicine Program has accreditation-eligible status with the Commission on Dental Accreditation of the American Dental Association. Post-graduate programs in endodontics, orthodontics, and periodontics have preliminary provisional approval.

■ The Physical Therapy Program is accredited by the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association.

■ The Physician Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs.

■ The clinical psychology doctoral programs of the Center for Psychological Studies are accredited by the American Psychological Association (APA). The center also has two predoctoral internship programs. One is accredited by the APA and a second is approved by the Association of Psychology Postdoctoral and Internship Centers (APPIC). The APA and the Florida Department of Health have approved the awarding of continuing education credits by the center.

■ 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 family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT).

■ The master's degree program in speech-language pathology, offered through the Fischler Graduate School of Education and Human Services is accredited by the Council on Academic Accreditation 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.

COMMUNITY OUTREACH SERVICES

Nova Southeastern University goes beyond its primary mission of providing school and university curricula by reaching out to the community with a diversity of community service programs and resources. The following list of community service programs and facilities provides examples:

Center for Psychological Studies

Community Mental Health Center

- Program for Adult Services
- Geriatric and Residential Services
- Program for Adolescent and Child Services
- Specialized Services (anxiety, biofeedback, neuropsychology assessment, child and adolescent depression, traumatic stress, interpersonal violence, alcohol and drug abuse, trauma, and older adults)

College of Optometry

- Vision Screening for Public School Students

College of Osteopathic Medicine

- Area Health Education Centers
- Rural Medicine Training Program
- HIV Partnership for Community

Farquhar Center for Undergraduate Studies

- SCORE (Social awareness; Community service; Open-mindedness; Responsible leadership; Education commitment)
- Women's Resource Institute
- Institute for Retired Professionals

Fischler Graduate School of Education and Human Services

- Renaissance Institute for Charter Schools
- North Miami Beach Community Technology Center
- Enterprise Ambassador Program
- Charles Drew Family Resource Center

School of Social and Systemic Studies

- Community and Clinical Outreach Center
- Mediation Institute
- Dependency Mediation Project
- PRIDE program (Prisoners Resolving Inmates' Disputes Effectively)
- Conflict Resolution Resource Service (on campus)
- The Center for Family, Work, and Business
- Family Therapy Associates

Shepard Broad Law Center

- Juvenile Mediation Project
- King Disability Institute
- Civil Clinic Consumer Protection Seminar
- Guardian Ad Litem
- Pro Bono Students Florida
- Black Law Students Association

Ralph J. Baudhuin Oral School

- Parent/Child Classes
- Parent-Professional Partnership Program
- Family-Oriented Workshops and Support Groups
- Preschool Programs Counseling and Testing Services
- The Autism Consortium

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 states differ in regulations, the process through which the university obtains state licensure and certification typically involves review at three levels. At the state government level, Nova Southeastern University must qualify as a foreign corporation in order to do business in a specific state. At the higher-education authority level, NSU must complete an extensive application process and a rigorous review by each state. At the accrediting body level, the university must comply with specific requirements concerning distance education programs and general areas such as fiscal stability and student support services for each off-campus program offering. The purposes of this process are the safeguarding of consumer interests and the assurance of quality control. NSU currently has active distance education programs in Canada, Germany, Israel, Panama, the Caribbean, and in 23 states, including Florida, in full accordance with the regulations of each of those jurisdictions.

DISTANCE EDUCATION AT NSU

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

In 1997, *Forbes* magazine ranked NSU as one of the nation's top 20 cyber-universities. In 1998, *The National Jurist* magazine ranked NSU's Shepard Broad Law Center at the top of its list of the most wired law schools in the nation. The university is also listed in Princeton Review's *The Best Distance Learning Graduate Schools* (1998).

At NSU, distance education is delivered using a variety of instructional delivery systems. Modes of delivery to students located at sites distant from the main campus include not only computer-mediated instruction via online courses, but also other modes, such as the traditional classroom setting with a live instructor on-site, compressed video, and audio teleconferencing. Technologies such as the electronic classroom and audio teleconferencing (much like conference calling), add another dimension to the university's distance education programs by bringing instruction to the homes and offices of students.

Some programs use computer or telecommunication technologies exclusively, or in combination with a classroom setting. For example, some graduate programs require students to attend short, intensive instructional units on-campus (called summer institutes) as part of their required program of study. Distance education students have access to educational support services through the main campus. These include the electronic library, the Internet, and computer software on central servers.

NSU students can participate in online courses via the Internet and World Wide Web from almost anywhere on the globe. Online courses involve Web pages to access course materials, announcements, and other information, plus a range of online activities that facilitate frequent student-teacher and student-student interaction. Faculty members and students interact via real-time electronic classrooms, online forums using threaded bulletin boards, real-time chat rooms, online submission of assignments in multimedia formats for review by faculty, electronic mail, and the electronic library.

NSU offers a wide range of online programs. For example, NSU's School of Computer and Information Sciences has more than 800 online students and offers online master of science programs in computer science, computer information systems, management information systems, and computing technology in education. It also offers Ph.D. programs that use a combined online and on-campus format.

Over the last five to 10 years, many colleges and universities have been developing distance education programs. Nova Southeastern University has 26 years of experience in the development, delivery, and evaluation of distance education programs. Approximately 55 percent of all NSU students attend class through the use of some form of distance education modality (e.g., classroom instruction at distant sites, compressed video, and computer-mediated instruction.) The university's National Ed.D. Program for Educational Leaders—which began in 1972—and other degree programs have served as models of distance education design for institutions across the nation.

Historical Highlights

1961

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

1964

Nova University opened offices on Las Olas Boulevard in Fort Lauderdale, Florida. 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 that enabled the construction of the Louis Parker Physical Sciences Building and the Rosenthal Student Center, and established an endowed chair in physics.

1967

The Edwin M. and Esther L. Rosenthal Student Center was dedicated on the main 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 main 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. degrees.

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 (ABA).

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 main 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 main 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 Ralph J. Baudhuin 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 American Psychological Association; the Psy.D. Program in Clinical Psychology received provisional accreditation.

1985

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

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

The Anna and Maxwell Maltz Institute for Research was established.

The federation between NYIT and Nova University 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 the Health Sciences after the addition of the 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.

1989

The Disability Law Institute was established within the Center for the Study of Law 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 main campus and a child anxiety clinic at Coral Springs.

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

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

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

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

Nova University celebrated its 25th anniversary.

1990

The Farquhar Center for Undergraduate Studies held its first convocation.

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

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

1991

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

1992

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

The Leo Goodwin Sr. Hall, new home of the Shepard Broad Law Center, opened on the main campus.

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

The School of Business and Entrepreneurship moved to the east campus.

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

1993

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

The Dolphins Training Center, a new training facility for the Miami Dolphins, was completed on the main campus.

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

1994

Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University (NSU), adding the Colleges of Osteopathic Medicine, Pharmacy, Optometry, and Allied Health to the university. Master's degrees in physical therapy and occupational therapy were added to the programs of the College of Allied Health.

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

The William and Norma Horvitz Administration Building was dedicated.

A new middle-school building was constructed on the Coral Springs campus of the University School.

The Schools of Computer and Information Sciences, and Social and Systemic Studies moved to the east campus.

The board of trustees approved construction of a new building on the main campus for the Center for Psychological Studies.

1995

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

The College of Allied Health started a master of public health program for students already working in other health professions.

An existing building on the east campus was remodeled to create the Alumni Hall of the School of Business and Entrepreneurship. The building contains the Julian and Ellen Knight Auditorium, the August and Melba Urbanek Hall of Fame Gallery, and four classrooms.

A new recreational sports complex located adjacent to the Rosenthal Student Center was completed.

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

1996

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

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

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

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

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

1997

The board of trustees named Ray Ferrero, Jr., as president-elect effective January 1, 1998. Ferrero is the university's fifth president.

The College of Osteopathic Medicine won the 1997 American Medical Student Association's Paul R. Wright Excellence in Medical

Education Award, the first osteopathic medical school in the U.S. to be selected.

The College of Dental Medicine admitted its charter class.

The new 65,000-square-foot Maxwell Maltz Psychology Building was dedicated.

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

Facilities opened in University Park Plaza adjacent to the main campus. The facility houses classrooms, a microcomputer laboratory, the Institute for Retired Professionals, and the Offices of Licensure and State Relations, Grants and Contracts, and Continuing Education.

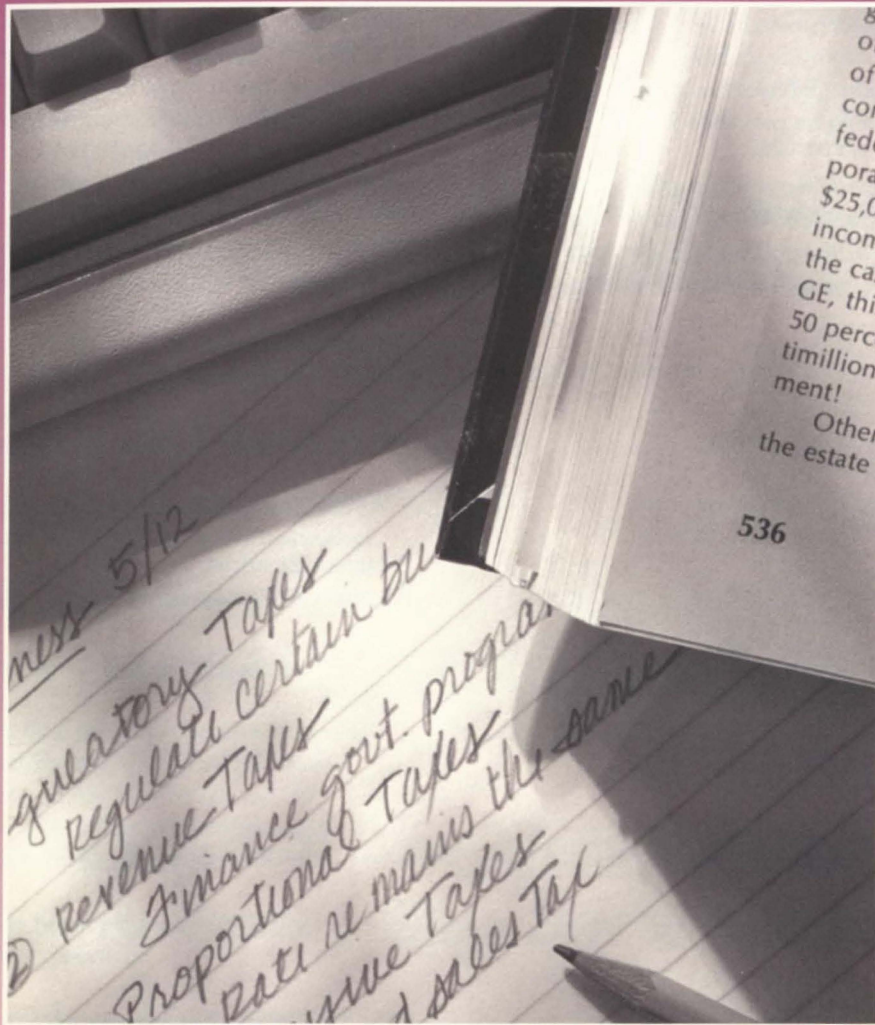
1998

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

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

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

The board of trustees approved construction of a 165,000-square-foot Library and Information Technology Center on the main campus. Ground will be broken in early 1999.



UNIVERSITY ORGANIZATION AND ADMINISTRATION

Board of Trustees

Robert A. Steele, Chair

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W. Tinsley Ellis, J.D., Secretary

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William D. Horvitz

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Arnold Melnick, D.O.

Joseph R. Millsaps

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Morton Terry, D.O.

R. David Thomas

Jay Tischenkel, R.Ph.

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Hamilton Forman

Myron I. Segal, M.D.

J. Wallace Wrightson

President Emeritus

Abraham S. Fischler, Ed.D.

Functions of the Board of Trustees

In accordance with the bylaws of Nova Southeastern University, the business and property of the university are managed by a board of trustees, consisting of the president, chairs 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 holds title to and acts as custodian 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 curriculums, and prescribing conditions of student admission, attendance, and discharge

University Administrators

Ray Ferrero, Jr., J.D.
President

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

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

George L. Hanbury, M.P.H.
Executive Vice President, Administration

Marilyn Johnson, M.S.
Vice President, Institutional Advancement

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

Fred Lippman, R.Ph.
*Executive Vice Chancellor and Provost
Health Professions Division*

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

Virginia McLain, M.S. (Acting)
Associate Vice President, Information Technologies

Donald E. Riggs, M.L.S., Ed.D.
Vice President, Information Services and University Librarian

John J. Santulli, M.B.A.
Associate Vice President, Facilities Management

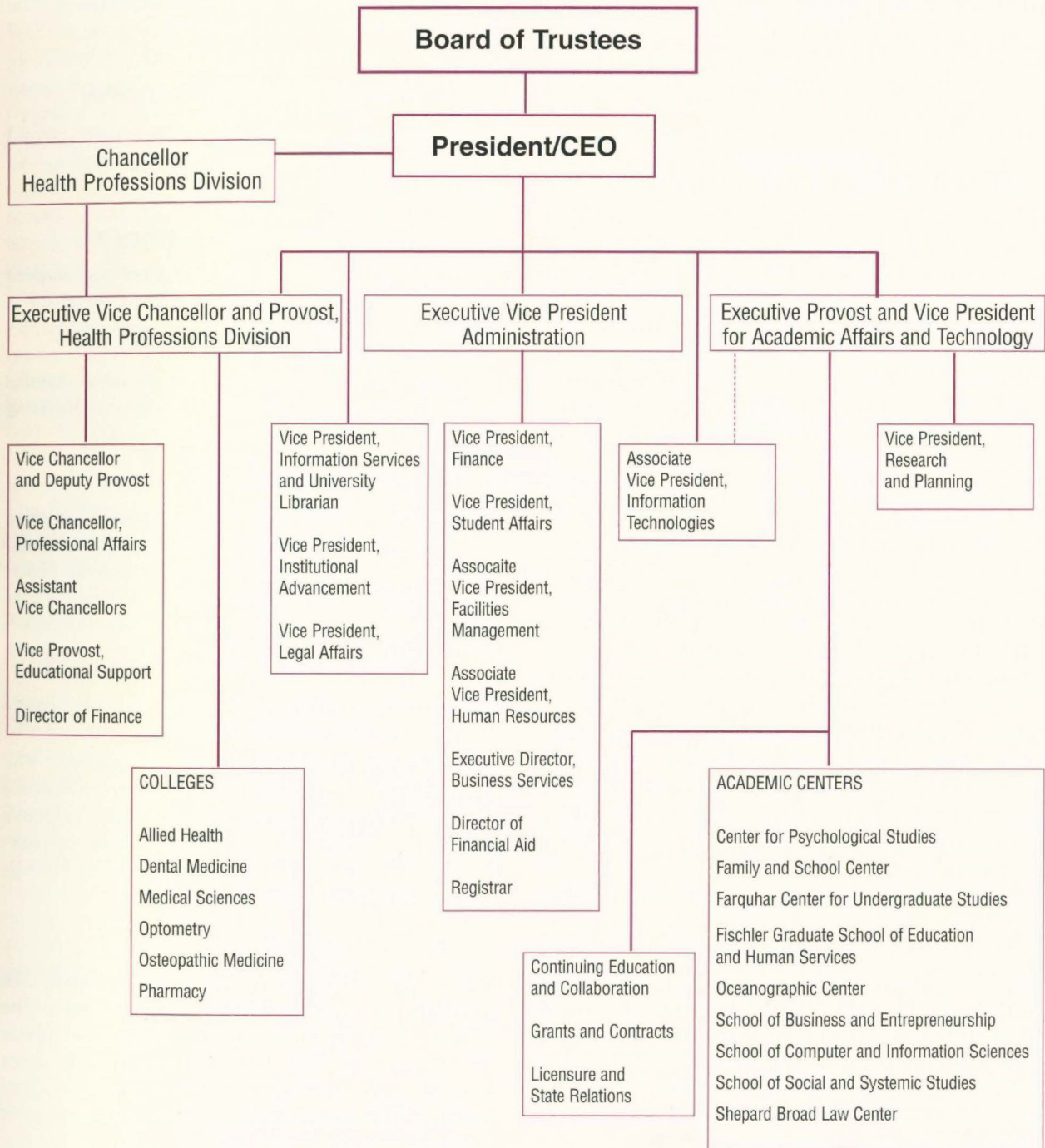
Jeffrey Schneider, C.P.A., M.B.A.
Vice President, Finance

John Scigliano, Ed.D.
Executive Provost, Vice President for Academic Affairs and Technology

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

University Organization

Figure 2



Effective 9/22/98

University Councils and Committees

Academic Computing Committee

Chair: Gregory Horne, director, educational technology. 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.

Advisory Council, Office of Continuing Education and Collaboration

Chair: Martha Smith-Singleton, executive director for the Office of Continuing Education and Collaboration. The purpose of the council is to create and maintain communication regarding continuing education and collaboration within the internal and external communities of the university and provide representative counsel to office leadership.

Affirmative Action Committee

Cochairs: Ada Christie, coordinator of operations and Ralph Hogges, program professor and director. The Affirmative Action Committee, administered through the Office of Human Resources, makes recommendations to ensure that the university operates within the guidelines of affirmative action with regard to advertising, hiring, promotions, salaries, training, recruiting, and contract renewal.

Budget Committee

Chair: George Hanbury, executive vice president, administration. The Budget Committee reviews and recommends to the president the annual operating budget, including the establishment of tuition and fee rates.

Committee on Faculty Scholarship, Research, and Professional Development

Chair: John Scigliano, executive provost and vice president for academic affairs and technology. The purpose of the Committee on Faculty Scholarship, Research, and Professional Development is to assist with the development of goals and expectations for scholarship and research and to refine the policies and procedures needed to support these activities in a high-quality manner.

Council of Deans

Chair: John Scigliano, executive provost and vice president for academic affairs and technology. The council's purpose is to review all academic or academically related matters. 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.

Disability Support Services Committee

Chair: Joseph Lakovitch, vice president for student affairs. The Disability Support Services Committee is charged with ensuring that students with disabilities receive full integration and participation in any university program or activity. Services are provided to students with physical, visual, hearing, speech, and learning disabilities, whether temporary or permanent.

Employee Relations Committee

Cochairs: Estella Martinez, director of administrative services for the School of Social and Systemic Studies, and Mary Ann Galvin, institutional insurance coordinator. Administered through the Office of Human Resources, this committee discusses and makes recommendations to the president on matters of interest and concern to employees.

Environmental Committee

Chair: Cindy K. Gross, senior accountant. The Environmental Committee coordinates all of the university's recycling efforts, including waste disposal; educates the university and community about recycling; and establishes academic programs in ecology and environmental studies.

Faculty Advisory Council

Chair: John Scigliano, executive provost and vice president for academic affairs and technology. The purpose of the Faculty Advisory Council is to advise the executive provost and the administration about academic matters for the improvement of programs and services. The council meets monthly and consists of representatives from each academic center within the institution.

Information Technology Policy Committee

Chair: Virginia McLain, acting associate vice president for information technologies. The purpose of the Information Technology Policy Committee is to recommend, evaluate, review, and monitor computer, technology, and telecommunication policies and activities. The committee recommends overall policies and directions that affect academic computer systems, administrative computer systems, automated library systems, telecommunications facilities of the university, and other technology matters not covered by existing policies.

Institutional Effectiveness Committee

Chair: Blair Atherton, director of institutional research. The Institutional Effectiveness Committee focuses on the educational programs in each center, school, or college, and addresses goals, procedures developed to achieve goals, and institutional effectiveness measures. The committee prepares a report for the University Planning Council.

Institutional Review Board

Chair: Scott Swigart, College of Pharmacy. The Institutional Review Board is charged with ensuring that the students, faculty, and staff adhere to the basic ethical principles underlying the acceptable conduct of research involving human subjects, as set forth in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. The board includes at least one representative from each center, with additional members from the local community.

Program Development and Review Committees

Program review for the development of new programs, **Chair:** Edward Lieblein, dean, School of Computer and Information Sciences. Program review for existing programs, **Chair:** Harold Laubach, dean, College of Medical Sciences. These two committees assess all existing and proposed programs. The committees recommend acceptance, rejection, or continuation of programs to the Council of Deans. The council, in turn, makes its recommendation to the executive provost and vice president for academic affairs and technology 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 administrative and educational support units, addressing the goals, procedures developed to achieve goals, and institutional effectiveness measures. The committee prepares a report for the University Planning Council.

Safety Committee

Chair: Dennis Fanning, University School director of administrative operations. Administered through the Office of the Associate Vice President for Facilities Management, 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.

University Educational Results Council

Chair: John Scigliano, executive provost and vice president for academic affairs and technology. The purpose of the Educational Results Council is to provide university-wide leadership, commitment, and perspectives to the documentation of student learning and the improvement of educational programs.

University Libraries Policies Committee

Chair: Edye Groseclose, professor of biochemistry. This committee advises the vice president for information services and university librarian on various library policies. Use of the libraries, collection development, delivery systems, and distance library services are examples of areas addressed by the committee.

University Planning Council

Chair: John Losak, vice president, research and planning. The purpose of the University Planning Council is to provide policy for the university with respect to short- and long-term plans for university development. The objective of the policies is to identify and integrate future educational, physical, and financial development, and to incorporate procedures for program review, institutional improvement, and strategic planning.



THE ACADEMIC CENTERS

Academic Deans

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

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

Richard Dodge, Ph.D.
Oceanographic Center

Tiffany Field, Ph.D.
Family and School Center

Norma Goonen, Ed.D.
Farquhar Center for Undergraduate Studies

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

William D. Hardigan, Ph.D.
College of Pharmacy

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

Ronald F. Levant, Ed.D.
Center for Psychological Studies

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

David S. Loshin, O.D., Ph.D.
College of Optometry

Seymour Oliet, D.D.S.
College of Dental Medicine

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

Anthony J. Silvagni, D.O.
College of Osteopathic Medicine

H. Wells Singleton, Ph.D.
Fischler Graduate School of Education and Human Services

Campus and Center Locations

MAIN CAMPUS

3301 College Avenue • Ft. Lauderdale, FL 33314-7796

Center for Psychological Studies • 262-5750
Family and School Center • 262-6900
Farquhar Center for Undergraduate Studies • 262-8000

SHEPARD BROAD LAW CENTER

3305 College Avenue • Ft. Lauderdale, FL 33314-7721
262-6100

HEALTH PROFESSIONS DIVISION

3200 S. University Drive • Ft. Lauderdale, FL 33328-2018

College of Allied Health • 262-1205
College of Dental Medicine • 262-7319
College of Medical Sciences • 262-1301
College of Optometry • 262-1402
College of Osteopathic Medicine • 262-1400
College of Pharmacy • 262-1300

EAST CAMPUS

3100 S.W. 9th Avenue • Ft. Lauderdale, FL 33315-3025

School of Business and Entrepreneurship • 262-5000
School of Computer and Information Sciences • 262-2000
School of Social and Systemic Studies • 262-3000

NORTH MIAMI BEACH CAMPUS

1750 N.E. 167th Street • North Miami Beach, FL 33162-3017

Fischler Graduate School of Education and Human Services • 262-8500

OCEANOGRAPHIC CENTER CAMPUS

Nova Southeastern University
8000 N. Ocean Drive • Dania Beach, FL 33004-3078
(Adjacent to John U. Lloyd State Park)
920-1909

Note: All telephone numbers are in area code 954.

The Center for Psychological Studies

The Center for Psychological Studies, organized in 1967, has distinguished itself nationally through programs that integrate training, research, and service. The center offers master's degrees in mental health counseling and school guidance and counseling; doctoral degrees in clinical psychology (with both generalist training and specialized concentrations in neuropsychology, health psychology, forensic psychology, psychodynamic psychology, and the psychology of long-term mental illness); predoctoral internships; and postdoctoral and continuing education programs. It also offers direct service to the community through the Community Mental Health Center. The center seeks to create advances in clinical training, applied research, and service delivery for the psychology of tomorrow.

Conducting psychological research and providing assessment and treatment of psychological problems is one of the greatest challenges facing modern society. No other class of problems places greater demands on our wisdom and creativity, nor ramifies through more aspects of living, than those associated with the mind and behavior.

To rise to this challenge, the center provides a broad range of training in clinical services and research. Training and research areas span the life cycle from childhood to the elderly. Clients include individuals with common problems in living as well as those suffering from serious psychological disturbances. Faculty and staff are always sensitive to the cultural nuances of behavior that are inherent in our multicultural society. In addition, specialized programs focus on clients experiencing psychological aspects of physical illness or neuropsychological difficulties as well as those caught up in the legal system.

The Community Mental Health Center is a nonprofit mental health facility funded cooperatively by the Florida Department of Children and Families, Broward County, the U.S. Department of Housing and Urban Development, and Nova Southeastern University. Services are available to all residents of western Broward County, regardless of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

More than 3,000 unduplicated clients are served each year. The services offered by the Community Mental Health Center include diagnostic assessment; individual, group, and family therapy; case management; crisis intervention; and medication management. In addition, specialized faculty-led, research-based clinics offer services in the areas of neuropsychological evaluation; interpersonal violence; trauma resolution; biofeedback; anxiety disorders; treatment of older adults; child and adolescent traumatic stress and depression; serious emotional disturbance; alcohol and other drug abuse; psychodynamic psychotherapy; and student counseling. The Community Mental Health Center maintains clinic sites on the main campus and in nearby Coral Springs and Lauderdale Lakes. In addition, the center operates a geriatric residential and day treatment program.

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 caregivers 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 through research and training in the areas of families and schooling.

The Family Center offers a range of programs for young families and the professionals who work with them. The Parent/Child Program offers 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 Professional Training Institute, 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 offers a humanistic learning environment for children—ranging in age from birth through eighth grade—who have communication disorders, autism, 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 kindergarten through grade 12. The early learning and elementary programs emphasize the acquisition and application of knowledge and skills in English, mathematics, science,

social studies, foreign language, music, art, and physical education. The middle- and high-school programs continue the academic offerings of the lower division and conscientiously involve students in a variety of extracurricular and community service 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, membership in the Coalition of Essential Schools, and a rich menu of activity choices are unique features of the University School.

The Family Center of Tampa Bay offers an array of services designed to meet the needs of the west central Florida area. The Training Department provides training and technical assistance to child care center personnel and family child care providers. The Work and Family Choices Department operates a child care resource and referral service for corporate and private clients. The Special Projects Department responds to emerging community needs with unique short-term projects.

The Counseling and Testing Services Unit (CATS) 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.

The Touch Research Institute provides wellness programs for families and children and conducts research and training in touch and movement therapies.

The Farquhar Center for Undergraduate Studies

The Farquhar Center for Undergraduate Studies is a small, personal community within a large university, offering students small classes, individual attention from instructors, and the encouragement to achieve competency in a variety of areas. Courses of study leading to either the bachelor of science or the bachelor of arts degree are divided between two colleges within the center: the College of Professional and Liberal Studies and the College of Career Development.

To meet the needs of traditional day students, the College of Professional and Liberal Studies (PALS) provides unique options for the undergraduate experience:

- seventeen degree programs, organized in five academic departments
- a comprehensive general education program
- a curriculum that challenges undergraduates with the fundamental questions of living and inspires them to cultivate intellectual integrity and social responsibility
- a new three-year baccalaureate option funded by the State of Florida Postsecondary Education Planning Commission (PEPC) and the Fund for the Improvement of Postsecondary Education (FIPSE)
- dual-admission programs, offered in conjunction with several graduate centers at NSU, for a select number of highly motivated, academically talented students

To meet the needs of working adults, the College of Career Development provides opportunities to pursue a bachelor's degree by offering:

- flexible course scheduling in the evenings and on weekends
- convenient locations, with classes offered on the main campus as well as at institutional, industrial, and other off-campus locations across the state and beyond
- pragmatic teaching, with qualified faculty members who bring both academic and professional work experience into the classroom
- responsive academic advising in the evenings and by appointment

- experiential learning opportunities through the RECALL (Review and Evaluation of Career and Lifelong Learning) Program, which allows students to receive college credit by demonstrating competencies achieved in the workplace

In 1998, intercollegiate athletics at NSU gained provisional status in Division II of the NCAA. Student athletes have the opportunity to participate in the following sports:

Women's	Men's
Softball	Baseball
Basketball	Basketball
Cross-country	Cross-country
Golf	Golf
Soccer	Soccer
Volleyball	

In addition to serving a large and diverse population of undergraduate students, the center also houses the Institute for Retired Professionals (IRP), which is dedicated to the special needs of the growing retirement community in South Florida.

The Farquhar Center for Undergraduate Studies acknowledges and supports the diversity of its student population and the university community. We recognize that social and economic challenges facing our community call for thoughtful and compassionate responses. We believe that a thorough, intelligent, and open exchange of ideas among members of our community, coupled with responsible interpersonal communication, is the best preparation for graduate and professional schools as well as for considerate and reasonable behavior in the private and public spheres.

The Fischler Graduate School of Education and Human Services

The Fischler Graduate School of Education and Human Services administers field-based degree programs at the master's and doctoral levels, a growing number of advanced certificate programs for educators, and an array of community services.

The **National Ed.D. Program for Educational Leaders** is a field-based doctoral program designed specifically for practicing administrators of prekindergarten through 12th grade public and private schools. The purpose of the program is to improve the nation's schools by enhancing the leadership skills of school and school-system-based administrators.

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 **M.S. and 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, and management of programs for children and youth, as well as special services/exceptional education.

The mission of the **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** offers 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, 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 **Programs in Communication Sciences and Disorders** provide opportunities to obtain master's and doctoral degrees. The master's program in speech-language pathology provides course work and clinical experiences necessary 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. Doctoral studies are offered in speech-language pathology (SLP.D.) and audiology (Au.D.). These professional degree programs are dedicated to improving the lives of clients with communication difficulties and their families by augmenting the professional and leadership skills of practitioners whose work is devoted to improved quality of service in these fields.

The school also offers programs leading to certificates in student activity advising, and conflict resolution in education; professional accreditation; and master's degrees in applied gerontology, child and youth care administration, early childhood education administration, family support studies, substance abuse counseling and education. The school also offers workshops, seminars, and resources for teachers.

During the past year, approximately 8,000 students were enrolled in classes offered by the Fischler School. Courses, study areas, and seminars are conducted in 49 U.S. cities and in Canada.

Health Professions Division

Nova Southeastern University is unique in that its Health Professions Division has, since its inception, been developed as an interdisciplinary educational center. When the division was founded, it was based on the concept that the interdisciplinary approach to education is beneficial to students of all professions. Furthermore, an interdisciplinary educational experience should prepare students to work effectively with other disciplines, with mutual understanding of the challenges, requirements, rewards, and needs specific to each other's fields. By allowing students from various disciplines to grow and mature together, barriers would be broken—or, more accurately, never formed—providing for a true "turf-free" approach to the health care team.

The division's mission is to train health professionals to meet the region's, and the nation's, growing need for primary health care service; to promote interdisciplinary training and cooperation; to reach medically underserved rural, geriatric, minority, and indigent patient groups; and to address the under-representation of minority groups in the health professions.

The Health Professions Division has been widely recognized for its innovative approach to addressing community health issues and meeting unmet health care needs in South and Central Florida. The division has a long-standing commitment to promoting service to underserved communities. Last year, 13 Florida-based National Health Service Corps scholars received tuition assistance in exchange for service in a federally designated health-professional-shortage area. Twelve of these were students of the division.

The university is one of three institutions nationwide selected by the federal Centers for Disease Control and Prevention (CDC) for a three-year, multisite program aimed at preventing alcohol-exposed pregnancies in women at high risk. The study will be conducted at the Women and Children's Center and the Center for Psychological Studies.

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

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

In less than two decades, Nova Southeastern University's Health Professions Division has developed into a multidisciplinary academic health center of international stature, and with our new, modern facilities, we have redoubled our commitment to academic excellence, innovation, and community service, while expanding our mission in research and scholarship. Together, as a team, we will prepare students for an exciting career in tomorrow's dynamic health care arena.

College of Allied Health

The College of Allied Health is committed to preparing the highest quality rehabilitative, midlevel, and public health providers for a role in the health care team.

The Physician Assistant Program, accredited by the Commission on Accreditation of Allied Health Education Programs, opened in 1993 and has graduated 211 physician assistants since 1995. The program awards a bachelor of science (B.S.) degree in physician assistant studies.

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

The primary care-oriented program combines one year of didactic studies with one year of comprehensive clinical training. Our graduates' average test scores and pass rates on the Physician Assistant National Certification Examination repeatedly rank in the highest percentile and exceed the national average.

The Master of Medical Science (M.M.S.) Program, contained within the Physician Assistant Program, is designed to give graduate PAs advanced knowledge, clinical experience, and scholarship and training in conducting research.

The Occupational Therapy Program, accredited by the Accreditation Council for Occupational Therapy Education, opened in 1994 and has graduated 108 professionals since 1997. Occupational therapists provide services to enhance and restore the function and life satisfaction of persons whose daily life performance has been interrupted or jeopardized by disease, injury, disability, life stress, or other factors. The 30-month Master of Occupational Therapy (M.O.T.) Program is among the nation's most clinically intensive M.O.T. programs, with an integrated first-year curriculum, four clinical rotations in year two, and six months of required clinical internships. In 1995, students were enrolled in the Doctor of Occupational Therapy (Dr.O.T.) Program, one of only two professional/clinical O.T. doctoral programs in the nation designed to prepare practicing clinicians for leadership in a targeted area of specialty clinical practice and research.

The Physical Therapy Program opened in 1994 and was granted full accreditation from the Commission on Accreditation of Physical Therapy Education in 1996. Physical therapists (PTs) evaluate and treat movement dysfunction and assess joint motion, muscle strength and endurance, and heart and lung function, among other responsibilities. The Master of Physical Therapy (M.P.T.) Program utilizes a problem-based teaching approach that is becoming a model for physical therapy programs around the nation. While on campus, student learning occurs in a problem-based format that uses case studies as the basis for instruction, as well as through patient care experience in a clinical setting.

The Doctor of Science in Physical Therapy (D.Sc.P.T.) Program is a postgraduate degree requiring 90 semester hours beyond the professional degree. The course of study is designed to prepare licensed physical therapists who, in addition to developing advanced clinical skills, are preparing to assume leadership roles as consultants, educators, and researchers. Doctoral courses will be conducted in various formats including distance education and other online and computer-based technologies, enabling practicing professionals to complete course requirements with minimal time on campus. The first D.Sc.P.T. students will be accepted in January 1999.

The Public Health Program began offering a master of public health (M.P.H.) degree in 1995. The M.P.H. provides an essential education in public health, emphasizing the basic skills for preventing disease, conducting population-based research, performing community service, and enhancing clinical practice. Students can specialize their degree program by pursuing one of the concentration tracks currently being offered: epidemiology and research methods, international health, health policy and man-

agement, nutrition, health promotion and wellness, and general public health.

Because of the current trend toward health care reform, managed care, and other factors affecting our nation's health care system, the demand for public health professionals is increasing. Professionals with the M.P.H. degree hold positions of responsibility in a variety of settings, including health care facilities, county health departments, social service agencies, universities, and community-based health education and promotion settings.

Classes are offered in the evenings and weekends using various learning modalities, including traditional campus-based classes and distance education technologies such as Web-based classes and interactive compressed video.

The college hosts outreach and patient-education activities to benefit abused children, AIDS patients, hospice residents, and the homeless; provides fitness screenings; and treats developmentally challenged or disabled children and those with Parkinson's disease.

College of Dental Medicine

The College of Dental Medicine embodies an innovative, newly developed curriculum designed to graduate competent clinicians devoted to primary care and comprehensive care for all patients.

The college is closely allied with the College of Osteopathic Medicine and the other colleges of the NSU Health Professions Division, in proximity as well as in academic collaboration. Courses in medicine, as well as basic biomedical sciences, prepare students to treat physically well and medically compromised patients with assured quality care in a modern dental facility.

Early introduction into clinical settings, under the preceptorship of faculty group leaders, enables the student to achieve a better understanding of the dynamics of the patient/dentist relationship, and reinforces classroom instruction in the basic and behavioral sciences, enhancing management and delivery of comprehensive dental health care. Students thus are taught the importance of teamwork in an efficient and modern health care delivery system.

In addition to the above described dental program, the College of Dental Medicine offers postgraduate programs for dentists desiring specialty status in endodontics, orthodontics, pediatric dentistry, periodontics, and prosthodontics. Additional postgraduate programs are being planned in general dentistry and oral and maxillofacial surgery.

The college also offers a three-year program for graduate dentists of foreign dental schools, permitting them to obtain a D.M.D. degree, which allows these students to qualify for licensure anywhere in the United States.

For practicing dental professionals, the college presents ongoing continuing education in current advances in dentistry. These courses are of varying length and have added an educational component for practicing dentists, both nationally and internationally.

The College of Dental Medicine, located on the Health Profession Division campus site of NSU, is housed in a 70,500-square-foot, three-story building containing 162 modern dental units, in addition to completely equipped diagnostic, radiographic, and oral-maxillofacial surgical suites.

The college's community dentistry mission has begun, and under the auspices of the statewide project, Dentists Care, the college will provide dental care to indigent and underserved patients. The college will provide dental care at the Landmark Learning Center, an organization that treats developmentally challenged adults in greater Miami. The college is serving as a professional community resource for dentists. Through continuing education programs, library services, and other technical and clinical assistance, the college is helping professionals stay current in their fields, even while practicing in remote sites.

The College of Dental Medicine, founded in 1996, thus embraces the overall educational goals of NSU as well as providing the newest site in the last 24 years for dental education in the United States.

College of Medical Sciences

The College of Medical Sciences began the Master of Biomedical Sciences (M.B.S.) Program in the fall of 1996. Currently, the class size is approximately 20 students.

The M.B.S. Program provides students with several options. It prepares students for admission to professional school or further develops individuals who are already degreed professionals. It prepares students for careers in the basic medical sciences, as a generalist, a specialist, or teacher in one of the science fields. Those interested in postgraduate training, either before or after professional school, will also benefit from the course.

Courses of study are individualized as much as possible to meet the student's stated career goals and maximize the educational benefits. Small class sizes provide opportunities for small group discussion and interaction with faculty members.

In the first year, students take basic science courses such as anatomy, biochemistry, pathology, physiology, and pharmacology. The student may, in the second year, choose to either follow a pattern of general studies in the basic medical sciences, choose an area of special concentration in one of the basic sciences, or work in a single educational pattern within a single department. The plan of study includes course work, research, thesis, and teaching.

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

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

College of Optometry

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

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

Nova Southeastern University's College of Optometry stands alone as the only optometric academic institution in the state of Florida. The College of Optometry admitted its charter class in 1989 and has graduated 382 optometric physicians who are providing primary eye care as well as specialty care in such areas as contact lenses; low-vision rehabilitation; and binocular, geriatric, and pediatric vision evaluation and treatment. Furthermore, the college benefits from the integrated multidisciplinary health care programs of the university's Health Professions Division represented by colleges of optometry, osteopathic medicine, dental medicine, pharmacy, allied health, and medical sciences.

The College of Optometry offers a fully accredited full-time four-year course of study leading to the doctor of optometry (O.D.) degree. Optometry, as a constantly evolving profession, requires an educational program that can meet the challenges of innovative technological and medical advances and that supports patient-oriented clinical research. As primary vision care professionals, students are trained in pathology, diagnostic and therapeutic drug therapy, as well as modern techniques in imaging and lasers. Students are also trained in binocular vision, optics, contact lenses, and refraction, which have traditionally been the foundation of the profession.

The didactic focus of the first two years of study is medical sciences, optics, and the vision sciences. In preparation for direct patient care, students concurrently study general optometric theory and methods, ocular pathology, and the diagnosis, treatment, and management of vision anomalies. Many of the medical sciences are taught in classes with several health care disciplines, thus exhibiting the philosophy of interdisciplinary education.

In the third and fourth years, students provide supervised direct patient care in four university-operated optometry clinical facilities jointly known as the Eye Institute. The fourth year is entirely clinical, with intensive training within the Eye Institute as well as in affiliated primary care, specialty, and medical/surgical care facilities. Students in the fourth year have additional opportunities for practical clinical experience by selecting programs from more than 40 external clinic sites that are affiliated with the College of Optometry.

In addition to the professional program, the college offers postgraduate residency training in a variety of clinical settings, including primary care and pediatric optometry residencies within the Eye Institute and hospital-based and ocular disease residencies at affiliated clinical sites.

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

Through the Eye Institute, the college provides primary and specialty eye care to the general public, including services that are offered at reduced or no cost, to underserved populations who otherwise would not receive eye care. The college also provides free vision screenings at area public and private schools, day care centers, and for community organizations and events.

College of Osteopathic Medicine

The College of Osteopathic Medicine has a dedicated faculty, well-established affiliations with medical centers and hospitals, a nationally recognized rural medicine program, and a mission to educate the finest osteopathic physicians possible.

The college, accredited by the American Osteopathic Association and a member of the American Association of Colleges of Osteopathic Medicine, offers a full-time, four-year course of study leading to the doctor of osteopathic medicine (D.O.) degree. The college admitted its charter class in 1981 and has graduated 1,378 physicians to date.

The mission of the college is to train primary care physicians, with an emphasis on family physicians, rural, and underserved communities. Approximately 73 percent of alumni practice in the primary care disciplines of family medicine, general internal medicine, or general pediatrics.

The innovative curriculum emphasizes interdisciplinary collaboration, guiding students to a holistic, osteopathic approach to medicine, and correlates basic scientific information with fundamental clinical application. Students are exposed to clinical settings in their first semester, which prepares them for the "real world" of medicine.

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

Student and resident clinical training occurs in the North Broward Hospital District, the NSU health care centers, and in a vast and comprehensive network of affiliated public and private hospitals, medical practices, ambulatory centers, and public health units.

A notable aspect of the clinical training program is a required three-month rotation in a rural practice setting. In rural clinics situated throughout the state of Florida, students assist in providing health care to medically underserved and indigent patient populations, learning to treat various cultural and ethnic groups whose lifestyles, practices, and attitudes toward health care differ from those seen in more traditional training sites. This enriching educational experience is one that cannot be taught in the classroom.

Physicians do not work in a vacuum, but as part of a health care team, and the college utilizes the resources of the university's multidisciplinary health care centers to provide a comprehensive learning experience. While on campus, medical students share the faculty, classes, and campus facilities with other Health Professions Division students, and participate along with other disciplines in the comanagement of a diverse patient base as part of their clinical training. The college exposes students to all aspects of managed care and integrated health care systems to provide them with the knowledge and skills they will need to function in a changing health care environment.

The college keeps pace with the changing health care system through partnerships with community, health, and educational organizations to better prepare students and residents for their future professional roles. The college has residency programs in family medicine, internal medicine, emergency medicine, dermatology, anesthesiology, surgery, and urology at affiliated hospitals. A residency program in pediatrics has recently been established.

The college offers a combined D.O./master of public health and a family medicine residency/M.P.H. program and is working to establish a D.O./master of business administration, a family medicine residency/M.B.A., and D.O./J.D. joint degree programs, as well as fellowships to enhance professional competence in specific areas.

The College of Osteopathic Medicine enhances health care service in 19 South and Central Florida counties by bringing educational programs to medically needy areas, training students for service in inner-city and rural areas, and supporting providers based in the field. The college also serves the allopathic (M.D.) and osteopathic (D.O.) physician community by providing continuing medical

education programs accredited by the Accreditation Council for Continuing Medical Education.

In 1997, the college received the American Medical Student Association's Paul R. Wright Excellence in Medical Education Award, the first osteopathic medical school to receive AMSA's most prestigious award. Past recipients include Harvard Medical School, Dartmouth Medical School, and Baylor College of Medicine.

College of Pharmacy

The professional responsibilities of pharmacists are expanding rapidly to meet the demands of a dynamic health care system. Prospective drug-use review and the offering of consultation services are now mandatory in all states. Through the provision of pharmaceutical care an increasing number of pharmacists are involved with disease-state management. As pharmacists move more directly into patient care, the technical functions of prescription dispensing are being carried out by technicians and technology, but the ultimate responsibility for what takes place at the drug-patient interface remains with the pharmacist. The College of Pharmacy, accredited by the American Council on Pharmaceutical Education, admitted its first class in 1987 to become the only college of pharmacy in South Florida. Since then, it has graduated 780 professionals.

The doctor of pharmacy degree (entry-level) is awarded after successful completion of four years of professional study in the College of Pharmacy. The curriculum stresses innovative delivery and assessment methods. The curriculum is designed such that courses integrate information and build upon one another in order to provide students with the knowledge to be successful in the profession. The first two years build a foundation in the medical and pharmaceutical sciences. Third-year courses focus on application of material learned, the use of drugs in the disease process, and developing skills essential to monitoring drug therapy. The final year of the Pharm.D. curriculum is composed of full-time clerkships where students practice drug therapy monitoring with more independence.

The College of Pharmacy offers a nontraditional Pharm.D. degree program for baccalaureate-level pharmacists. Courses are taught by the same highly qualified faculty that teaches the traditional Pharm.D. curriculum. Students have access to the Health Professions Division library, computers, online library, other learning resources, and the vast technological resources provided by Nova Southeastern University, which has been a leader in distance education programs for many years.

The Nontraditional Pharm.D. Degree Program educates students to achieve the same outcomes as the entry-level Pharm.D. program but is designed to meet the needs of working pharmacists. Didactic courses are scheduled in the evenings at Ft. Lauderdale, and broadcast live by compressed interactive video to Ft. Myers, Orlando, Sarasota, Tampa, and West Palm Beach, Florida as well as to Puerto Rico and Mexico. Coordinators at each distant site provide guidance and assistance to students, assuring communication among students and faculty at all sites. The curriculum stresses innovative teaching, delivery, and assessment methods. This approach provides flexibility for the students.

The College of Pharmacy facilities are headquartered at the Health Professions Division. Pharmacy practice, pharmaceuticals, pharmacokinetics, and pharmacy administration laboratories are available on-site. Clinical clerkship and externship sites are located throughout Central and South Florida. The pharmaceutical care center is adjacent to the clinic. The Drug Information Center meets a pressing demand among health care professionals for accurate information on medications, their adverse effects, incompatibilities, and potential for interactions. The Medicinal Garden, a project spearheaded by the College of Pharmacy along with Florida's leading horticulturists and landscape architects, is in the process of being planted and constructed.

Health Care System

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

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

The Health Professions Division delivers person-to-person health care through the disciplines of family medicine, geriatrics, dermatology, obstetrics and gynecology, pediatrics, internal medicine, dentistry, physical therapy, occupational therapy, osteopathic manipulative medicine, and pharmaceutical care. Our Eye Institute

offers specialty care in contact lenses; pediatric, adult, and binocular vision; low-vision rehabilitation; and sports vision screening, as well as primary eye care.

A partnership with the North Broward Hospital District has provided approximately \$3 million of diagnostic radiology equipment at the on-campus Sanford L. Ziff Health Care Center, which offers general radiology, ultrasound, computerized tomography (CT-scan), magnetic resonance imagery (MRI), C-arm, and mammography services.

The Women and Children's Center, a 14,500-square-foot facility adjacent to the Health Care Center at Fort Lauderdale, provides obstetrical, pediatric, pre- and post-natal care, nutritional counseling, and other services. Deliveries take place at Broward General Medical Center and other affiliated hospitals. Additionally, available gynecological services include Pap smears, biopsies, colposcopy, screenings for a variety of cancers in female organs, and a range of diagnostic techniques.

A state-of-the-art pharmacy has been developed on-campus to provide advanced patient pharmaceutical care. Among the specialized services offered are patient education on medication use, improved patient monitoring, therapeutic outcomes assessment, refill compliance monitoring for chronic medications, a multidisciplinary approach to patient care and disease state management, private rooms for individual patient counseling, and conference rooms for group sessions for patients with specialized needs (smoking cessation, diabetes, etc.). Health care centers in Opa-Locka and on the North Miami Beach campus provide medical and optometric care.

Our care, however, is not confined to the walls of our centers, but extends to the community. Clinical faculty members are actively involved at off-campus sites, participating in health fairs, screenings, outreach programs, and other patient-education special events. In addition, we have partnered with hospital consortia, agencies, and service organizations for the provision of health care services to indigent, HIV-positive, and underserved patients.

The NSU health care system serviced 110,000 patient visits in 1997, excluding filling prescriptions, and anticipates playing a wider role in the community's health. Patients of the health care centers benefit from the university's integrated, multispecialty clinics, because, with quick, easy referrals "under the same roof," patient satisfaction and outcomes are greatly improved. As the clinical providers for a growing segment of the South Florida region, we remain committed to enhancing the health and well-being of the extended community.

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 carry out innovative basic and applied research, and to provide high-quality graduate and undergraduate education in a broad range of marine science and related disciplines. The center also serves as a community resource for information, education, and research on oceanographic and environmental issues.

The center's vision is to develop the growth of its faculty, academic programs, student body, physical plant, and endowment. These components are interdependent and all 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 amoeba ecology; 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 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 three courses of study: coastal zone management, marine biology, and marine environmental sciences. Evening courses are offered on a term basis four times a year with courses 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. Marine

environmental sciences students concentrate on marine environmental law, global change, climatology, and economics. Students may be interested in becoming technical specialists or in enhancing existing teaching careers. The Oceanographic Center also offers B.S. degrees in conjunction with the Farquhar Center for Undergraduate Studies, including ocean studies; life sciences (pre-med); science and the business environment; and science and the law.

Facilities: The center has laboratories for marine biology, marine chemistry, marine geology, and marine fisheries. Additional facilities include laboratories for mariculture, electron microscopy, x-radiography, and electronics, as well as coral and geology workshops. An aquaculture facility in the town of Davie provides tanks for raising tilapia from fingerlings, as well as research opportunities for students interested in fisheries and aquaculture. The center also provides a home base for the Broward County Sea Turtle Conservation Project and the National Coral Reef Institute.

The computer center operates a multimode open VMS cluster consisting of DEC AXP workstations, with high-resolution color monitors, DAT tape drives and CD-ROM readers. Also available are two networked HP 4SiMX PostScript printers, a networked Tektronix Phaser 550 color laser printer, a color flatbed scanner, and imaging hardware and software. The center also operates a LAN consisting of approximately 40 PCs for faculty, staff, and student use, which is connected to the Internet via a T-1 link.

The School of Business and Entrepreneurship

Master's Division: The goal of the master's division is to produce complete managers; that is, managers who can cope successfully with the rapidly changing circumstances of today's business world. Whether pursuing degree programs in business administration, international business, public administration, or any of the other master's offerings, students will be ensured of a solid management base. This base is provided through our strong programs, which emphasize adding value to organizations by recognizing, understanding, and applying the modern professional competencies required to manage and make decisions in the global economy.

Building on its reputation for flexible program scheduling, the School of Business and Entrepreneurship offers master's programs in different formats to meet the needs of its customers. One-year day students pursue their studies on the Fort Lauderdale campus by attending on weekdays and participating in internships that will allow them to put their newly acquired knowledge to work solving real business problems. Working professionals pursue their programs utilizing the 18-month/weekend delivery format. Students may also pursue particular program offerings online, in a Web-based format. Depending upon the needs of companies and other clients, the School of Business and Entrepreneurship will provide other delivery modalities that are customized for their specific needs at more than 25 cluster locations.

Doctoral Division: The doctoral division offers qualified candidates a unique opportunity to pursue their studies in an environment that promotes the application of advanced academic studies to the problems of business, industry, education, and government. Designed for bright, entrepreneurial, and motivated professionals, the doctoral programs offer the opportunity and challenge to participate in a curriculum that is carefully balanced to ensure the depth and rigor associated with doctoral education, while ensuring applicability to the real world. Designed for individuals with career maturity, the format of this program allows participation by individuals with substantial professional commitments.

The Institute for Financial Studies provides instruction in financial disciplines to financial professionals who wish to seek professional designations, obtain continuing education credits, or expand their body of knowledge.

The predominate educational program of the institute is the Certified Financial Planner (CFP) Program.

The Institute for Executive and Management Education collaborates with companies and individuals, assisting them to become more competitive in an increasingly global environment. The institute offers customized programs for businesses seeking to change and transform the way they do business. Companies are attracted by the institute's entrepreneurial and market-driven perspective and flexibility in terms of location and scheduling. The institute offers the 54-hour Executive Development Program and a variety of one-, two-, and three-day seminar programs focusing on such topics as marketing management, leadership, sales management and negotiation, reengineering, and coaching skills.

The Institute for Family Business is a cooperative effort between the School of Business and Entrepreneurship and the School of Social and Systemic Studies. The institute offers educational programs and services to meet the unique concerns of business families. Programs and services include national forums, applied workshops, family needs analysis, business and family counseling, and direct work with family business members and sponsors.

The Enterprise Ambassador USA is a cooperative effort between the School of Business and Entrepreneurship and the Fischler Graduate School of Education and Human Services. The program assists high-school students in the transition from the classroom to the real world of business and gives America's young people an opportunity to discover their own entrepreneurial spirit as they prepare for their roles as the business leaders of tomorrow.

The School of Computer and Information Sciences

A major force in educational innovation, the School of Computer and Information Sciences (SCIS) provides educational programs of distinction to prepare students for leadership roles in computer science, information systems, information science, and computing technology in education. It is distinguished by its ability to offer on-campus, online (via the Internet and World Wide Web), and hybrid on-campus/online formats that enable professionals to pursue B.S., M.S., and Ph.D. degrees without career interruption.

In 1997 *Forbes* magazine ranked NSU as one of the nation's top 20 cyber-universities. SCIS pioneered online graduate education with its creation of the electronic classroom and has been offering online graduate programs and programs with an online component since 1983. It has been awarding graduate degrees since 1980. During the 1997-98 academic year, SCIS served more than 1,000 students. Through research, the school advances knowledge, improves professional practice, and contributes to understanding in the computer and information sciences.

SCIS offers programs leading to a B.S. in computer science and computer information systems; an M.S. in computer science, computer information systems, management information systems, and computing technology in education; and a Ph.D. in computer science, information systems, computer information systems, information science, and computing technology in education.

The M.S., which is offered on-campus or online, requires 36 credit-hours and may be completed in 18 months. To earn the M.S. in 18 months, the student must enroll in two courses each term. Terms are 12 weeks long and there are four terms each year. Master's terms start in September, January, April, and July. NSU master's students may be granted early admission into the doctoral program. Early admission provides students with the opportunity to earn the Ph.D. or Ed.D in a shorter time.

Doctoral students may take one of two formats: cluster or institute. Both of these formats bring students and faculty together on the campus for participation in courses, seminars, and dissertation counseling. Between on-campus meetings, students work on assignments and projects, and participate in online activities that facilitate frequent interaction with the faculty as well as with other

students. During the first two years of their programs, cluster students attend four cluster sessions per year. These are held quarterly at the university over an extended weekend. Cluster terms start in March and September. Institute students attend weeklong sessions at the university twice a year at the start of each five-month term. Institute terms start in January and July.

All of the school's doctoral programs are offered in cluster format. Doctoral programs in information systems, information science, and computing technology in education are also offered in institute format. Doctoral programs require 64 credit-hours beyond the master's degree for graduation, and may be completed in as few as three years.

Online activities require use of a computer, modem, and an Internet service provider. Interactive learning methods, used throughout the instructional sequence, involve World Wide Web pages to access course materials, announcements, and other information, plus a range of online activities that facilitate frequent student-faculty and student-student interaction. Faculty and students interact via real-time electronic classrooms, online forums using threaded bulletin boards, real-time chat rooms, online submission of assignments in multimedia formats for review by faculty, electronic mail, and the electronic library. Online activities require use of a computer (IBM-compatible PC or Apple Macintosh) and modem from home, office, or on the road. Students may participate in online activities/courses from anywhere in the U.S. or outside the U.S. where Internet access is available.

SCIS has four special programs: (1) a graduate certificate program in information resources management for federal employees; (2) corporate graduate certificate programs in computer science or information systems; (3) corporate short course and workshop programs, and (4) a series of courses approved for teacher certification in computer science (grades K-12) by Florida's Bureau of Teacher Certification.

The School of Social and Systemic Studies

The Department of Family Therapy offers M.S. and Ph.D. degrees in family therapy. The master's program is committed to clinical excellence. This program has full accreditation with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT), effective July 1, 1997-June 30, 2002. The program fulfills all the academic requirements for state licensure in Florida, and for clinical membership in AAMFT (additional post-master's experience is required for both credentials). The Ph.D. in Family Therapy Program provides students the knowledge and expertise necessary to become leaders in therapy, consultation, research, and teaching. Students may select courses that fulfill the academic requirements for becoming a clinical member and approved supervisor in AAMFT. The department also offers the Medical Family Therapy Program, a specialization available in both the M.S. and Ph.D. programs. This program offers training and research that encourage collaboration among physicians, therapists, and families.

The Department of Dispute Resolution offers Ph.D. and M.S. degrees and a graduate certificate. The courses are designed for students to learn the philosophical basis for the practice of alternative dispute resolution (ADR) and the practical, specific tools of the trade. The graduate certificate and M.S. degree programs allow students to apply their study of ADR to a variety of relevant professional fields. The Ph.D. program offers students opportunities to become skilled reflective practitioners who can offer leadership in a newly emerging field. Their practical dispute resolution experience is enhanced through the study of applicable dispute resolution theory, research, and teaching models.

The department collaborates with NSU's Fischler Graduate School of Education and Human Services to offer the **Coalition for Conflict Resolution in Education (CCRE)**. CCRE addresses conflict issues and conflict resolution in education from preschool to graduate school. CCRE offers a graduate certificate program in conflict resolution in education, training, workshops, seminars, and conferences.

The school, along with NSU's School of Business and Entrepreneurship, established the **Institute for Family Business (IFB)** to foster the growth, health, success, and continuation of family business. The IFB offers its

members forums with national speakers specializing in family business; workshops for improving communication among family members, managing family and business relationships, and succession planning; and counseling, consultation, and educational services.

The **Institute for Conflict Resolution** provides training in alternative dispute resolution methods, especially mediation. The institute offers a wide range of training to attorneys and judges, accountants, mental health practitioners, private and public corporations, governmental agencies and boards, school students, faculty, and administrators, health care organizations, and community groups.

The **Institute for the Study of Cultures/Families (ISCF)** utilizes the overwhelming natural resource of the School of Social and Systemic Studies' culturally diverse student body. ISCF is dedicated to promoting understanding of the many ways that cultures and families provide their members with fundamental life skills, strengths, and orientations to living.

Family Therapy Associates (FTA) is committed to offering professional therapeutic assistance, preventative programs, and educational services to couples and families in South Florida. Unlike more traditional facilities which focus on the individual, FTA provides a therapeutic and educational setting where families work together to understand and resolve their difficulties.

The **Academy of Dispute Resolution** serves as a center for assembling professionals with special expertise in resolving conflicts within business, governmental operations, academic settings, community organizations, and legal forums. The academy's alternative dispute resolution methods include mediation, arbitration, early neutral evaluation, and development and implementation of internal dispute resolution systems. The School of Social and Systemic Studies World Wide Web home page address is: <http://www.nova.edu/ssss>.

The Shepard Broad Law Center

In its first 25 years, the Shepard Broad Law Center has had a profound influence on South Florida, and on the broader legal community. Its alumni Gallery of Achievement includes numerous judges, mayors, and other government officials. Alumni are partners in major law firms, and serve on community boards and as pro bono volunteers. Our part-time evening program offers working professionals an opportunity to join the legal profession or enhance skills in their existing fields.

The law center's faculty and student body reflect the diversity of its community. Included in the 46-member full-time faculty for 1998-99 are four African Americans, four Hispanics, and one Asian American. Seventeen faculty members are women. The student body is equally diverse. Approximately 46 percent of the students are women; 28 percent are members of minority groups. Students and faculty members 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 such as those 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 a four-semester lawyering skills and values sequence. All students use their laptop computers in class and throughout the building.

The law center's clinical program is a highly regarded opportunity. Every student can spend an entire semester in one of seven full-semester clinics: business; children and family; criminal justice; environmental; international; mediation; and personal injury litigation. The ability to practice law in a controlled setting offers an extraordinary educational experience and training that is highly valued by future employers.

Special programs available at the law center include joint degree programs in business, psychology, dispute resolution, and urban/regional planning; summer pro-

grams abroad; and the Individuals with Disabilities Project. Many students intern with a judge through our Judicial Internship Program or volunteer for pro bono service through the Public Interest Law Center. Others select the Guardian Ad Litem Program to gain experience and improve their lawyering skills.

The law center's 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
Ph.D.	Clinical Psychology
Psy.D.	Clinical Psychology

Fischler Graduate School of Education and Human Services

M.S.	Early Childhood, Child and Youth Care, Family Support, Applied Gerontology, Substance Abuse Counseling and Education
M.S.	Education (Graduate Teacher Education Program)
M.S.	Instructional Technology and Distance Education
M.S.	Speech-Language Pathology
Ed.S.	Education (Graduate Teacher Education Program)
Au.D.	Audiology
Ed.D.	Adult Education
Ed.D.	Child and Youth Studies
Ed.D.	Computing and Information Technology
Ed.D.	Educational Leadership
Ed.D.	Health Care Education
Ed.D.	Higher Education
Ed.D.	Instructional Technology and Distance Education
SLP.D.	Speech-Language Pathology
Ed.D.	Vocational, Technical, Occupational Education

Health Professions Division

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

Farquhar Center for Undergraduate Studies

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.	Early Childhood Education
B.S.	Elementary Education
B.S.	Exceptional Education
B.S.	General Studies
B.S.	Hospitality Management
B.A.	Humanities
B.S.	Legal Assistant Studies
B.S.	Legal Studies
B.S.	Life Sciences (Pre-Med)*
B.S.	Ocean Studies*
B.S.	Professional Management
B.S.	Psychology
B.S.	Science and the Business Environment*
B.S.	Science and the Law*
B.S.	Secondary Education
B.S.	Sports and Wellness Studies

**Offered jointly by the Farquhar Center and the Oceanographic Center*

Oceanographic Center

B.S.	Life Sciences (Pre-Med)*
B.S.	Ocean Studies*
B.S.	Science and the Business Environment*
B.S.	Science and the Law*
M.S.	Coastal Zone Management
M.S.	Marine Biology
M.S.	Marine Environmental Sciences
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.B.A./M.M.	Business Administration/Medical Management
M.I.B.A.	International Business Administration
M.P.A.	Public Administration
M.S.	Health Services Administration
M.S.	Human Resource 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*

**Offered jointly by the Shepard Broad Law Center and the School of Business and Entrepreneurship*

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.	Dispute Resolution
Ph.D.	Family Therapy
J.D./M.S.	Law/Dispute Resolution*

**Offered jointly by the Shepard Broad Law Center and the School of Social and Systemic Studies*

Shepard Broad Law Center

J.D.	Law
J.D./M.B.A.	Law/Business Administration*
J.D./M.S.	Law/Dispute Resolution**
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 School of Social and Systemic Studies*

****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*

Dual Admission Programs

Nova Southeastern University offers dual admission to bachelor's degree programs of the Farquhar Center for Undergraduate Studies and to selected graduate and first-professional degree programs. Students apply to both undergraduate and graduate or professional programs at the same time. Students admitted to the Dual Admission Program are assured of their place in an NSU graduate or professional school at the time they enter NSU, as long as they meet program criteria.

In addition, some majors have the advantage of being combined programs, which allow students to complete both the undergraduate 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 dual admission programs:

- Bachelor's in ocean studies/master's in marine biology
- Bachelor's in life sciences or in sports and wellness/master's in physical therapy
- Bachelor's in psychology or in sports and wellness/master's in occupational therapy
- Bachelor's in life sciences/doctor of optometry
- Bachelor's in life sciences/doctor of osteopathic medicine
- Bachelor's in life sciences/doctor of pharmacy
- Bachelor's in life sciences/doctor of dental medicine
- Bachelor of science/master of business administration
- Bachelor of science/master of international business administration
- Bachelor of science/master's in computer sciences or computer information systems
- Bachelor's in psychology/master's in mental health counseling
- Bachelor's in psychology/doctor of psychology (Psy.D.)
- Bachelor's in psychology/Ph.D. in clinical psychology
- Bachelor's degree/master's in dispute resolution or family therapy
- Bachelor's degree/juris doctor (J.D.)
- Bachelor's degree/master's in speech-language pathology

Student Affairs

The Office of Vice President for Student Affairs has administrative responsibility for planning and implementing student development services, including the Career Resource Center, Residential Life, Student Life, and the Wellness Center (which includes the Student Psychological Counseling Center). The office has established a broad spectrum of programs and and physical development of students.

The Career Resource Center helps students and alumni develop a career life plan through counseling and career-related resources. Services provided include helping students to choose a major; guidance in conducting a job search; assistance in exploring career and/or graduate/professional school opportunities; and help in securing employment.

Residential Life supports and enhances the academic experience by providing a safe, clean, and comfortable living environment. An important goal of the office is to make the residence halls genuine living/learning centers that provide an environment conducive to overall student success. Residential Life strives to create an atmosphere that facilitates the personal development and learning of students through programming, leadership opportunities, advising, and counseling.

The Student Life Office provides a variety of social, cultural, recreational, and educational programs to both the undergraduate and expanding graduate population of the university. Student Life is committed to the ideal of student leadership and development outside the classroom. A commitment to student development serves as the basis of all activity within the Student Life department and is an important component of the department's mission statement. Students are afforded leadership opportunities early in their academic careers at the university. Training is provided through a series of cocurricular retreats, and seminars and workshops focusing on the behavioral and developmental aspects of leadership development.

The Wellness Center serves as a "health service" for students. As part of a comprehensive wellness strategy the center provides a variety of services and educational programs. For example, the educational programs and materials provided to students address health risk factors such as smoking, poor nutrition, drugs and

alcohol, sexual behaviors, stress, and lack of exercise. The Wellness Center helps students maintain their physical and mental health by providing student health and dental insurance in conjunction with a physician referral network, a "self-care" center where students can obtain basic first-aid supplies and over-the-counter medications, and coordination of student counseling services through the Student Psychological Counseling Center.

Continuing Education Program

History: Nova Southeastern University's Office of Continuing Education was established on July 1, 1995. The university has long been recognized as a national leader in postsecondary education for its innovative approaches to distance education and its technological delivery systems. In recognition that many of its undergraduate and graduate degree programs are designed to serve the professional development needs of midcareer adults, the university created a complementary office to coordinate noncredit, nondegree programs to meet the lifelong professional and personal development needs of individuals in its communities.

Mission: The mission of the Office of Continuing Education is to coordinate, highlight, enhance, promote, market, record, and report noncredit, nondegree continuing education programs with the mutual cooperation of, and support from, the academic centers and schools of the university. The Continuing Education Office assists those schools and centers to continue, develop, and expand continuing education courses, seminars, workshops, conferences, and educational travel experiences that are of high quality, are consistent with the mission of the university, and contribute positively to its image and reputation.

Advisory Council, Office of Continuing Education and Collaboration: The continuing education office accomplishes its mission under the guidance of the representative Advisory Council, Office of Continuing Education and Collaboration. The purpose of the council is to create and maintain communication regarding continuing education and collaboration within the internal and external communities of the university and provide representative counsel to the office leadership. The council consists of appointed representatives of the several schools and academic centers at the university, as well as appropriate community leaders. The council approves continuing education goals, reviews and provides advice regarding operational plans, serves as a sounding board for new ideas and programs, provides avenues of communication to and from the academic centers and the community, and reviews, approves or recommends continuing education policy to the administration.

Continuing Education Events Calendar: The Office of Continuing Education maintains a comprehensive events calendar that is updated weekly at its World Wide Web

site. The calendar listing contains event dates, titles, sponsorship, and telephone numbers and email addresses of contact persons. The calendar can be accessed at: <http://www.nova.edu/nsu/ce/>.

Contract Training: Through its contract-training program, the Office of Continuing Education facilitates the delivery of existing university courses on the company's site to augment the training and development programs of community business, industry, government, education, and health care organizations. Groups with special needs that existing courses do not address can have custom programs developed particularly for them. Nova Southeastern University's reputation for flexibility, innovation, and technological delivery extends to the contract-training program. Groups served or approached recently with contract training have included a consortium of Latin American software companies, an agency of the Broward County government, the Broward County Library, the Coral Springs Mall, the Broward Sheriff's Office, and a major Chicago-based national retailer.



STUDENT ENROLLMENT

Student Enrollment

Historical Highlights of Enrollment

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 almost 17,000 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 more than 8,000. Between 1972 and 1973, enrollments almost tripled, increasing from 571 to 1,483 after the addition of distance education programs in educational leadership and higher education, as well as an M.B.A. program and a Ph.D. program in clinical psychology.

During the next decade, enrollments leveled off, and then once again began to rise. Over the last 10 years, enrollments increased 60 percent (Figure 3 and Table 1). As a result of the merger with Southeastern University of the Health Sciences in 1994, there was an immediate increase in enrollment of approximately 10 percent.

Figure 3

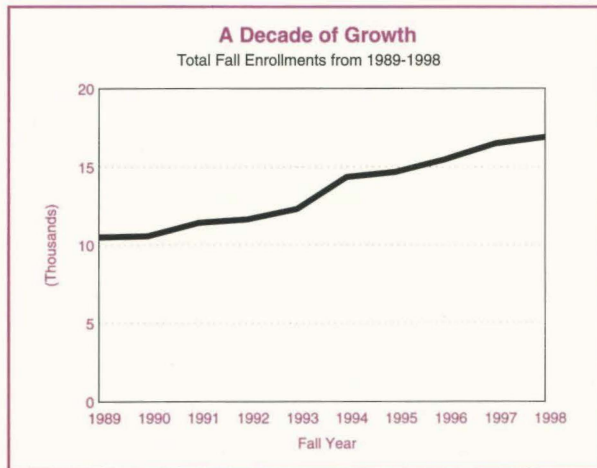


Table 1

Year	Enrollment by Degree Level			Total Enrollment
	Undergraduate	Graduate	Professional	
1998	4,371	9,734	2,816	16,921
1997	4,207	9,714	2,580	16,501
1996	3,928	9,139	2,425	15,492
1995	3,866	8,655	2,171	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

Source: Nova Southeastern University Archives

Nova Southeastern University has the largest total fall-term enrollment of all independent universities in the southeastern United States. Moreover, of approximately 2,000 private institutions nationally, Nova Southeastern University is among the 20 largest. When compared with the total number of students enrolled at Florida independent four-year institutions in 1996, one of every seven students enrolled in private higher education in Florida attended Nova Southeastern University.

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 NSU,

many programs have multiple sessions during the span of a traditional semester. Thus, headcounts and other student measures extracted from the student database 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 1998 enrollment from the IPEDS report in the first week of November was 16,050, while the total enrollment in the first week in December was 16,921. This was an increase in headcount of approximately five percent. Enrollment increases another one to two percent by the time the fall term ends.

Recent Enrollment Trends

As shown in the graphs and tables that follow, all measures of enrollment show growth over the last five years. Both the fall headcount (Figure 4) and FTE¹ enrollment (Figure 5) show the greatest increases in graduate and professional degree programs. Undergraduate headcounts

Figure 4

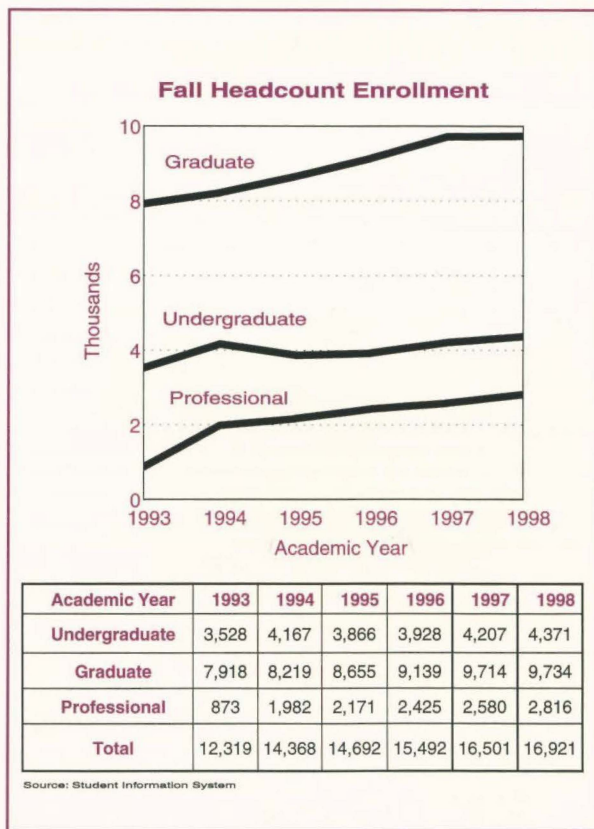
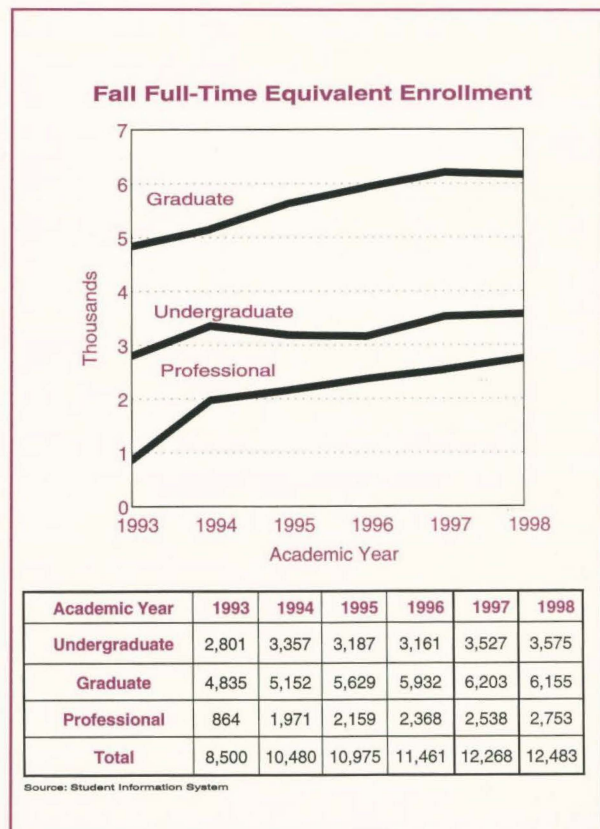


Figure 5



¹Full-time equivalents (FTE) were calculated as follows for each degree level:
 FTE = No. full-time students + (total credit hrs. taken by students carrying less than a full-time load ÷ full-time credit load)
 Full-time credit loads are 12 for undergraduates, 9 for graduate students, and 10 for first-professional students.

have been on a steady increase for the last four years. The Health Professions Division contributed additional students at all degree levels, but most substantially at the first-professional degree level. First-professional degrees (as defined by the National Center for Education Statistics) are offered in a variety of fields.

Growth in the delivery of educational services to students is perhaps most apparent in the rise in cumulative head-

count and cumulative credit hours shown in Figures 6 and 7. Over the last five years, unduplicated, cumulative headcount² increased by 32 percent, and cumulative credit hours delivered grew by 56 percent. 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 6

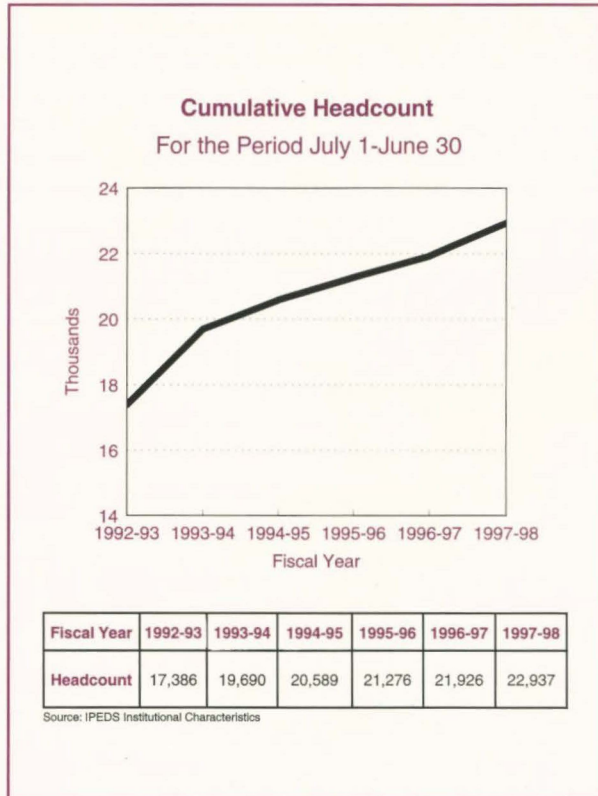
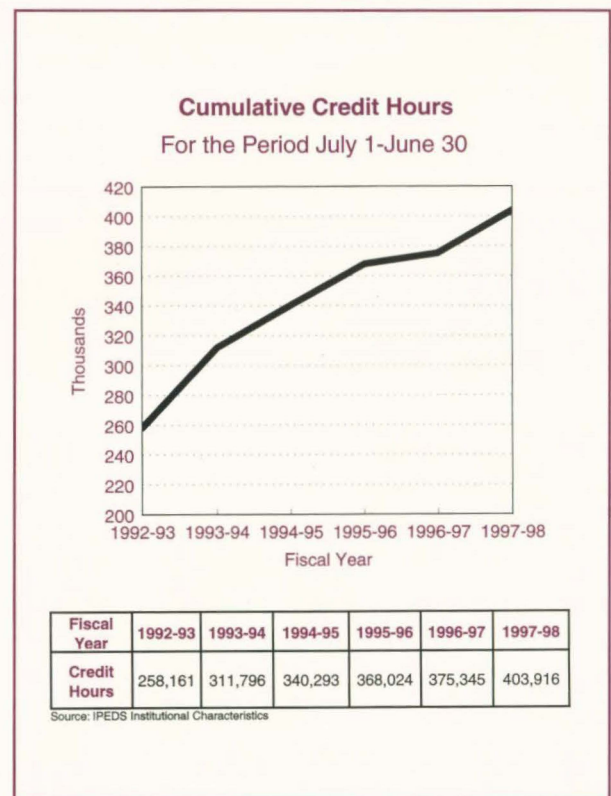


Figure 7



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 seven years the university's graduate programs in the field of education offered through the Fischler Graduate School of Education and Human Services have represented approximately 30 percent of the university's total enrollment. The undergraduate programs of the Farquhar Center for Undergraduate Studies ranks a close second. When ranked by total

credit hours delivered, the Farquhar Center moves ahead of the graduate education programs (see Table 2). In the fall 1998, these two centers enrolled 56 percent of all students.

Table 2

Fall 1998 Enrollment by Academic Center or School			
Center/School	Centers Ranked by Headcount		
	Total Students	Percent of Students	Accumulative Percent
Fischler Graduate School of Education and Human Services	5,348	32%	32%
Farquhar Center for Undergraduate Studies	4,119	24%	56%
Health Professions Division	2,549	15%	71%
Business and Entrepreneurship	2,043	12%	83%
Shepard Broad Law Center	947	6%	89%
Psychological Studies	936	6%	94%
Computer and Information Sciences	615	4%	98%
Social and Systemic Studies	271	2%	99%
Oceanography	93	1%	100%
Total	16,921	100%	
Center/School	*Centers Ranked by Term Credit Hours		
	Percent of Total Credit Hours		
Farquhar Center for Undergraduate Studies	44%		
Fischler Graduate School of Education and Human Services	32%		
Business and Entrepreneurship	11%		
Psychological Studies	7%		
Computer and Information Sciences	4%		
Social and 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.			

Another consistent trend at the university level has been approximately equal proportions of full-time and part-time students (Table 3). First-professional programs enroll almost exclusively full-time students, while the graduate student enrollment is approximately two-thirds part-time students.

Enrollments have increased at all degree levels over the last five years, with the most consistent growth in first-professional programs (Figures 4 and 5). Between 1994

and 1998, first-professional enrollment increased by 30 percent.

Graduate programs represent approximately 50 percent of both the headcount and FTE enrollments. Between 1993 and 1998, the graduate student headcount increased by 23 percent and the FTE both grew by 27 percent. Enrollments in the undergraduate programs have fluctuated over the last five years around a mean of approximately 3,900 for most of the period.

Table 3

Fall Term Enrollment By Gender and Full-Time/Part-Time Status						
Year	Degree Level	Full-Time	Part-Time	Male	Female	Total
1998	Undergraduate	2,790	1,363	1,247	2,906	4,153
	Graduate	3,104	5,983	3,117	5,970	9,087
	*Professional	2,652	158	1,488	1,322	2,810
	Total	8,546	7,504	5,852	10,198	16,050
	Percent	53%	47%	36%	64%	
1997	Undergraduate	2,771	1,269	1,213	2,827	4,040
	Graduate	2,145	7,022	3,299	5,868	9,167
	*Professional	2,476	99	1,416	1,159	2,575
	Total	7,392	8,390	5,928	9,854	15,782
	Percent	47%	53%	38%	62%	
1996	Undergraduate	2,318	1,584	1,236	2,666	3,902
	Graduate	2,305	6,324	3,098	5,531	8,629
	*Professional	2,276	144	1,372	1,048	2,420
	Total	6,899	8,052	5,706	9,245	14,951
	Percent	46%	54%	38%	62%	
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%	

*Professional programs include juris doctor, doctor of optometry, doctor of osteopathic medicine, doctor of dental medicine, and doctor of pharmacy, as defined by the National Center for Education Statistics. 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

Geographic Diversity

Nova Southeastern University is quite diverse geographically, with student clusters in 23 states, Canada, the Caribbean, Germany, Israel, and Panama. Despite the geographic scope of the university's cluster sites, the majority of students have permanent residence in Florida (see Table 4). In calendar year 1998, 73 percent of all students enrolled reported Florida as their permanent residence.

With regard to where students attend classes, 68 percent of all students enrolled during the 1998 calendar year attended classes in the tri-county area that includes Miami-Dade, Broward, and Palm Beach counties (see Table 5). More than half of all students attend classes in Broward County. Only four percent of the university's total enrollment attend classes at international sites (Table 6). Eighty-two percent of all students at international sites attend classes in Jamaica, Panama, and the Bahamas. Therefore, the university's principal service area is Florida, primarily the surrounding tri-county area.

Table 4

Permanent Residence of Students Calendar Year 1998					
Permanent Residence	Students	Percent of Enrollment	Permanent Residence	Students	Percent of Enrollment
Florida	18,272	72.7%	New Hampshire	49	*
Georgia	537	2.1%	Minnesota	48	*
New York	440	1.7%	Kansas	38	*
New Jersey	333	1.3%	Maine	35	*
California	302	1.2%	Kentucky	29	*
Nevada	235	1.0%	Oklahoma	27	*
Pennsylvania	234	*	Mississippi	24	*
Virginia	227	*	Washington D.C.	24	*
South Carolina	225	*	Delaware	22	*
Maryland	207	*	Rhode Island	22	*
Illinois	195	*	Arkansas	20	*
Texas	195	*	New Mexico	19	*
North Carolina	189	*	Oregon	19	*
Massachusetts	174	*	Utah	18	*
Alabama	157	*	West Virginia	16	*
Ohio	122	*	Vermont	15	*
Michigan	108	*	Nebraska	11	*
Connecticut	101	*	Hawaii	10	*
Arizona	100	*	Virgin Islands	9	*
Indiana	94	*	North Dakota	6	*
Louisiana	83	*	Idaho	5	*
Wisconsin	82	*	Wyoming	5	*
Missouri	81	*	Alaska	4	*
Washington	72	*	Montana	3	*
Colorado	71	*	South Dakota	2	*
Tennessee	70	*	Unidentified, Other	1,628	6.5%
Puerto Rico	68	*			
Iowa	61	*	Total Students	25,143	100%

Note. This listing includes all NSU students enrolled during calendar year 1998, including nondegree-seeking students, and special status students.

*State residents represent less than 1% of the university headcount.

Table 5

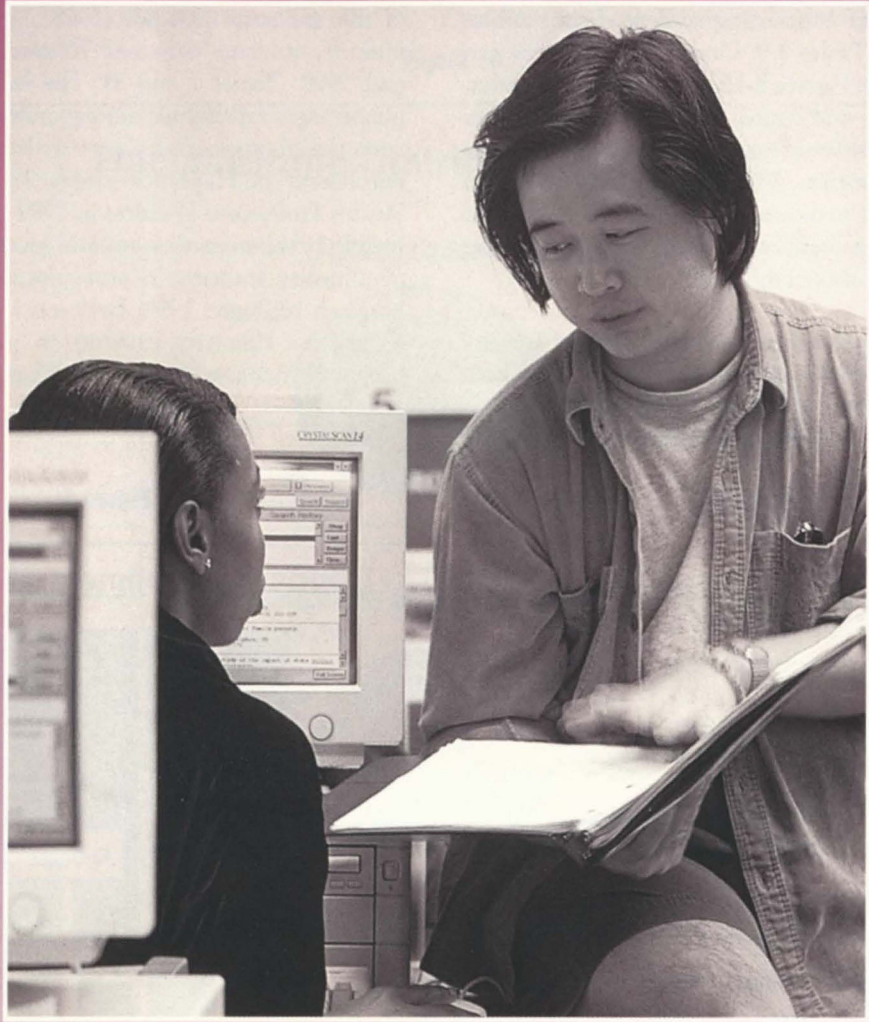
Proportion of Students That Attended Classes in Florida and the *Tri-County Area During Calendar Year 1998								
Center/School	Total Enrollment	Attending Classes in				Percent of Total Center Enrollment Attending Class in		
		Florida		Tri-County Area		Broward	Miami-Dade	Palm Beach
		No.	Percent	No.	Percent			
Graduate School of Education	8,002	5,554	69%	3,872	48%	31%	14%	4%
Center for Undergraduate Studies	5,944	5,177	87%	4,050	68%	54%	12%	2%
Business and Entrepreneurship	3,584	2,260	63%	1,817	51%	38%	8%	5%
Health Professions Division	3,127	3,127	100%	3,080	98%	98%	0%	0%
Law	1,246	1,246	100%	1,246	100%	100%	0%	0%
Psychological Studies	1,214	1,214	100%	970	80%	70%	6%	4%
Computer and Information Sciences	1,208	1,208	100%	1,208	100%	100%	0%	0%
Social and Systemic Studies	639	639	100%	639	100%	100%	0%	0%
Oceanography	143	143	100%	143	100%	100%	0%	0%
University-Wide	25,107	20,568	82%	17,025	68%	56%	9%	3%

*The tri-county area includes Miami-Dade, Broward, and Palm Beach Counties.
Enrollments reflect unduplicated counts of students taking classes during calendar year 1998.

Table 6

Students Attending Classes at International Sites During Calendar Year 1998			
Country	Number	Percent of Total International	Percent of Total Enrollment
Jamaica	413	40%	2%
Bahamas	233	23%	1%
Panama	188	18%	1%
Israel	97	10%	<1%
Canada	79	8%	<1%
Germany	12	1%	<1%
Total International	1,022	100%	4%

Enrollments reflect unduplicated counts of students taking classes during calendar year 1998



STUDENT DEMOGRAPHICS

Student Demographics

Detailed data concerning student demographics appear in Tables 3-9. Graphical summaries can be found in Figures 8-16. It should be noted that data in the tables and figures below for students from racial/ethnic minorities do not include nonresident aliens classified as minorities. When nonresident aliens are classified according to race/ethnicity, minorities represent approximately 35 percent of the total enrollment rather than 33 percent as shown in Table 8.

Over the last five years, there has been a gradual increase in the minority-student population (Figures 8 and 9). Minorities represented 33 percent of the total enrollment

of the university this fall (1998), and the number of minority students increased 76 percent between 1993 and 1998 (Tables 7 and 8). The largest proportion of minorities is represented among undergraduate students, with the greatest increase over the last five years in enrollment of Hispanics (Table 7). Addition of the Health Professions Division in 1994 contributed significantly to the more than twofold increase in the number of minority students in professional-degree programs between 1993 and 1994. Between 1994 and 1998, the number of minority students in professional-degree programs increased by another 65 percent.

Figure 8

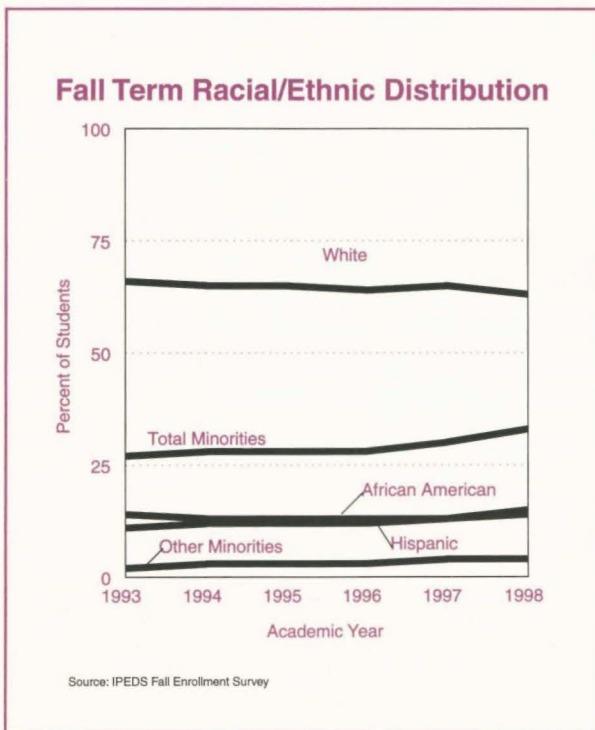


Figure 9

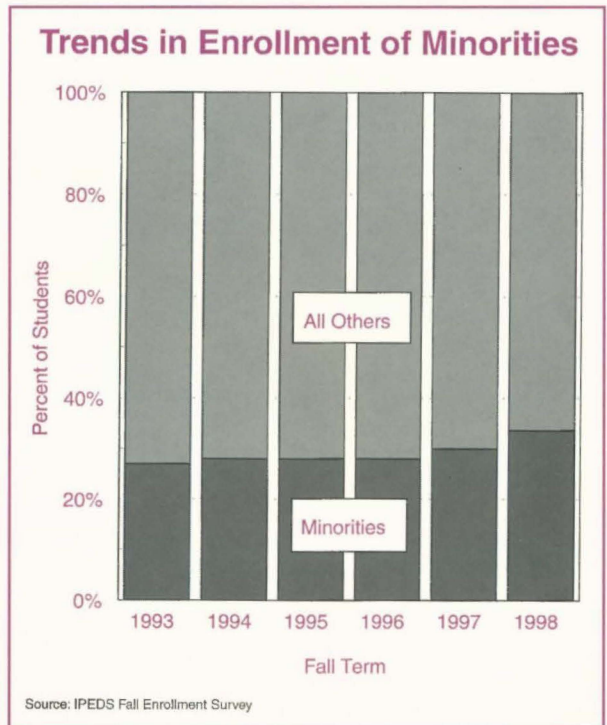
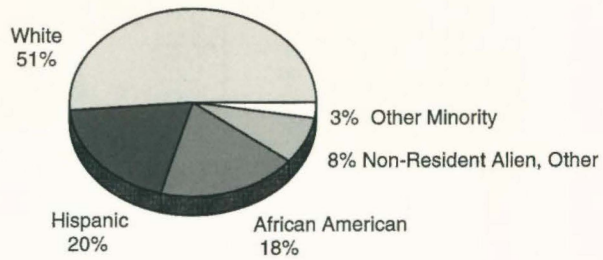


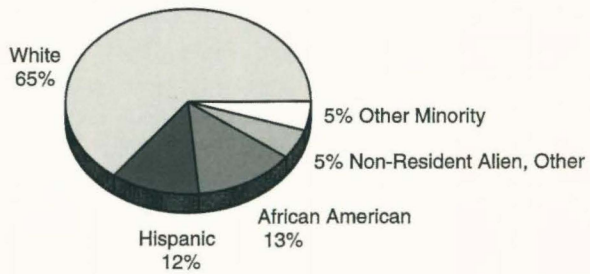
Figure 10

Racial/Ethnic Distribution Fall 1998

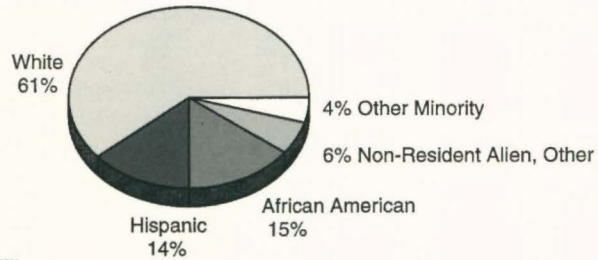
Undergraduates



Graduate and Professional



All Degree Levels



Source: IPEDS Fall Enrollment Survey

Table 7

Racial/Ethnic Distribution of Students by Headcount								
Degree Level	Fall Term	Total Headcount	Total Minorities	White	Hispanic	African American	*Other Minority	Nonresident Alien
Undergraduate	1998	4,153	1,689	2,128	817	761	111	247
	1997	4,040	1,554	2,205	756	701	97	267
	1996	3,902	1,401	2,047	698	631	72	377
	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
Graduate	1998	9,087	2,683	5,895	1,011	1,453	219	340
	1997	9,167	2,391	6,264	942	1,275	174	403
	1996	8,629	2,150	5,882	857	1,137	156	419
	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
First-Professional	1998	2,810	894	1,801	385	140	369	42
	1997	2,575	730	1,748	307	121	302	67
	1996	2,420	628	1,688	263	136	229	67
	1995	2,178	599	1,478	247	168	184	59
	1994	1,930	541	1,378	227	170	144	11
	1993	854	201	650	87	97	17	3
University Total	1998	16,050	5,266	9,824	2,213	2,354	699	629
	1997	15,782	4,675	10,217	2,005	2,097	573	737
	1996	14,951	4,179	9,617	1,818	1,904	457	863
	1995	13,941	3,947	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

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 were not available.
 *Includes American Indian, Alaska Native, Asian, and Pacific Islanders.

Source: IPEDS Fall Enrollment Survey

Table 8

Racial/Ethnic Distribution of Students by Percentage							
Degree Level	Fall Term	Total Minorities	White	Hispanic	African American	*Other Minority	Nonresident Alien
Undergraduate	1998	41%	51%	20%	18%	3%	6%
	1997	38%	55%	19%	17%	2%	7%
	1996	36%	52%	18%	16%	2%	10%
	1995	36%	55%	19%	15%	2%	7%
	1994	36%	57%	18%	15%	3%	8%
	1993	34%	60%	16%	16%	2%	6%
Graduate	1998	30%	65%	11%	16%	2%	4%
	1997	26%	68%	10%	14%	2%	4%
	1996	25%	68%	10%	13%	2%	5%
	1995	25%	68%	10%	13%	2%	5%
	1994	25%	70%	10%	13%	2%	4%
	1993	25%	70%	9%	13%	2%	5%
First-Professional	1998	32%	64%	14%	5%	13%	1%
	1997	28%	68%	12%	5%	12%	3%
	1996	26%	70%	11%	6%	9%	3%
	1995	28%	68%	11%	8%	8%	3%
	1994	28%	71%	12%	9%	7%	1%
	1993	24%	76%	10%	11%	2%	0%
University Total	1998	33%	61%	14%	15%	4%	4%
	1997	30%	65%	13%	13%	4%	5%
	1996	28%	64%	12%	13%	3%	6%
	1995	28%	65%	12%	13%	3%	5%
	1994	28%	65%	12%	13%	3%	5%
	1993	27%	66%	11%	14%	2%	5%

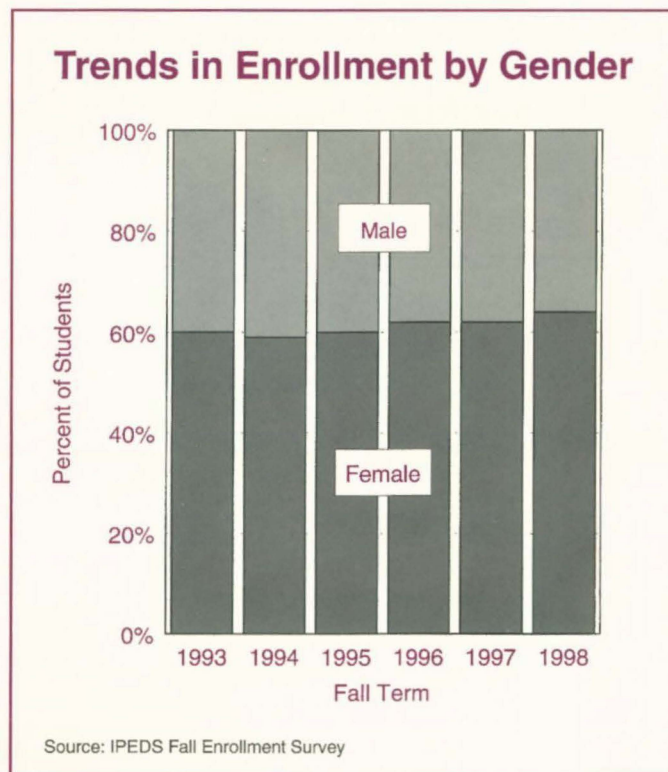
University totals include students taking courses in foreign countries. Prior to 1995, detailed information was not available for these students. There was also a small proportion of U.S. students for whom racial/ethnic data were not available.
 *Includes American Indian, Alaska Native, Asian, and Pacific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

Source: IPEDS Fall Enrollment Survey

The distribution of students by gender has been remarkably constant over the last five years (Table 3 and Figure 11). The ratio consistently has been approximately 60 percent female to 40 percent 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.

Along with ethnicity, age represents an important component of diversity in the student body. As shown in Figures 12-16 and Table 9 that follow, NSU has a large number of students of nontraditional 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 alongside working adults who are up to 60 years old. Similarly, 22-year-old students starting graduate school immediately after completing their bachelor's degree can study with seasoned professionals who have returned to school to further their careers.

Figure 11



The majority of undergraduate and graduate students at Nova Southeastern University did not begin their programs immediately after high school or after graduating from college. Thirty-three percent of undergraduates, and only 10 percent of graduate students were under age 25 during the 1998 Fall Term (Table 9). The fraction of students below age 25 has changed little at the undergraduate and graduate degree levels for the last five years. During the same period, the proportion of law

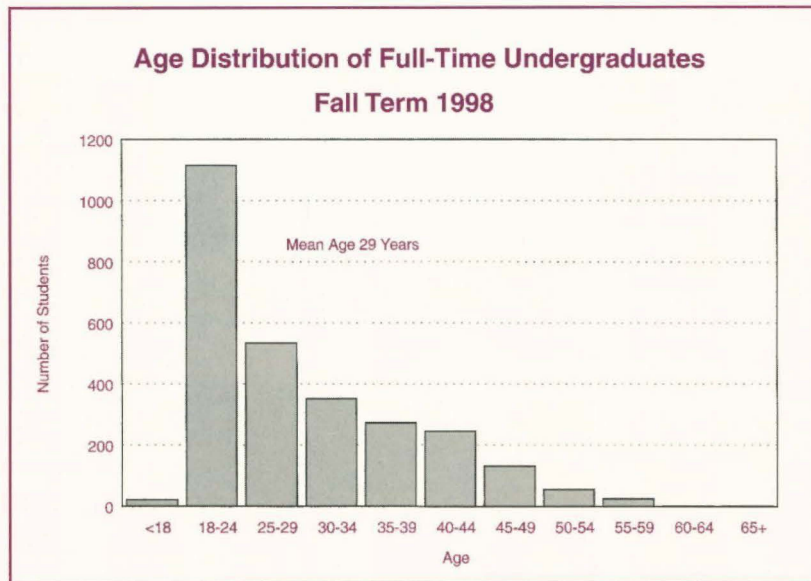
students less than 25 years old declined from 39 percent to 30 percent.

Figure 12 reveals that the age distribution of full-time undergraduates is skewed toward the traditional age group, with a group mean age of 29 years. Traditional undergraduates (defined here as full-time students between 18-24 years old) represent 41 percent of full-time undergraduates.

Table 9

Percent of Students Under 25 Years of Age By Degree Level			
Academic Year	Undergraduate	Graduate	Law
1998	33%	10%	30%
1997	31%	9%	30%
1996	30%	13%	33%
1995	31%	9%	37%
1994	29%	7%	40%
1993	29%	7%	39%

Figure 12



As shown in Figure 13, the age distribution of part-time undergraduates was more dispersed, and the mean age of this group was 34 years old. Overall, approximately 33 percent of all undergraduates were of traditional age during the 1998 fall term (Table 9).

Figure 14 shows that the age distribution of full-time graduate students is skewed toward the traditional graduate student age group, while the distribution of

part-time graduate students is dispersed with only a small proportion of students less than 25 years old (Figure 15). The majority of graduate students at NSU are between 25 and 55 years old. This is consistent with the fact that most graduate students enrolled at Nova Southeastern University 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 13

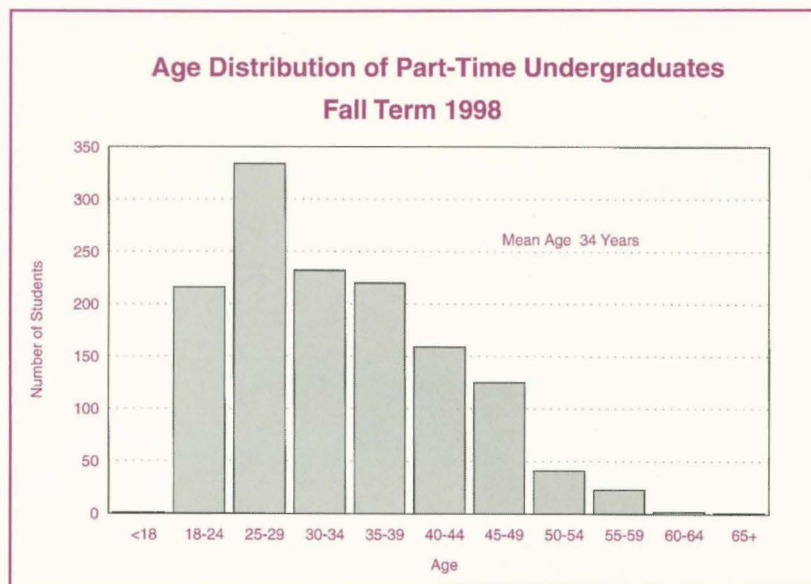
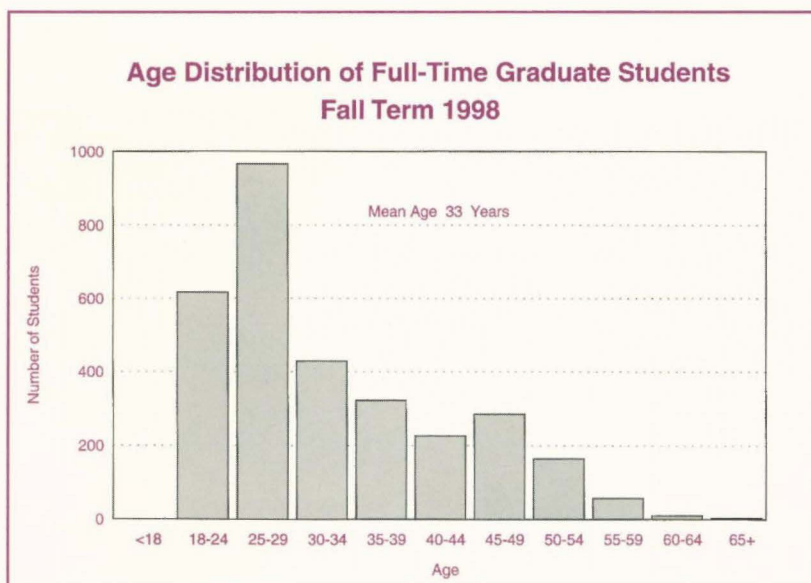


Figure 14



The age distribution of first-professional students (Figure 16) suggests a more traditional educational progression pattern, where most enter professional school immediately or soon after obtaining their bachelor's degree. The

majority of students range from 22-28 years old, indicating that these programs serve primarily students entering professional school immediately after completing a bachelor's degree.

Figure 15

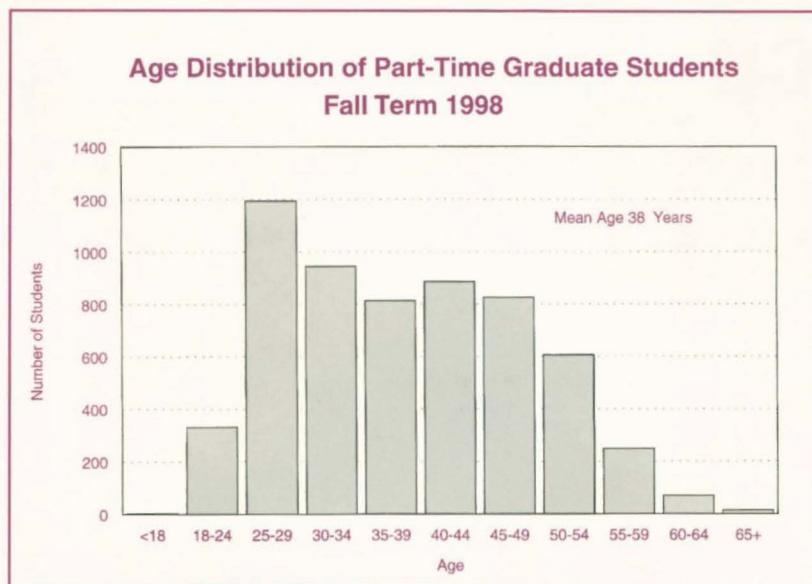
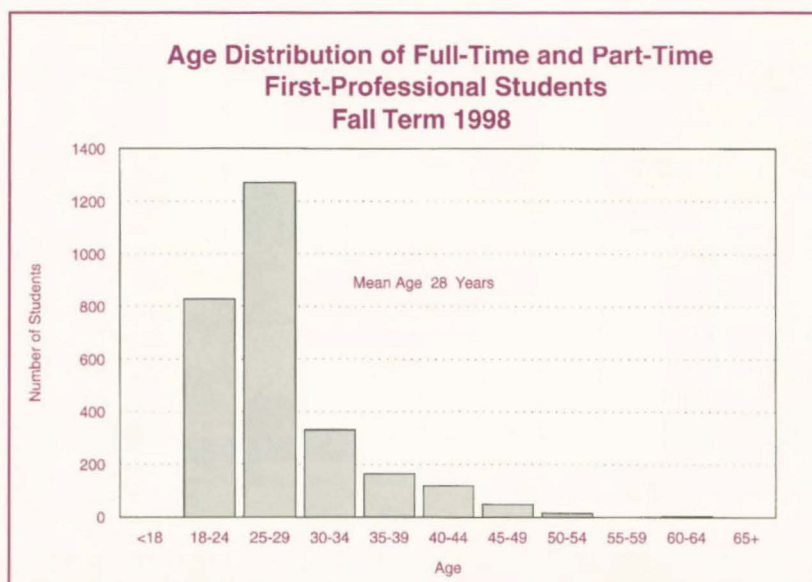


Figure 16





UNIVERSITY GRADUATES

University Graduates

Approximately 58,000 people claim Nova Southeastern University as their alma mater. These graduates reside in all 50 states, and in more than 50 other countries. Many alumni are in high-level positions in areas such as business, education, health care, law, politics, and public service. For example, Margaret A. Dixon, past president of the American Association of Retired Persons, received her Ed.D. degree from the Fischler Graduate School of Education and Human Services. Furthermore, NSU alumni include 18 current college presidents and provosts; 164 superintendents and assistant superintendents, some of whom are in seven of the nation's 40 largest school districts; and presidents, chief executive officers, and vice presidents of

leading corporations. NSU graduates have served as judges, state bar officials, state representatives, city and county commissioners, and mayors.

Degrees Awarded

The number of graduates from university degree programs has been on an upward trend since 1988. Between 1994 and 1998, the number of degrees awarded increased by 17 percent (Figure 17). Although graduates of health professions programs contributed significantly to the increase beginning in fiscal year 1993-94, the number of graduates at all degree levels continues to rise.

Figure 17

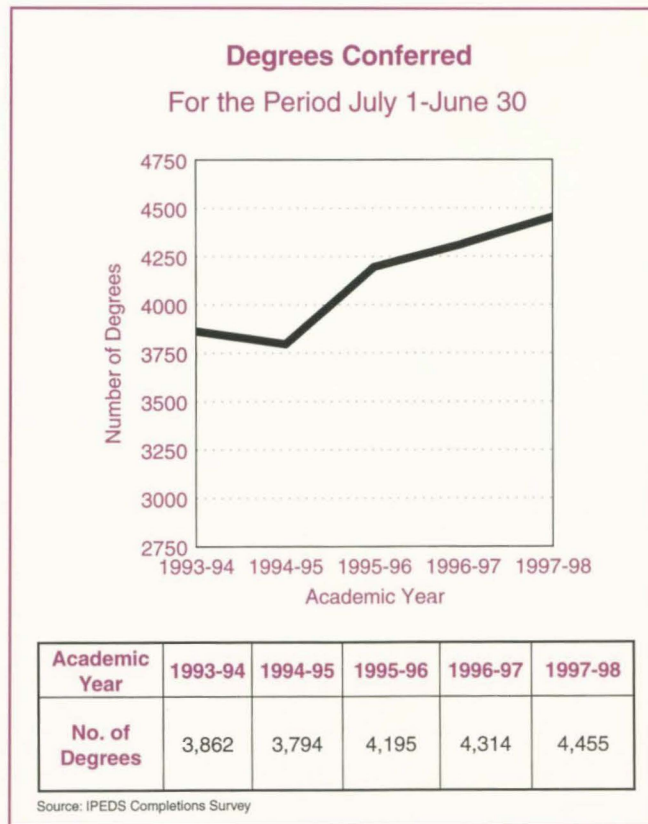
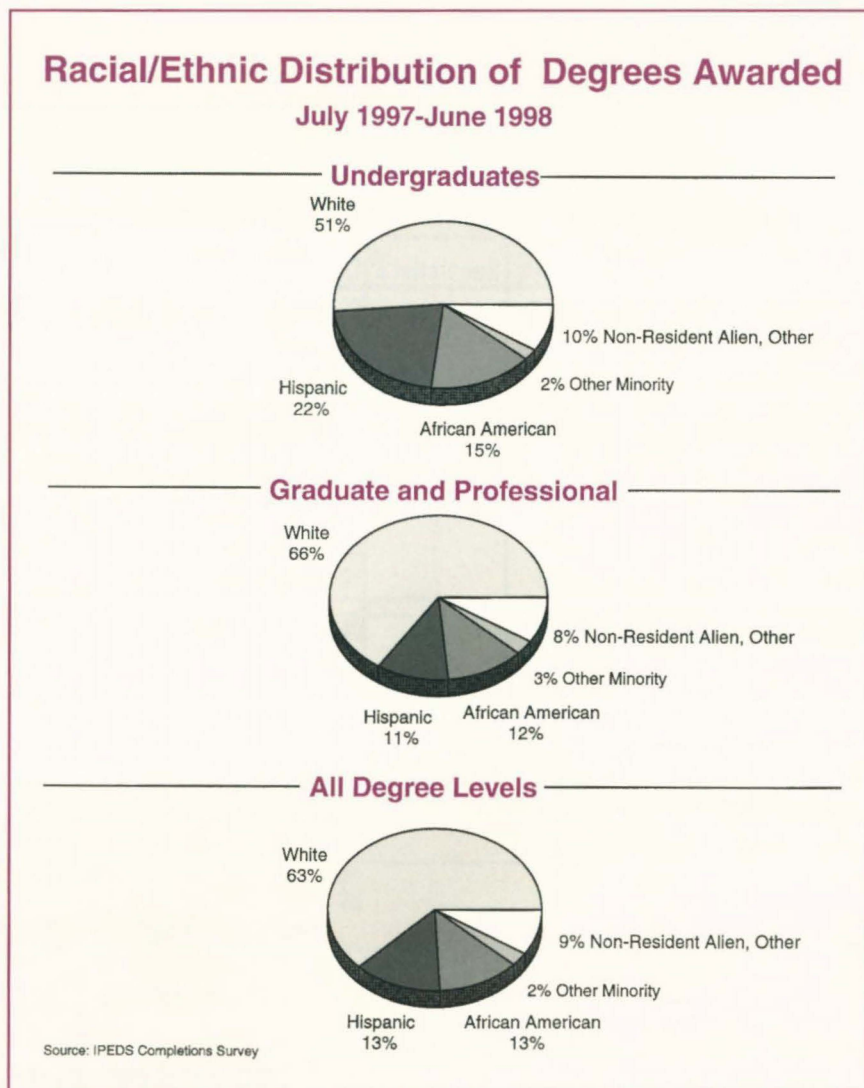


Figure 18 and Table 10 show the racial/ethnic composition of the most recent group of graduates. It is noteworthy that approximately 29 percent of graduates at all degree levels are minorities. In particular, 40

percent 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 NSU's contribution in some perspective:

■ In 1996, the National Research Council ranked Nova Southeastern University first among 394 doctorate-granting institutions nationwide in the number of doctoral degrees awarded to African American students and 18th in the number of doctoral degrees awarded to Hispanic students.

■ Based on a 1996 study by the National Research Council, Nova Southeastern University ranked 22nd

among 394 doctorate-granting institutions nationwide in the total number of doctoral degrees conferred. It awarded 25 percent of all doctorates, 52 percent of all doctorates in the field of education, and 25 percent of doctorates in the field of mathematics and computer science that were conferred in Florida in 1996.

■ Nova Southeastern University awarded almost one-third as many master's, three-fourths as many doctoral, and one-half as many first-professional degrees to minority students as the entire state university system of Florida during the 1996-97 fiscal year.

Table 10

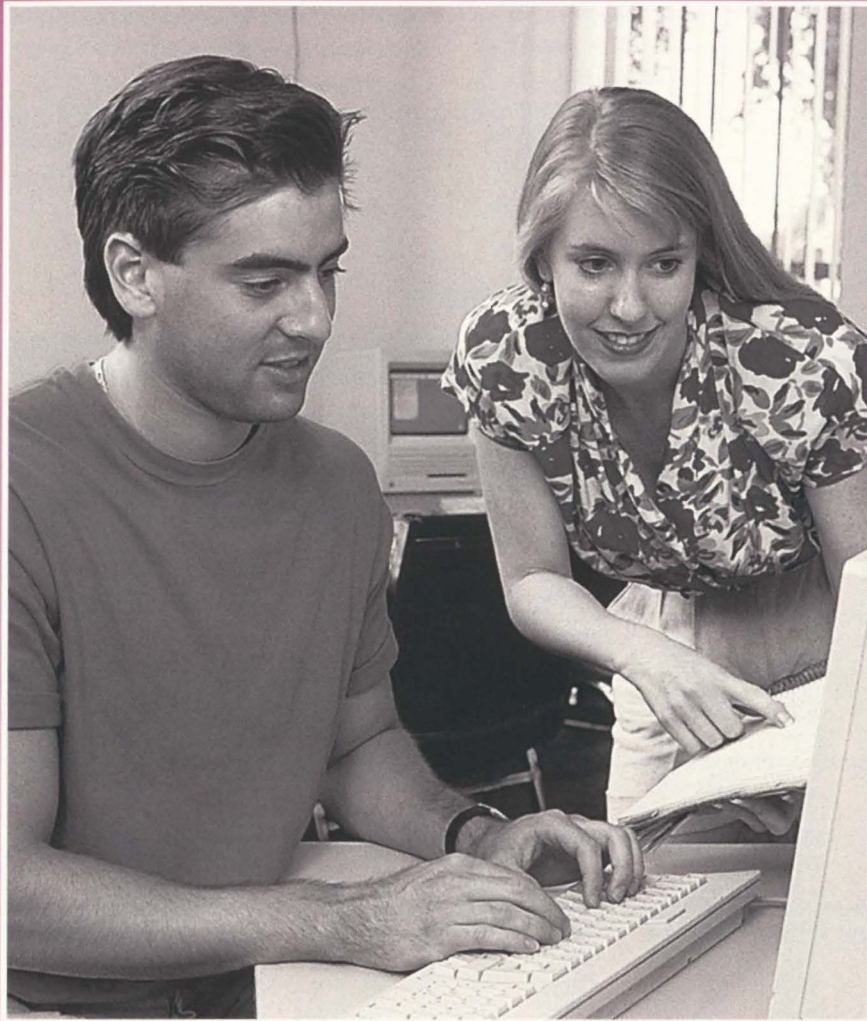
Degrees Conferred July 1997 through June 1998							
	Bachelor's	Master's	Specialist's	Doctoral	*First- Professional	All Degrees	Percent
By Gender							
Female	733	1,516	43	322	242	2,856	64%
Male	290	733	14	218	344	1,599	36%
By Race/Ethnicity							
White	525	1,421	36	406	398	2,786	63%
Hispanic	226	265	7	18	74	590	13%
African American	157	271	12	77	41	558	13%
Asian/Pacific Islander	18	38	1	8	42	107	2%
Am. Indian/Alaska. Native	4	7	0	2	2	15	0%
Nonresident Alien	90	238	0	29	29	386	9%
Undesignated	3	9	1	0	0	13	0%
Grand Total	1,023	2,249	57	540	586	4,455	
*First Professional includes juris doctor, doctor of dental medicine, doctor of optometry, doctor of osteopathic medicine, and doctor of pharmacy, as defined by the National Center for Education Statistics.							
Source: IPEDS Completions Survey							

One of the contrasts between Nova Southeastern University and the Florida state university system is the age of their students. The difference in age frequently spans approximately 10 years. Both the average age of students currently enrolled (Figures 12-16) and their age at time of graduation (Table 11) clearly indicate that Nova Southeastern University serves predominantly older, working adults. Accordingly, the university has structured its academic programs and delivery systems to meet the needs of this population.

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

Table 11

Age at Time of Graduation For Degrees Conferred During the 12-Month Period July 1-June 30						
Degree Level		Academic Year				
		1993-94	1994-95	1995-96	1996-97	1997-98
Bachelor's	Mode	23	23	25	26	23
	Median	32	33	32	32	32
	Mean	33	34	33	34	33
Master's	Mode	27	27	26	26	27
	Median	36	35	34	35	34
	Mean	37	36	36	37	36
Specialist's	Mode	43	45	47	47	30
	Median	45	44	45	47	41
	Mean	44	43	43	42	41
Doctorate	Mode	44	49	45	48	50
	Median	46	47	47	48	47
	Mean	46	47	47	46	47
Professional	Mode	25	26	27	27	27
	Median	28	28	28	28	28
	Mean	30	30	30	30	30
University-wide	Mode	25	26	26	26	27
	Median	36	35	34	34	34
	Mean	37	36	36	36	36



UNIVERSITY PERSONNEL

The Personnel

Nova Southeastern University utilizes full-time faculty, as well as a large, well-qualified, and dedicated group of adjunct professors to carry out its educational mission. In addition, other academically qualified university employees working on overload contracts supplement the full-time faculty. Over the six-year period from 1987-1993, the full-time faculty almost doubled. Between 1993 and 1998 the faculty

almost tripled (Table 12). Approximately half of this increase was due to the addition of the Health Professions Division.

Since 1991, the noninstructional staff increased less than twofold, but the number of full-time faculty increased more than threefold (Table 12). Between 1991 and 1998, the ratio of FTE students to the total faculty,

Table 12

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	1998	456	270	186	59	390	21	18	20
	1997	435	264	171	60	375	20	21	19
	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
Executive/ Administrative	1998	175	104	71	14	161	4	7	3
	1997	168	103	65	14	154	4	8	2
	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
Professional	1998	541	192	349	103	426	39	47	17
	1997	508	166	342	90	400	29	47	14
	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
Secretarial/Clerical	1998	489	44	445	203	277	70	127	6
	1997	421	30	391	157	259	49	105	3
	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
Technical/ Paraprofessional	1998	105	38	67	52	49	15	36	1
	1997	95	36	59	42	52	17	25	0
	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
**Maintenance/ Skilled Crafts	1998	55	50	5	26	29	13	13	0
	1997	40	34	6	28	12	14	14	0
	1995	62	46	16	48	14	26	22	0
University Total	1998	1,821	698	1,123	457	1,332	162	248	47
	1997	1,667	633	1,034	391	1,252	133	220	38
	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

*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.
 Source: HR/IPEDS Fall Staff Survey

administration, and staff has remained approximately seven to one. This ratio does not include the faculty and staff of the Family and School Center. Thus, growth in university faculty and support staff has kept pace with rising enrollments.

Consistently, the majority of all university employees have been women, and they have occupied positions at all levels. For example, 41 percent of the faculty and executive/administrative positions, and two-thirds at the professional level were women (Table 13).

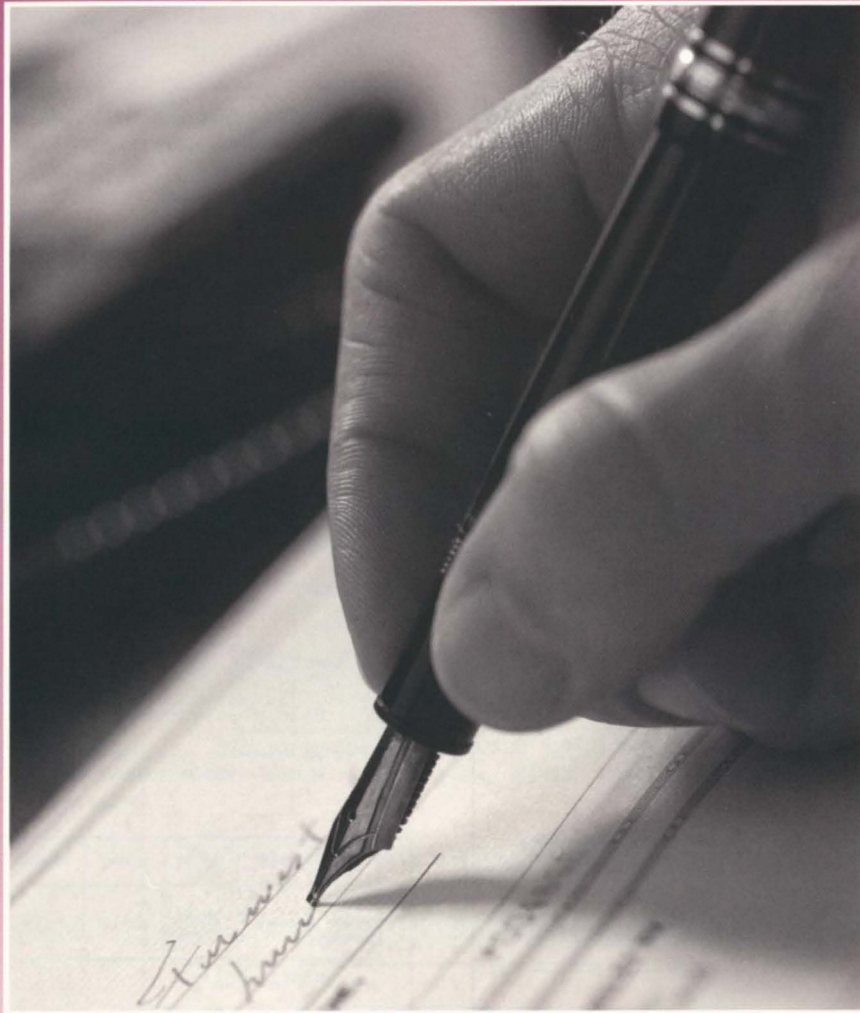
The number of employees from minority groups has increased more than twofold since 1991. As a group, the technical/paraprofessional staff had the largest proportion of minorities (50 percent), and the executive/administrative levels the smallest (8 percent).

The data in Tables 12 and 13 do not include 479 full-time employees of the Family and School Center. When these personnel are included, the university has a total of 2,300 full-time employees.

Table 13

Racial/Ethnic Distribution of University Personnel by Percentage								
Position Type	Fall Term	Male	Female	Total Minorities	White	Hispanic	African American	*Other Minority
Full-Time Faculty	1998	59%	41%	13%	86%	5%	4%	4%
	1997	61%	39%	14%	86%	5%	5%	4%
	1995	62%	38%	12%	87%	4%	4%	4%
	1993	67%	34%	15%	85%	5%	7%	3%
	1991	71%	29%	12%	88%	5%	5%	2%
Executive/Administrative	1998	59%	41%	8%	92%	2%	4%	2%
	1997	61%	39%	8%	92%	2%	5%	1%
	1995	66%	34%	10%	90%	4%	6%	0%
	1993	59%	41%	5%	95%	1%	4%	0%
	1991	62%	37%	10%	90%	3%	7%	0%
Professional	1998	35%	65%	19%	79%	7%	9%	3%
	1997	33%	67%	18%	79%	6%	9%	3%
	1995	37%	63%	17%	82%	6%	9%	2%
	1993	24%	76%	14%	86%	5%	8%	1%
	1991	25%	75%	12%	88%	5%	6%	0%
Secretarial/Clerical	1998	9%	91%	42%	57%	14%	26%	1%
	1997	7%	93%	37%	62%	12%	25%	1%
	1995	6%	94%	31%	69%	9%	21%	1%
	1993	6%	94%	17%	83%	6%	11%	1%
	1991	7%	93%	20%	80%	8%	11%	1%
Technical/Paraprofessional	1998	36%	64%	50%	47%	14%	34%	1%
	1997	38%	62%	44%	55%	18%	26%	0%
	1995	52%	48%	43%	55%	12%	29%	2%
	1993	35%	50%	37%	63%	20%	16%	1%
	1991	41%	59%	25%	75%	4%	20%	1%
**Maintenance/Skilled Crafts	1998	91%	9%	47%	53%	24%	24%	0%
	1997	85%	15%	70%	30%	35%	35%	0%
	1995	74%	26%	77%	23%	42%	35%	0%
University Total	1998	38%	62%	25%	73%	9%	14%	3%
	1997	38%	62%	23%	75%	8%	13%	2%
	1995	39%	61%	23%	76%	8%	14%	2%
	1993	29%	70%	16%	84%	6%	9%	1%
	1991	30%	70%	15%	85%	6%	9%	1%

*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.
 Source: HR/IPEDS Fall Staff Survey



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 the 1992-93 fiscal year. There was a substantial increase in both revenues and expenditures beginning in 1993-94 (Figures 19 and 20) due in large part to the addition of the

Health Professions Division, and revenues have consistently exceeded expenses since the merger. The most substantial increase on the revenue side was in tuition and fees, while the greatest increase on the expense side was for instruction.

Figure 19

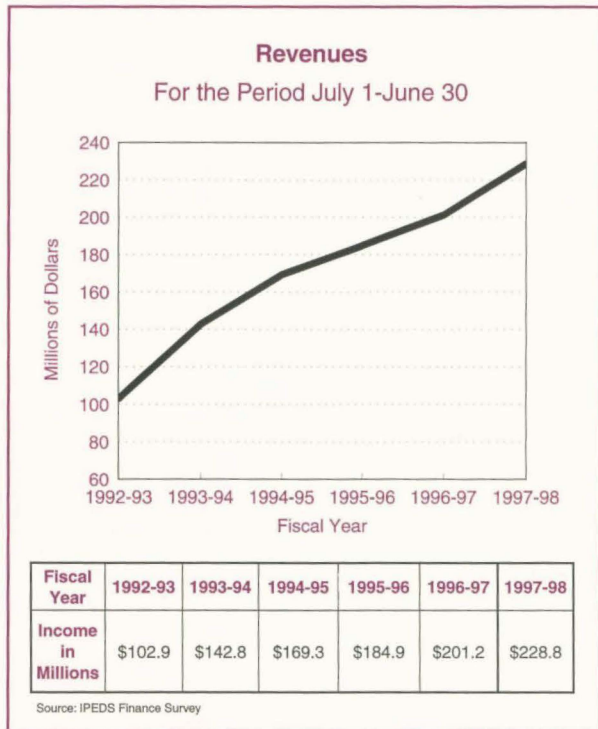
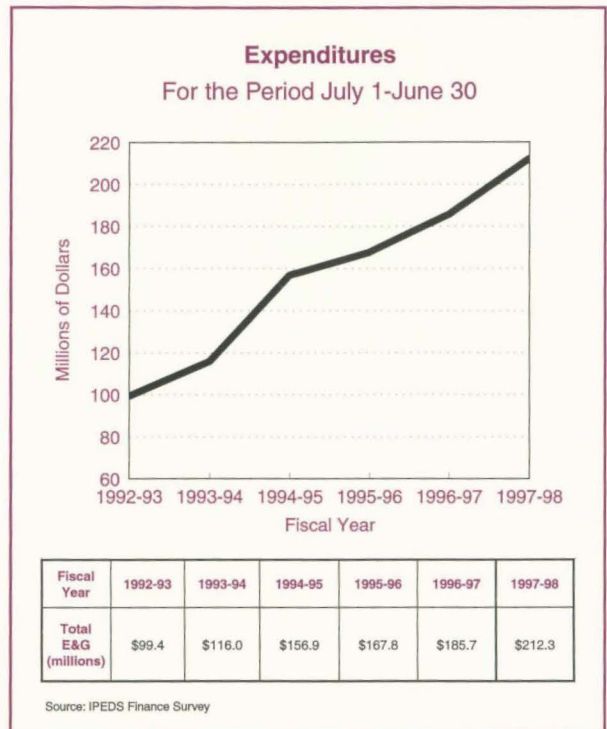


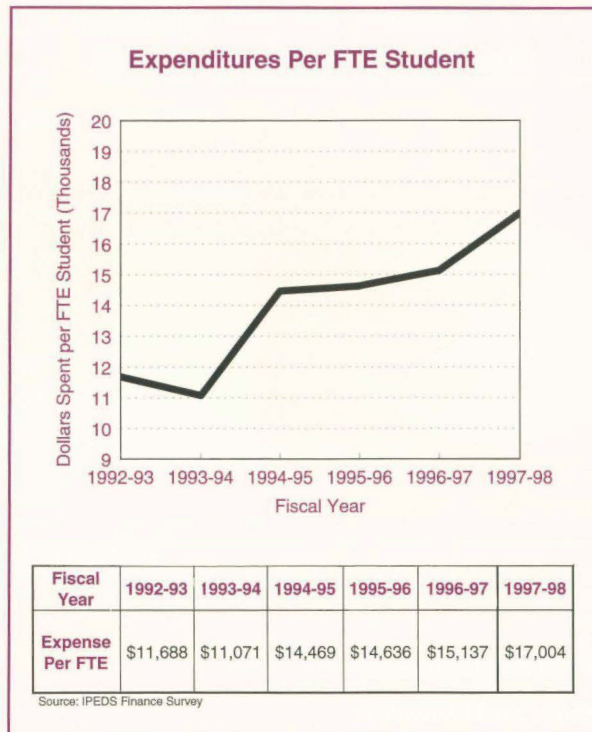
Figure 20



As shown in Figure 21, expenditures per FTE student rose for most of the past five years (Figure 5). From 1992-93 to 1993-94 there was a 23 percent increase in FTE, but only an 18 percent increase in expenditures. Between 1993-94 and 1994-95, there was only a three percent increase in FTE, but a 35 percent increase in expenditures resulting

in a large (30 percent) increase in expenditures per FTE student. The high level of spending per FTE student continued through the 1997-98 fiscal year. Much of the increased expenditures that began in fiscal year 1994-95 were for continued upgrading and expansion of the university's technology infrastructure.

Figure 21



As shown in Figure 22, the university's primary source of income was tuition and fees from educational programs. The market value of endowment investments at the end of the 1997-98 fiscal year was \$30.1 million.

The majority of expense (65 percent) was for instruction (Figure 23). Income from grants and expenditures for research were 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.

In 1997, Nova Southeastern University implemented a number of changes in accounting procedures that were put forth by the American Institute of Certified Public Accountants for not-for-profit organizations. For example, internal scholarships are no longer included under expenses; rather, they are offset against tuition revenues.

Figure 22

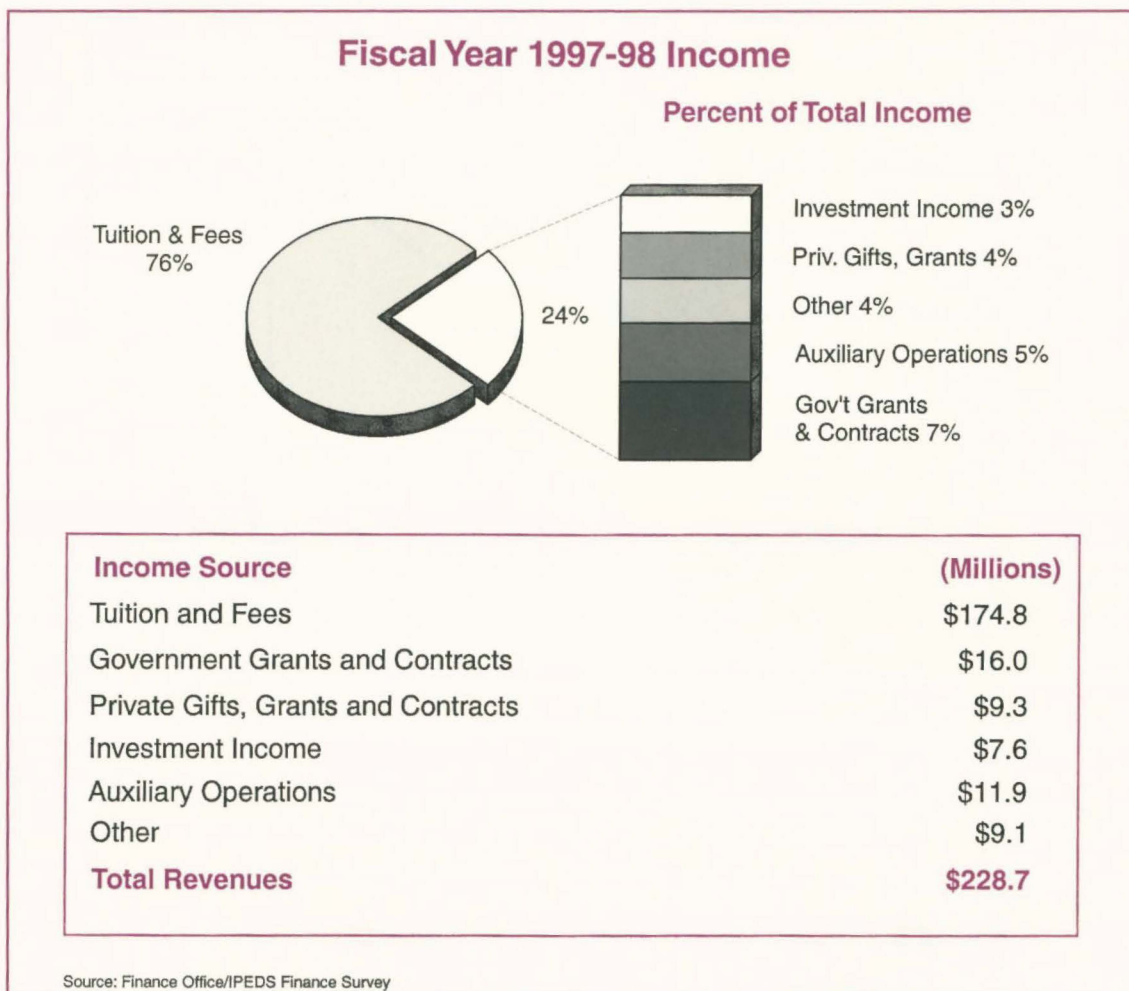
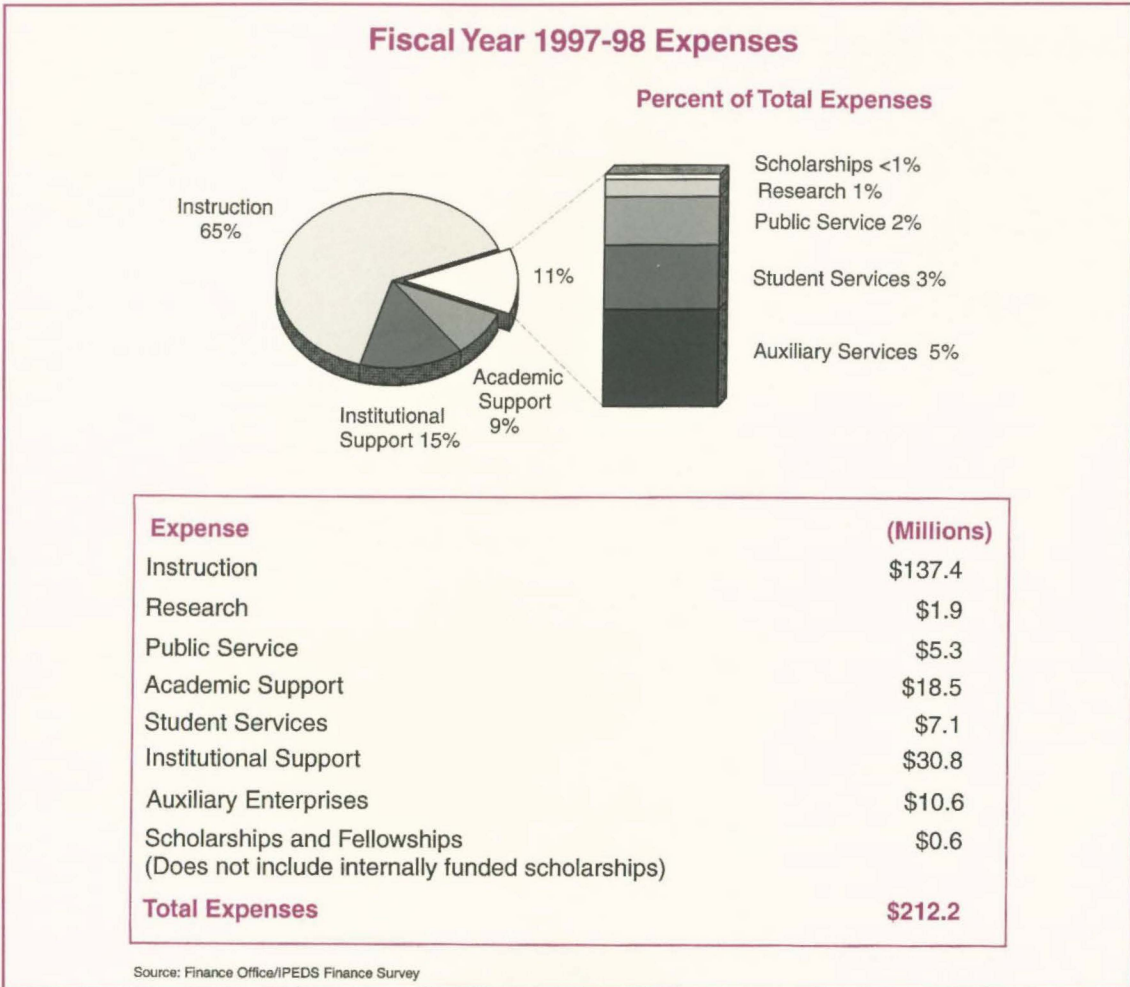


Figure 23



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