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## 2010 NSU Fact Book

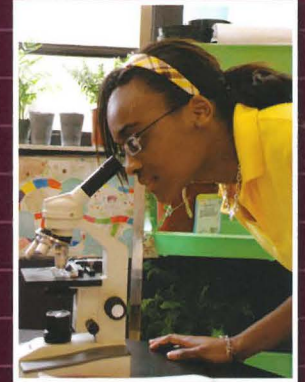
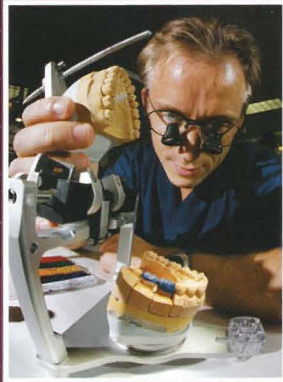
Nova Southeastern University

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Nova Southeastern University  
**Fact Book 2010**



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**Fact Book 2010**

Prepared by The Office of Institutional Research  
January 2010

# Notice of Nondiscrimination and Accreditation Statement

**C**onsistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, and Title IX), it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

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

## **Accreditation Statement**

Nova Southeastern University is accredited by the 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 associate's, bachelor's, master's, educational specialist, and doctoral degrees.

## Preface

This 18th edition of the Nova Southeastern University *Fact Book* reflects an expanding body of data and information that provides perspective on the university's character, growth, and accomplishments. The 2010 *Fact Book* includes narrative, numeric, and graphic representation of the university, including history, characteristics, and development of the institution. Data are presented in both tabular and graphic formats to provide pertinent detail, and general trends are highlighted.

Last year, Institutional Effectiveness distributed approximately 2,000 copies of the 2009 *Fact Book*, carrying NSU's message to a wide and varied audience. *Fact Book* readers continue to contribute to the usefulness of the document with each publication cycle. The *Fact Book* is also accessible on the World Wide Web via NSU's web page or directly at [www.nova.edu/ie/factbook](http://www.nova.edu/ie/factbook). The electronic version of the *Fact Book* should be available in spring 2010 to reflect 2009 data.

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

Appreciation is again extended to the institutional research team who produced the content of the *Fact Book*.

Ronald Chenail  
Vice President for Institutional Effectiveness

## Mission Statement

**N**ova Southeastern University, a private, not-for-profit institution, offers a diverse array of innovative academic programs at the undergraduate, graduate, and professional levels, complementing on-campus educational opportunities

and resources with accessible distance learning programs, and fostering intellectual inquiry, leadership, and commitment to community through engagement of students and faculty in a dynamic, life-long learning environment.

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## Message from the Chancellor

During 2009, the NSU community reinforced its commitment to excellence by embarking on a new initiative around the theme of *I Believe in NSU*. This theme has been reflected throughout the year in various activities. Inaugurated in February with a university-wide rally—a first for NSU—*I Believe in NSU* has fostered an enhanced sense of unity and common purpose among NSU stakeholders. As I conveyed at the rally in setting forth my vision, through this initiative, NSU faculty, staff, and administration will commit themselves to listening to, learning from, and supporting each other. Together, we will engage in mutual problem solving and a joint celebration of accomplishments. Success for one will translate to success for all, and with this common purpose, we will continue to make significant strides in pursuing preeminence.



Two major components of the *I Believe in NSU* initiative are the Communications Task Force, established in February, and the Town Hall meetings that commenced in May and were conducted throughout the university community through October. The task force was established in response to two concurrent needs: the need for enhanced communications at all levels and through all channels university-wide, and the need to address the complexity of communications that leads to information overload. The task force mobilized a wide array of stakeholders who engaged in intensive dialogue around these needs, and in August, produced a set of recommendations that are being evaluated and implemented, as appropriate.

The Town Hall meetings have been instrumental in fostering direct, open communication. The 56 meetings held (54 with faculty and staff members and administrators, 1 for on-campus students, and 1 for students enrolled off-campus) were 60–90 minutes each. At each meeting, I listened diligently and learned much. These sessions provided a forum for addressing areas of significant concern and interest and a blueprint for action as we move ahead. *I Believe in NSU* has been a rallying point in promoting enthusiasm and support for the university. It is also a focal point in enlivening stakeholder dialogue regarding our path toward preeminence and what preeminence means for our programs, services, and resources.

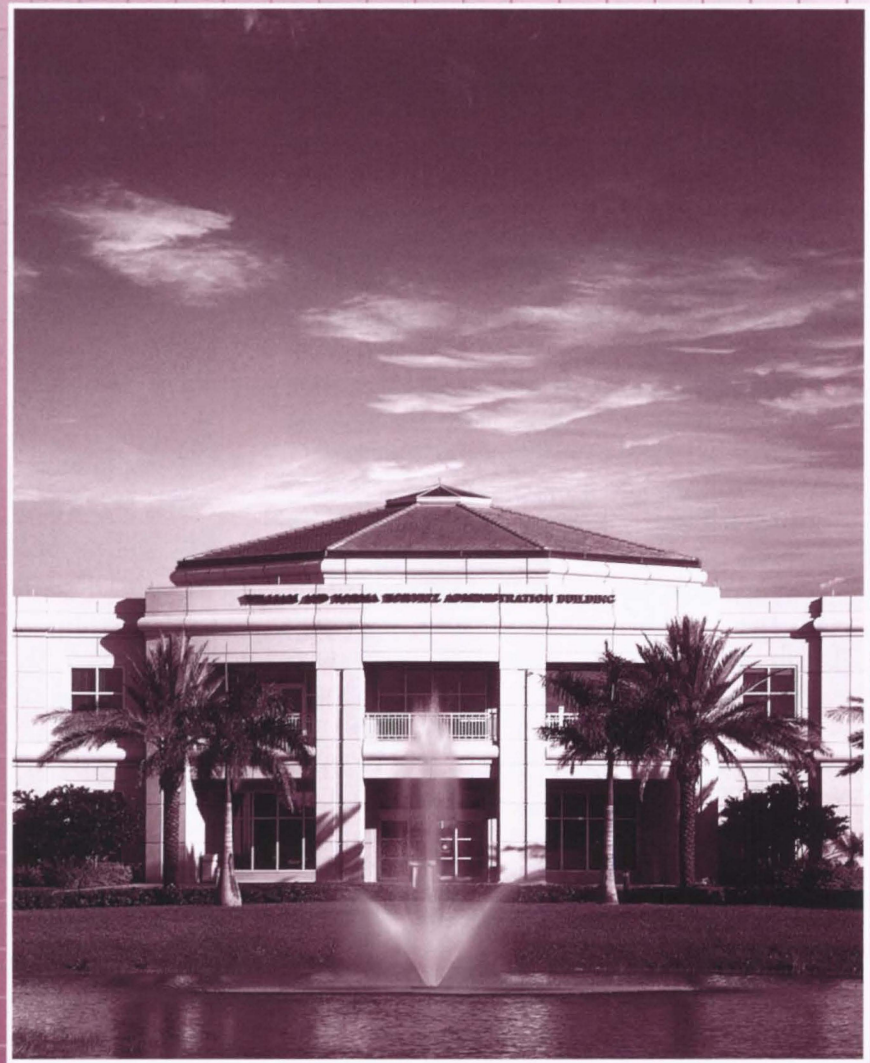
I am always pleasantly surprised to learn something new each day about NSU. The Town Hall meetings offered a refreshing new “lens” through which to explore the university community. Most heartening is how deeply NSU faculty and staff members and administrators care about NSU and want to be an integral part of finding solutions that will advance our mission.

As this *Fact Book* attests, NSU is a diverse institution with an extensive array of programs, services, and resources through which we reach our stakeholders and friends. I share the data and information set forth here with immense pride in the institution they reflect. I invite readers to enhance their understanding and appreciation of the university, and to celebrate our accomplishments with us. As NSU enters its 46th year in the second decade of the 21st century, I reaffirm wholeheartedly that *I Believe in NSU*.

A handwritten signature in black ink, reading "Ray Ferrero, Jr." with a large, stylized flourish at the end.

Ray Ferrero, Jr.  
Chancellor





## Overview of the University

## Institutional Description

**N**ova Southeastern University (NSU) is a not-for-profit, fully accredited, coeducational institution. It was founded in 1964 as Nova University of Advanced Technology. In 1974, the board of trustees changed the university's name to Nova University. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University.

NSU is well known for innovation and quality in both traditional and distance education. The university serves large numbers of adult students and a growing population of traditional undergraduates. To date, the institution has produced more than 127,000 alumni.

Using 2008 fall-term enrollment as a measure, Nova Southeastern University is the largest independent institution of higher education in the Southeast and the seventh largest not-for-profit independent institution nationally. However, NSU is the fifth largest four-year, not-for-profit, independent research university in the United States. NSU is one of 222 colleges and universities statewide, and one of 106 independent four-year institutions in Florida.

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

The university's programs are administered through academic centers that offer courses at the Fort Lauderdale campuses as well as at locations throughout Florida, across the nation, and in 16 countries. Despite the geographic diversity of sites where classes are offered, 88

percent of the student body attends classes in Florida. Eighty-one percent of all students enrolled attend classes in the tricounty 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 25,000 Florida students in calendar year 2009. With annual expenditures of approximately \$537 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 \$1.4 billion to the Florida economy during fiscal year 2008.

### UNIVERSITY LIBRARIES

The university library system is composed of the Alvin Sherman Library, Research, and Information Technology Center, Health Professions Division Library, Law Library, the William S. Richardson Ocean Sciences Library, and four school libraries. The 325,000-square-foot Alvin Sherman Library, Research, and Information Technology Center is a joint-use facility with the Broward County Board of County Commissioners. It serves students and faculty and staff members of NSU, as well as residents of Broward County. The five-story structure is a high-tech facility using both wireline and wireless technology. Electronic classrooms and group-study rooms are popular areas in the facility. Using compact shelving, it has a book capacity of 1.4 million volumes. Within the facility is the 500-seat Rose and Alfred Miniaci Performing Arts Center, enhancing university curricular support and the improvement of the quality of life in South Florida. Overall, the current university's libraries house almost 1.3 million volumes. Agreements have been signed with several 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 users, distance education students, and faculty members wherever they may be located. Online databases complement the paper-based holdings and provide full-text resources. Interlibrary agreements through organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

## UNIVERSITY FACILITIES

The university offers degree programs and continuing education opportunities on four campuses in the Miami-Fort Lauderdale metropolitan statistical area (MSA).

### The Main Campus

The main campus in Davie, Florida, consists of 300 acres with general-purpose athletic fields and NCAA Division II-qualifying soccer and baseball fields. Facilities house the central administration offices; the Health Professions Division; the Farquhar College of Arts and Sciences; the Graduate School of Humanities and Social Sciences; the Graduate School of Computer and Information Sciences; the Shepard Broad Law Center; the Center for Psychological Studies; the H. Wayne Huizenga School of Business and Entrepreneurship; the Mailman Segal Institute for Early Childhood Studies; the University School (grades pre-k–12); the Alvin Sherman Library, Research, and Information Technology Center; the Miami Dolphins Training Facility; the Don Taft University Center; and University Park Plaza.

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

The Performing and Visual Arts Wing of the Don Taft University Center is managed by the Farquhar College of Arts and Sciences. It houses the college's Division of Performing and Visual Arts and includes state-of-the-art classrooms and facilities that support the division's art, dance, music, and theatre majors. The Performing and Visual Arts Wing features

- a 230-seat performance theater with full staging capacity for recitals, concerts, plays, films, and lectures
- a 100-seat black box theater with flexible seating arrangements for multiple staging options
- academic support facilities for the performing arts, including professional-caliber scene and costume shops; a scenic design lab; dance studios; choral and instrumental rehearsal rooms; music practice studios; and acoustic, percussion, and keyboard technology labs
- visual arts classrooms that support painting, drawing, ceramics, and graphic design
- a gallery for the display of private art collections, photography, and student artwork

There is also a new outdoor aquatic center with an Olympic-sized swimming pool and integrated dive well.

In addition, seven residence halls on the main campus serve undergraduate, graduate, health professions, and law students, with a capacity for housing up to 1,400 students in approximately 207,000 square feet of living space. The Commons, a 525-bed residence hall opened its doors to students in August 2007.

There are also housing facilities specifically for graduate students. The Rolling Hills Graduate Apartment Complex can accommodate up to 373 graduate students in fully furnished, single and quad rooms. On the main campus, the Cultural Living Center has 135 furnished single and double apartments for upper-level undergraduate and graduate students.

University Park Plaza, just to the south of the Health Professions Division (HPD) complex has 173,000 square feet of space with, 60,000 square feet devoted to university office and classroom space. This includes the Lifelong Learning Institute, a 100-station microcomputer laboratory, a videoconferencing room, and the NSU Bookstore.

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

In addition to the main campus, the university has permanent facilities in Fort Lauderdale, Dania Beach, 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, six miles from the main campus. The campus is located on 10 acres and has 8 buildings that provide 104,000 square feet of office and classroom space. Facilities house the university's financial operations, the student educational center administration, the Transitional Use Program, the U.S. Geological Survey offices, the Florida Integrated Science Center for Water and Restoration Studies at NSU, and Alumni Hall.

### **North Miami Beach Campus**

The 18-acre North Miami Beach campus is home to the Fischler School of Education and Human Services; dental medicine, family medicine, and optometry clinics operated by the Health Professions Division; the Teacher Imaginarium, a free store for teachers; the South Florida School Choice Resource Center; and the Center for Assessment and Intervention. Overall, the facility includes four buildings totaling 266,500 square feet.

### **Oceanographic Center**

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

### **Technology Facilities**

The university maintains an extensive information technology network for teaching and learning, research, and administrative computing. Comprehensive fiber-optic and wireless networks provide connectivity for user access. A dedicated wide area network (WAN) supports high-speed access to central computing resources from all campuses. NSU WINGS, the university's wireless networking system, provides students with mobile network connectivity in more than 45 buildings and four exterior locations covering all of the university's campuses and student educational centers throughout Florida. High-speed Internet access is provided to both on-campus and remote sites.

NSU is an equity member of the Florida LambdaRail (FLR), a not-for-profit limited liability corporation currently composed of 12 public and private not-for-profit Florida universities. The FLR operates a statewide high-performance fiber-optic network infrastructure that utilizes next-generation network technologies, protocols, and services. The FLR provides NSU with high-speed commercial Internet services and connectivity to advanced regional and national networks, such as the National LambdaRail (NLR) and the Abilene Internet2 backbone. The FLR has significantly enhanced university research and distance-education capabilities

and allows NSU faculty and staff members, researchers, and students to collaborate with colleagues around the world on leading-edge research projects.

Students, faculty and staff members, and administrators have access to university computing resources from desktop and laptop computers, while numerous microcomputer labs are conveniently located throughout university facilities for student use. Administrative computing resources consist of multiple Sun Microsystems Enterprise servers and numerous other application-specific Linux and Microsoft Windows servers. The university's administrative operations are supported by the SunGard Banner system. Additional administrative systems include imaging systems; campus card systems; facilities systems; procurement systems; time/effort; and medical, dental, optometry, and mental health clinic systems. Multiple Sun Microsystems servers support academic applications, World Wide Web-based tools, and the university's email system. Synchronous and asynchronous Web tools are used for the delivery of distance education. Electronic classrooms and microcomputer labs provide hands-on technology support for students and faculty members. Multimedia technology training labs support technology-training opportunities for faculty and staff members.

Videoconferencing using Internet Protocol (IP) and Integrated Services Digital Network (ISDN) is provided for distance education. Through a videoconferencing bridge located on campus, 32 sites can be linked to form a global classroom. There are 132 videoconferencing rooms located at NSU's student educational centers and other sites throughout Florida. Also, four videoconferencing rooms are located in Puerto Rico. Twenty-one student desktop videoconferencing units are located at clinical and internship sites and in the homes of students enrolled in the speech-language pathology and audiology doctoral programs.

To further augment the libraries' print materials and online databases, the Office of Educational Technologies and Media Services has an extensive collection of more than 1,200 items of nonprint materials (principally videotapes and DVDs). A digital media production studio houses tools for the creation of instructional, informational, and marketing videos, CDs, and DVDs.



## Clinical Facilities

In addition to clinical facilities on the 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 provide medical, dental, optometry, pharmacy, occupational therapy, and physical therapy services, as well as audiology and hearing and balance services. The Center for Psychological Studies provides mental health services through the Psychology Services Center. The Graduate School of Humanities and Social Sciences provides family therapy services through the Brief Therapy Institute. The Fischler School of Education and Human Services operates the Clinic for Speech-Language Pathology and Communication Disorders, which provides testing and rehabilitation services for schools and individuals. Clinic locations are as follows:

### Fischler School of Education and Human Services

#### • *Clinic for Speech, Language, and Communication*

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

#### • *Center for Assessment and Intervention*

- 1745 NE 167th Street  
North Miami Beach, FL 33162-3017

### Center for Psychological Studies

#### • *Psychology Services Center*

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

### Graduate School of Humanities and Social Sciences

#### • *Community Resolution Services*

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

#### • *Marriage and Family Therapy*

- Brief Therapy Institute  
Maltz Building  
3301 College Avenue  
Fort Lauderdale, FL 33314-7796  
(954) 262-3030

### Health Professions Division

#### • *Medical Services*

- Sanford L. Ziff Health Care Center  
3200 South University Drive  
Fort Lauderdale, FL 33328-2018  
(954) 262-4100

- Health Care Center at North Miami Beach  
1750 NE 167th Street  
North Miami Beach, FL 33162-3017  
(305) 949-4000

- Sports Medicine Center  
in the University Center  
3301 College Avenue  
Fort Lauderdale, FL 33314-7796  
(954) 262-5590

#### • *Dental Services*

- Dental Medicine Patient Care Center  
3200 South University Drive  
Fort Lauderdale, FL 33328-2018  
(954) 262-7500

- Health Care Center at North Miami Beach  
1750 NE 167th Street  
North Miami Beach, FL 33162-3017  
(305) 949-4000

#### • *The Eye Care Institute*

- Sanford L. Ziff Health Care Center  
3200 S. University Drive  
Fort Lauderdale, FL 33328-2018  
(954) 262-4200

- NSU Specialty Care Center  
1111 West Broward Boulevard  
Fort Lauderdale, FL 33312-1638  
(954) 525-1351

- NSU Health Care Center at North Miami Beach  
1750 NE 167th Street  
North Miami Beach, FL 33162-3017  
(305) 949-4000 or (954) 262-4200

- Lighthouse of Broward County  
650 North Andrews Avenue  
Fort Lauderdale, FL 33311-7436

#### • *Pharmacy*

- NSU Pharmacy and Pharmaceutical  
Wellness Center  
3200 South University Drive  
Fort Lauderdale, FL 33328-2018  
(954) 262-4550

#### • *NSU Hearing and Balance Centers*

- 3600 South University Drive  
Davie, FL 33328-2709  
(954) 262-7750

### Mailman Segal Institute for Early Childhood Studies

#### • *Autism Assessment and Diagnosis Unicorn Children's Foundation Clinic*

- 7600 SW 36th Street  
Davie, Florida 33328-1902  
(954) 262-7129

## **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 associate's, bachelor's, master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971.

## **PROFESSIONAL ACCREDITATIONS**

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

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

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

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

■ The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD, telephone number: (301) 652-2682.

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

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

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

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

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

■ The baccalaureate nursing program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC) 61 Broadway, 33rd Floor, New York, NY 10006, 800-669-1656. The bachelor of science in nursing and master of science in nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, telephone number (202) 887-6791.

■ The Ph.D. and Psy.D. programs in clinical psychology are accredited by the American Psychological Association. The Psychology Services Center Internship Program is also accredited by the American Psychological Association (Committee on Accreditation, 750 First Street, NE, Washington, D.C. 20002-4242; Telephone number 202-336-5979). Additionally, the Center for Psychological Studies sponsors the Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The center's specialist degree program in school psychology is approved by the Florida Department of Education. The center is approved by the state of Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling to offer continuing education to clinical social workers, mental health counselors, and marriage and family therapists. CPS is approved by the state of Florida's Board of Medical Therapies/Psychology, Office of School Psychology to offer continuing education.

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

■ The Mailman Segal Institute for Early Childhood Studies Family Center Preschool and Baudhuin Preschool are accredited by the National Association for the Education of Young Children.

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

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

■ The audiology doctorate (Au.D.) offered through the Health Professions Division is also accredited by the Council on Academic Accreditation of ASHA.

■ The Farquhar College of Arts and Sciences' Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Bachelor of Science in Paralegal Studies program in the Farquhar College of Arts and Sciences Division of Social and Behavioral Sciences is accredited by the American Bar Association (321 North Clark Street, Chicago, IL 60610, Telephone number: 800-285-2221).

■ Bachelor's, master's, and doctoral degree programs offered in a variety of fields of business and administration by the H. Wayne Huizenga School of Business and Entrepreneurship are accredited by the International Assembly for Collegiate Business Education.

■ The Master of Science in Instructional Technology and Distance Education and the Ed.D. in Education with a concentration in Instructional Technology and Distance Education are accredited by the University Council of Jamaica.

■ University School of Nova Southeastern University—prekindergarten through grade 12—is accredited by the Southern Association of Colleges and Schools, by the Florida Kindergarten Council, and by the Association of Independent Schools of Florida. University School is a member of the National Association of Independent Schools.

### **COMMUNITY OUTREACH SERVICES**

Nova Southeastern University goes beyond its primary mission of providing school and university curricula by reaching out to the community with diverse community service programs and resources. Nova Southeastern University ranks third among all private colleges nationally in the percentage of federal work-study dollars that it devotes to community service according to researchers at Northwestern University's Medill School of Journalism.

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

#### ***Center for Psychological Studies***

The Psychology Services Center offers services to residents of the tricounty area, including adults, children, adolescents, and elderly clients.

Specialized clinical training programs provide service to the community through the following:

- ADHD Assessment and Consultation Treatment Program
- Adolescent Drug Abuse Prevention and Treatment Program
- Anxiety Treatment Center
- Child and Adolescent Traumatic Stress Program
- Clinical Health and Biofeedback Program
- Family Violence Program
- Healthy Lifestyle Guided Self-Change Program
- Intensive Psychodynamic Psychotherapy Center
- Neuropsychology Assessment Center
- Nova Southeastern University Counseling Center for Older Adults (NCCOA)
- Program for the Seriously Emotionally Disturbed
- Psychology Assessment Center
- School Psychology Assessment and Consultation Center
- Trauma Resolution Integration Program

### ***College of Allied Health and Nursing***

- The Physician Assistant Program participates in activities in rural and urban communities in Florida, as well as in Peru and Guatemala.
- The Physical Therapy Program participates in activities in rural and urban communities in Florida, as well as in Jamaica.
- Occupational therapy students, under supervision, screen adults and children for occupational performance issues or problems.
- The Audiology Clinic provides hearing and balance services to the community.

### ***College of Dental Medicine***

- Services for AIDS service organizations located in Broward, Miami-Dade, and Palm Beach counties
- Out-patient care for children with cleft and craniofacial disorders at Memorial Hospital
- On-site care to victims of domestic violence at several shelters in Broward and Miami-Dade counties
- Services for senior citizens in nursing home facilities
- Specialty dental services for homeless individuals

### ***College of Pharmacy***

- Holds forums that provide information on medications to area seniors, helping them better understand prescription drugs and their side effects
- Specialized clinical training programs, course requirements, and College of Pharmacy student organizations provide service to the community in partnership with the following agencies and various health educational opportunities and screenings:
  - Asthma 101
  - Broward County Mental Health Association
  - Broward and Palm Beach County schools
  - First Call for Help
  - Health and Wellness Education Speakers Bureau
  - Palm Beach County Mental Health Association
  - Women in Distress
  - Area Health Education Centers Rural Medicine Training Program
  - Cooperative Feeding Program
  - Immunization awareness programs for adults and children
  - Tobacco Cessation Programs

- American Lung Association partnership for education, grades 3–5
- Cholesterol screenings
- Health screening activities on public health issues such as osteoporosis, diabetes, and asthma
- HIV Education and Awareness
- Interdisciplinary international medical missions
- Medicare Part D education series

### ***College of Optometry***

- Participate in health fairs
- Student volunteer program in community events
- International Eye Care Missions

### ***College of Osteopathic Medicine***

- Area Health Education Centers
- Rural medicine training program
- HIV partnership for community
- International medical missions
- Center for Bioterrorism and All-Hazards Preparedness
- Florida Rural Medical Outreach

### ***Farquhar College of Arts and Sciences***

- Lifelong Learning Institute
- Distinguished Speaker Series
- Performing and Visual Arts
- Faculty Lecture Series

### ***Fischler School of Education and Human Services***

- ALS Clinic
- Aventura Marketing Council
- Black Heritage Council
- Broward County Voice Resonance Clinic
- Broward County Regional Craniofacial Team
- Center for Assessment and Intervention
- Cervantes Award for Hispanic Educators
- College Summit Workshops
- Community screenings for various communication disorders
- Dori Slosberg Foundation
- Employability training for individuals with Asperger's and Autism Spectrum Disorders
- FBI—SOS
- Florida School Choice Resource Center
- Florida Public School Choice Consortium
- Hispanic Advisory Board
- Homeless/substance abuser assistance program
- Institute for Public Policy and Executive Leadership in Higher Education
- Inter-American Distance Education Consortium

- National Institute for Educational Options
- Scholarship opportunities (various)
- Senior Comp
- Teacher Imaginarium
- Teacher Universe®
- Tyler Institute
- UM-NSU CARD (Center for Autism and Related Disabilities)
- Urban Teacher Academy Program (UTAP)
- Veterans' assistance for PTSD victims of Middle-east conflict
- Virtual School Education Summit

#### ***Graduate School of Humanities and Social Sciences***

- Brief Therapy Institute (BTI)
- Campus Diversity Dialogs (Do Something Different)
- Community Nutrition Awareness Project (CNAP)
- Community Resolution Services (CRS)
- The Civility Project
- Middle East and Islamic World Working Group
- Project on Culture and Creativity in Conflict and Peace Building
- Students United with Parents and Educators to Resolve Bullying (SUPERB)
- The Consortium for Narrative Research and Practice

#### ***H. Wayne Huizenga School of Business and Entrepreneurship***

- Hudson Institute of Entrepreneurship and Executive Education
- International Institute for Franchise Education
- International Society of Franchising
- Distinguished Lecture Series

#### ***Mailman Segal Institute for Early Childhood Studies***

- Autism Consortium
- The Baudhuin Preschool
- Family Center Infant and Toddler Program
- Family Center Preschool
- Parenting Place
- Starting Right
- SuperKids!
- Unicorn Children's Foundation Clinic

#### ***Oceanographic Center***

- Guy Harvey Research Institute
- National Coral Reef Institute

#### ***Shepard Broad Law Center***

- Mediation Project
- Consumer Protection Internship
- Public Interest Law Center
- Street Law Program

#### ***University School***

- STEPS, an after-school skill development and enrichment program for children ages 5–14 where students annually provide 30,000 volunteer hours for a variety of community service projects
- Systemic Training for Effective Parenting (STEP) classes for adults with children

### **LICENSURE AND CERTIFICATION**

The university meets regulations that govern the delivery of distance education in Florida and the other states where it offers programs. Although states differ in regulations, the process through which the university obtains state licensure and certification typically involves review at three levels. At the state government level, Nova Southeastern University must qualify as a foreign corporation in order to do business in a specific state. At the higher-education authority level, NSU must complete an extensive application process and a rigorous review by each state. At the accrediting body level, the university must comply with specific requirements concerning distance education programs and general areas such as fiscal stability and student support services for each off-campus program offering. The purposes of this process are the safeguarding of consumer interests and the assurance of quality control. NSU currently has active distance education programs in 16 countries; in Puerto Rico; and in 24 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.

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 online course delivery systems, synchronous meetings in an electronic classroom, traditional classroom instruction with a live instructor on-site, compressed interactive video, and audio teleconferencing.

Some programs use a blended instructional approach with face-to-face instruction coupled with online resources and video components. Others use an online course area exclusively. For example, some graduate programs require students to attend short intensive instructional units on campus (doctoral studies orientation, summer “institutes,” or a summer conference) as a part of their required program of study. Distance education students have access to educational support services such as the NSU libraries at [www.nova.edu/library](http://www.nova.edu/library), technology support via a help desk, educational resources via electronic classrooms and the Internet, and computing resources on campus and through student educational centers located in Florida and the Bahamas.

NSU students can participate in online courses via the World Wide Web from any location in the world with an Internet connection. Online courses use a Web-based instructional platform as a centralized location for educational materials, course content and communication, both synchronous and asynchronous. The online course platform enables a wide range of online activities that facilitate frequent student-teacher and student-student interaction. Faculty members and students interact via real-time electronic classrooms, discussion forums via threaded bulletin boards, real-time electronic classrooms that support video, audio, text-based presentations, and online submission of assignments in multimedia formats. NSU provides an email address and a directory for publishing assignments and resources to the Web for all students and faculty members. The NSU libraries provide access to online databases, many of which contain full-text documents at [www.nova.edu/library](http://www.nova.edu/library).

NSU offers a wide range of online programs. Seventy-four of the university’s online undergraduate, master’s, doctoral, and graduate certificate programs have been certified by the Southern Regional Education Board’s Electronic Campus, and are offered through this highly successful consortium. The SREB certifies that the online programs and courses it approves for this program are in full compliance with its comprehensive set of Principles of Good Practice.

A current list of SREB-approved programs can be found at [www.nova.edu/srec](http://www.nova.edu/srec). For a more comprehensive listing of online and distance education programs see [www.nova.edu/distanceded/](http://www.nova.edu/distanceded/).

The development and implementation of distance education programs have become increasingly common as many colleges and universities have moved to the online venue. Nova Southeastern University has more than 30 years of experience in the development, delivery, and evaluation of distance education programs that have been used as models by other schools. NSU’s Graduate Education Programs that began in 1972 influenced programs at other schools. Distance education students attend classes at times and places that are convenient to the learner—reflecting the mission of NSU. The variety of distance education experiences, coupled with the use of appropriate instructional technologies, provide a successful learning environment.

#### **OFF-CAMPUS STUDENT EDUCATIONAL CENTERS**

Nova Southeastern University has earned the enviable reputation for bringing the traditional college experience to students at off-campus locations. For students living in the Bahamas or areas in Florida such as Jacksonville, Miami, Orlando, Tampa, Palm Beach County, or Fort Myers, attending NSU has been made easy through the student educational centers (SECs). These centers are serving students in these distant locations through the use of SMART classrooms, state-of-the-art computer labs, videoconferencing facilities, and other technological advances and people-oriented services. Diverse methods of course delivery for students at the centers, including face-to-face, online, or blended formats, mirror those of the main campus. All the centers are staffed with full-time employees to assist with registration, enrollment, and financial aid. The student educational centers help to sustain an on-campus atmosphere for students by generating diverse opportunities for them to develop friendships, form study groups, and utilize the full range of the university’s telecommunication systems, providing direct and consistent connection with NSU’s main campus. These centers are strategically and conveniently located for market contact and are easily accessible for students and faculty members in any of the NSU markets. The SECs have established high-quality and efficient service, enabling students to finish their degrees successfully, while at the same time, providing them with a real-life experience that contributes to their personal and professional development. In addition to offering degree programs, the centers offer executive

education programs designed to assist participants in career development. Above all, to uphold the excellent quality of our programs, the curricula are delivered by outstanding faculty members who are practicing professionals in their fields.

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

- convenient evening and weekend classes
- full degree programs online
- computer lab access with full-time IT and media assistance on-site
- full-time staff to assist students with applications, financial aid, registration, or general program matters
- multiple compressed video suites for videoconferencing
- training in the use of library resources
- contemporary audiovisual tools (multimedia projector and VCR/DVD)
- Internet connectivity, wireless network
- timely notification of important events through the use of mail, email, videos, and Web sites
- student government associations
- encouragement of student-centered activities such as professional development workshops and graduation recognition receptions
- promotion and support of regional alumni organizations
- convenient parking

#### Office Hours

Monday–Thursday from 8:30 a.m. to 7:00 p.m.

Friday from 8:30 a.m. to 5:00 p.m.

Saturday from 8:00 a.m. to 5:00 p.m.

NSU staff member coverage continues during all class sessions.

#### U.S. Locations

The **Fort Myers** Student Educational Center is located on the southeast corner of Colonial Boulevard and Interstate 75. The four-floor, 60,000-square-foot facility has more than 500 students from Charlotte, Lee, and Collier counties. This newest SEC offers three computer labs, nine videoconferencing suites, and a multimedia teaching environment with Internet connectivity in every room. The center offers bachelor's, master's, and doctoral degrees in physician assistant, education, speech-language pathology, leadership, counseling, and nursing. [www.nova.edu/fortmyers](http://www.nova.edu/fortmyers)

The **Jacksonville** Student Educational Center is conveniently located near I-95. From its 50,000-square-

foot facility, it serves more than 1,130 students in northeast Florida and Southeast Georgia. This SEC offers programs in the areas of business, education, and psychology at both the bachelor's and master's degree levels. Also offered at the master's degree level are speech-language pathology and physician assistant. At the doctoral level, students can select from a wide range of concentrations in education. Students are also offered a range of specialist programs in education and psychology. [www.nova.edu/jacksonville](http://www.nova.edu/jacksonville)

The **Miami** Student Educational Center, which is easily accessible from the Florida Turnpike and Kendall Drive, offers more than 70,000 square feet of classroom and meeting space with videoconferencing, voice, and Internet connectivity. This SEC serves more than 4,280 students from Miami-Dade and Monroe counties as they pursue bachelor's and master's degrees in the areas of business, education, and psychology. Specialist and doctoral programs in education are also offered at this center. [www.nova.edu/sec/miami](http://www.nova.edu/sec/miami)

The **Orlando** Student Educational Center is conveniently located off I-4 on Millenia Boulevard, approximately one mile from the Mall of Millenia. This 60,000-square-foot NSU Orlando facility provides the perfect venue for classes, meetings, small conferences, and events, accommodating the needs of diverse educational and community programs. The programs offered to the more than 1,570 area students range from associate's to doctoral level and include early childhood education at the associate's degree level; business, education, and nursing at the bachelor's degree level; business, education, and physician assistant at the master's degree level; and business and education at the doctoral level. Students are also offered a range of specialist programs in the field of education. [www.nova.edu/sec/orlando](http://www.nova.edu/sec/orlando)

The **Palm Beach** Student Educational Center in Northern Palm Beach County is located just off PGA Boulevard in the city of Palm Beach Gardens. The geographical location of this 45,000-square-foot center allows the residents of the Palm Beaches, the Treasure Coast, and surrounding areas to conveniently pursue their college education in a well-appointed facility equipped with state-of-the-art technology. The market demand has forced the center to expand its program offerings to include education and psychology at the bachelor's degree level; business, education, and psychology at the master's degree level; education and pharmacy at the doctoral level; and specialist programs in the area of education. Now serving more than 1,850

students, this response to the market has positioned this SEC as a preferred provider for these communities and has enabled NSU to plan on opening a new, 75,000-square-foot SEC conveniently located off of I-95 within the same city. [www.nova.edu/sec/wpb](http://www.nova.edu/sec/wpb)

The **Tampa** Student Educational Center is located near I-75 and I-4 and serves the Greater Tampa Bay area, including the cities of St. Petersburg, Clearwater, Sarasota, and Bradenton. All programs at this 81,500-square-foot center are offered in accessible formats to accommodate the demanding schedule of its student population of approximately 1,190. The wireless facility offers student lounge/study areas, a multipurpose room, 10 videoconferencing suites, 21 multimedia classrooms, 2 computer labs, and an interactive simulation operating room with pre-op and post-op clinical labs. Programs of study include bachelor's and master's degrees in the areas of business, education, and psychology; specialist programs in the areas of education and psychology; a professional graduate anesthesiologist assistant program; and doctoral-level programs in education. The Mailman Segal Institute of Tampa Bay, also located at NSU's Tampa SEC, provides family resources to the Tampa Bay community and services to early childhood centers. [www.nova.edu/sec/tampa](http://www.nova.edu/sec/tampa)

### **International Location**

The **Bahamas** Student Educational Center is located in Nassau, the Bahamian capital, on the island of New Providence. The SEC's recent relocation to the 2,500-square-foot shared facility on Jean Street makes it easily accessible and very convenient for its 541 students and its faculty and staff members. The convenient hours of operation, flexible class schedules, and full weekend programs make the student educational center a winner with the predominantly working professional student population, as they are able to balance work, family, and school responsibilities. Given the proximity of Nassau to the rest of the Bahamas, this site is perfectly situated to serve students from neighboring islands. Students here have easy access to NSU's world-class facilities and resources, both locally and from the main campus in Fort Lauderdale. Programs in business are offered at the bachelor's and master's degree levels, while education programs are offered at the bachelor's, master's, and doctoral level. [www.nova.edu/sec/bahamas](http://www.nova.edu/sec/bahamas)

## **GRANTS AND CONTRACTS**

Nova Southeastern University supports administrators and faculty and staff members in their pursuit of sponsored funding from a variety of government and private

sources. In FY 2008–2009, the university's sponsored funding totaled in excess of \$48 million. This represents approximately a 7-percent increase in sponsored funding over the previous fiscal year (2007–2008).

The university is receiving sponsored funding from 82 different funding entities, with the largest amount, 36 percent, coming from the federal government. State and local government represented 16 and 24 percent of total funding, respectively.

Funding for for-profit and other nonprofit corporations, foundations, and other universities round out the funding portfolio.

Of the FY 2008–2009 total, 59 percent, or \$28.1 million, is to support research activities. In addition, the university funds faculty research through the President's Faculty Research and Development Grant. Under this program, university faculty members compete for awards of up to \$10,000 for the support of their scholarly inquiry and research. Over the past ten years, 208 awards have been given to 516 faculty members for a total of \$1,842,290.

The first eight years of Faculty Research and Development Grants resulted in 194 presentations and 92 published articles or book chapters. The program also lead to 34 external grant proposals, 19 of which were funded for a total of \$1,424,132.

The Oceanographic Center is receiving the largest amount of total sponsored funding to support research, followed by the Center for Psychological Studies. The College of Osteopathic Medicine is the leader in funding for teaching/training projects. Many of the institution's schools, colleges, and centers, particularly the Mailman Segal Institute, also receive sponsored funding to support community service.

In spite of an increasingly competitive funding environment, sponsored funding received by the university includes support for both new and continuing programs. Some of these programs are three highly competitive Title V grants, the Community-Based Dental Partnership Program, Area Health Education Centers (AHEC) Programs, the National Coral Reef Institute, and several NIH awards. Moreover, many of these, as well as other sponsored projects, include collaboration with other universities, hospitals, and community organizations.



# Historical Highlights

**1961**

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

**1964**

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

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

**1965**

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

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

**1967**

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

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

**1968**

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

University School opened on the main campus, extending Nova University's educational programs down to the elementary and secondary levels.

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

**1970**

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

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

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

**1971**

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

**1972**

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

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

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

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

### 1973

The Center for Public Affairs and Administration was established.

The Graduate Management Program was implemented.

### 1974

The Center for the Study of Law was established.

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

### 1975

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

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

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

### 1976

Nova College was established on the main campus.

### 1977

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

### 1978

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

### 1979

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

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

### 1980

The Center for the Advancement of Education was created.

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

Nova College received accreditation from SACS in December.

### 1981

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

The Nova University Mailman-Family Center building was dedicated.

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

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

### 1982

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

### 1983

A new 90-unit dormitory was opened on the main campus.

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

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

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

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

## 1984

The Academic Center for Computer-Based Learning was established.

## 1985

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

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

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

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

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

## 1986

The Doctor of Science Program in Computer Science was established.

The Behavioral Science Center became the Center for Psychological Studies.

## 1987

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

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

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

## 1988

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

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

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

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

## 1989

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

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

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

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

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

Nova University celebrated its 25th anniversary.

## 1990

The Farquhar Center for Undergraduate Studies held its first convocation.

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

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

### 1991

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

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

### 1992

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

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

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

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

### 1993

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

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

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

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

The William and Norma Horvitz Administration Building was dedicated.

### 1995

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

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

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

### 1996

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

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

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

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

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

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

### 1997

The Health Professions Division (HPD) moved from facilities in North Miami Beach to new facilities on the 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.

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

The College of Dental Medicine admitted its charter class.

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

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

### 1998

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

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

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

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

The board of trustees approved construction of the 325,000-square-foot Library, Research, and Information Technology Center on the main campus.

### 1999

Nova Southeastern University celebrated its 35th anniversary.

Ground was broken for construction of the new Library, Research, and Information Technology Center on the main campus, which will be a joint-use facility with Broward County. The facility will include a full-service library open to the public, electronic classrooms, an auditorium, exhibit areas, and a knowledge navigation center to test new hardware and software.

The School of Business and Entrepreneurship was renamed the Wayne Huizenga Graduate School of Business and Entrepreneurship and the board of trustees approved construction of a new building for the school on the main campus.

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

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

### 2000

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

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

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

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

Six shuttle buses were added to NSU's fleet to provide transportation throughout the 300-acre main campus for students and faculty and staff members.

### 2001

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

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

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

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

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

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

### 2002

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

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

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

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

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

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

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

### 2003

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

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

NSU received one of the largest gifts in its history from developer Alvin Sherman. In honor of his generosity, NSU's library was renamed the Alvin Sherman Library, Research, and Information Technology Center.

### 2004

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

The Shepard Broad Law Center celebrated its 30th anniversary.

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

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

### 2005

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

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

### 2006

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

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

## 2007

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

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

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

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

## 2008

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

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

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

## 2009

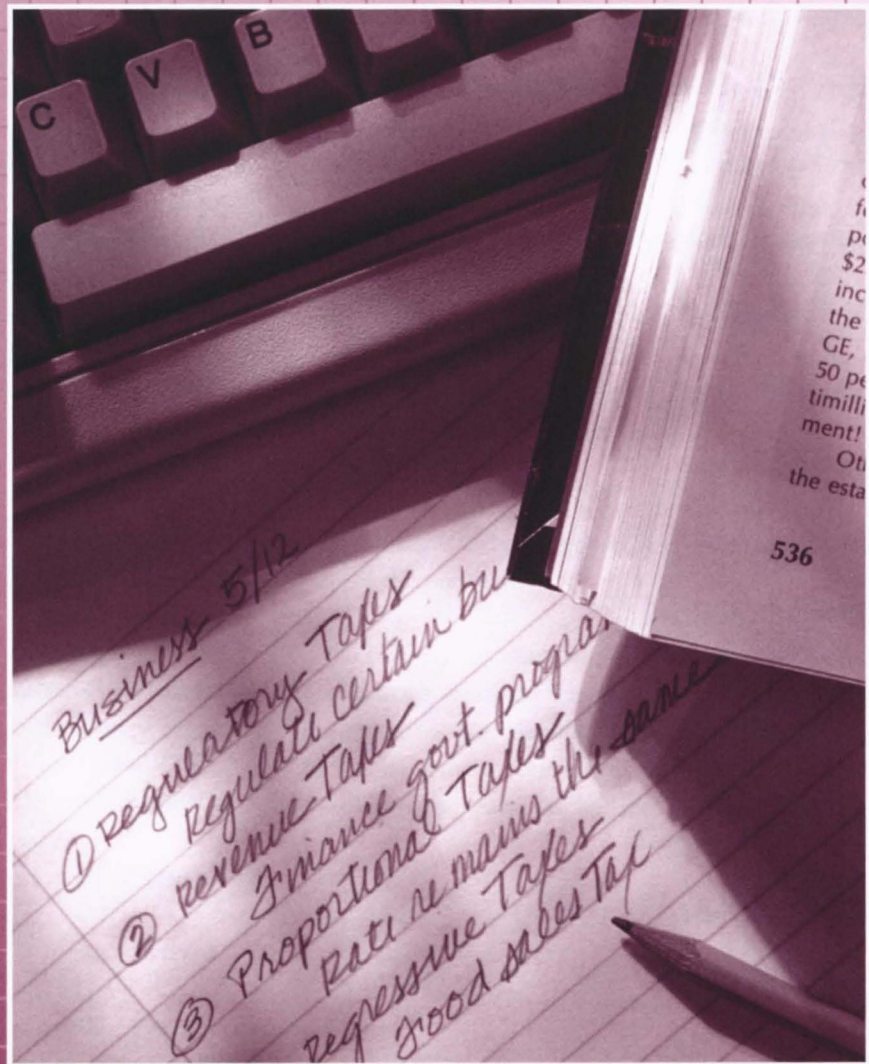
The University Center was named in honor of businessman, entrepreneur, and philanthropist Don Taft, in recognition of a gift from The Taft Foundation.

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

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







## University Organization and Administration

## Board of Trustees

Ronald G. Assaf, Chair

Barry J. Silverman, M.D., Vice Chair

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Rick Case

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R. Douglas Donn

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David W. Horvitz

H. Wayne Huizenga

Royal F. Jonas, J.D.

Milton L. Jones, Jr.

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Zachariah P. Zachariah, M.D.

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George I. Platt, J.D.

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Michael Zager

**Honorary Trustee:**

Hamilton C. Forman

**University 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 chancellor, president, chairs emeriti, and not more than 35 additional members. The committees of the board of trustees include the Executive Committee/Committee on Trustees, the Strategic Planning and Academics Committee, the Finance/Audit Committee, the Investment Committee, the Internal Audit Committee, the Development Committee, the Governance Committee, and the Buildings and Grounds Committee. The specific responsibilities of the board of trustees are

- establishing the mission and ratifying the educational policies of the university
- acquiring, conserving, and developing the corporation's and university's resources, and in this regard, acting as custodian of all property of the corporation and university
- electing the officers of the corporation
- authorizing changes and adopting the annual budget
- approving the university's development plans
- approving the awarding of all degrees, based on the recommendations of faculty members and the president
- accepting and administering gifts of land, bequests, trusts, money, stocks, and other property from public and private sources
- establishing schools, centers, colleges, and divisions of the university upon recommendation of the president
- establishing university educational programs, courses, and curricula, upon recommendation from faculty members and the president, and prescribing conditions of student admission, attendance, and discharge

## University Senior Administrators

Ray Ferrero, Jr., J.D.

*Chancellor*

George L. Hanbury II, Ph.D.

*President/Chief Operating Officer*

Lydia M. Acosta, M.A.

*Vice President for Information Services and University Librarian*

Joel S. Berman, J.D.

*Vice President for Legal Affairs*

Larry A. Calderon, Ed.D.

*Vice President for Community and Governmental Affairs*

Ronald J. Chenail, Ph.D.

*Vice President for Institutional Effectiveness*

Frank DePiano, Ph.D.

*University Provost and Vice President for Academic Affairs*

Joanne Ferchland-Parella, M.B.A., M.L.A.

*Vice President for Institutional Advancement*

Frederick Lippman, R.Ph., Ed.D.

*Chancellor, Health Professions Division*

Margaret Malmberg, PhD.

*Associate Provost*

Gary S. Margules, Sc.D.

*Vice President for Research and Technology Transfer*

Robert S. Oller, D.O.

*CEO of NSU Health Clinics*

# University Councils and Committees

## Academic Computing Committee

*Chair: Gregory Horne, Executive Director of Information Technology Systems and Services.* The Academic Computing Committee assists in developing university-wide approaches to the application of computing systems to student learning and in increasing the effectiveness of instruction. The membership includes representatives from academic centers and administrative units.

## Academic Council

*Chair: Frank DePiano, Provost and Vice President for Academic Affairs.* The council's purpose is to review all academic or academically related matters. The council is actively involved in the development of the academic aspects of the University Strategic Plan. It explores closer programmatic connections among schools, colleges, and centers and recommends appropriate fit and balance of programs and their structures within the university.

## Academic Review Committee

*Chair: Joseph Grohman, Professor of Law.* The purpose of the committee is to oversee the process of academic program review and identify strategies for achieving the university's goal of academic excellence or eminence in each program, department, or school. Membership is selected from among the university faculty.

## Administrative Student Services Council

*Chair: Stephanie G. Brown, Associate Vice President for Enrollment and Student Services.* The Administrative Student Services Council (ASSC) meets monthly and is composed of representatives from each of the academic units and individuals from Central Student Support Services. The council is responsible for making recommendations to enhance processes, procedures, and policies that affect university-wide enrollment management and student support services. The council maintains open and regular communication of its efforts throughout the NSU community.

## Affirmative Action Committee

*Chair: J. Preston Jones, Executive Associate Dean, H. Wayne HuiZenga School of Business and Entrepreneurship.* 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, President/Chief Operating Officer Committee composed of: Frank DePiano, University Provost and Vice President for Academic Affairs; David Heron, Vice President for Finance; and Ginny Pardo, University Budget Officer.* The Budget Committee reviews and recommends to the president the annual operating budget, including the establishment of tuition and fee rates.

## Capital Improvement Program Committee

*Chair: George Hanbury, President/Chief Operating Officer. Committee composed of: David Heron, Vice President for Finance; Jeffrey Lowe, University Treasurer; Ginny Pardo, University Budget Officer; and John Santulli, Vice President for Facilities.* This committee was established to coordinate and combine the collective capital projects of the various schools, colleges, and centers of the university that are funded and constructed during the planning horizon of the next five years. The Capital Improvements Program (CIP) is updated biennially and the first year of the plan serves as the current-year capital budget. The CIP is based on the fiscal resources of the university; therefore, it reflects the timing and the fiscal impact of raising these funds through various combinations of contributions, endowments, gifts, current university revenue, or debt. The plan is submitted to the president for review, and after his input, submitted to the board of trustees for adoption.

## Council of Deans

*Chair: Frank DePiano, Provost and Vice President for Academic Affairs.* The Council of Deans' purpose is to provide a forum for communication among the deans and with various university administrative offices. The council seeks to ensure coordination of student services and that these services effectively support the academic mission of the university.

### **Editorial Board**

**Chair:** *Ron Ryan, Director of the Office of Publications.* The purpose of the Editorial Board is to develop university-wide standards for editorial writing style and graphic identity for materials produced through the Office of Publications. The board also oversees the development of university-wide publications such as *NSU First Look* and the campus map. The board is composed of representatives from the various schools, colleges, centers, and administrative offices.

### **Employee Relations Committee**

**Co-chairs:** *Peggy Burrows, Director of Administrative Services, and Barbara Karpel, Director of Administration.* Administered through the Office of Human Resources, this committee discusses and makes recommendations to the executive vice president on matters of interest and concern to employees.

### **Faculty Advisory Council**

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

### **Information Technology Policy Committee**

**Chair:** *Virginia McLain, Vice President for Information Technologies and Digital Media.* 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 Review Board**

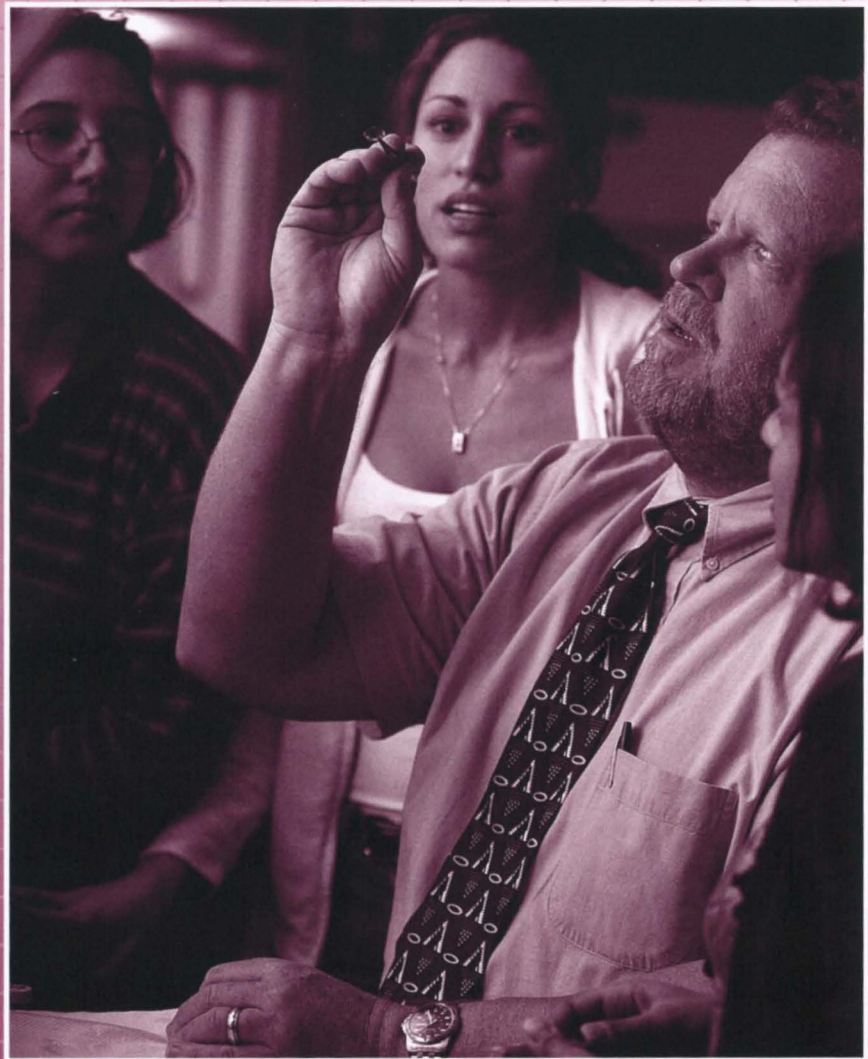
**Chair:** *Teri Hamill, HPD College of Allied Health and Nursing, Audiology Department.* The Institutional Review Board is charged with ensuring that students, faculty members, and staff members adhere to ethical principles underlying the acceptable conduct of research involving human subjects, as set forth in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* and in keeping with applicable laws and regulations. The board includes at least one representative from each school, college, and center, with additional members from the local community and a prisoner advocate.

### **New Program Review Committee**

**Chair:** *David S. Loshin, Dean, College of Optometry.* Nova Southeastern University encourages the growth of new and innovative academic programs that advance its mission. The New Program Review Committee (whose members provide support and counsel for academic units seeking approval of proposals) facilitates the development of new programs. The review process contributes to the quality of the proposed programs and increases the probability of success. It is the only pathway permitted by the president and the board of trustees for approval of new academic programs.

### **Safety Committee**

**Chair:** *Elizabeth Guimaraes, Director, Risk Management.* Administered through the Office of the Vice President for Facilities Management, the Safety Committee assists the university in providing a safe and secure environment for students, faculty members, and staff members. The committee accomplishes this mission by making recommendations to the university through the Department of Public Safety for improving safety and security.



## The Academic Centers

## College and School Deans

Jerome S. Chermak, Ed.D.  
*University School*

Richard E. Davis, Ed.D.  
*College of Allied Health and Nursing*

Nelson Diaz, Ed.D.  
*(Interim) Fischler School of Education and Human Services*

Richard E. Dodge, Ph.D.  
*Oceanographic Center*

Michael Fields, Ph.D.  
*H. Wayne Huizenga School of Business and Entrepreneurship*

Karen Grosby, M.Ed.  
*Center for Psychological Studies*

Leo Irakliotis, Ph.D.  
*Graduate School of Computer and Information Sciences*

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

Roni Leiderman, Ph.D.  
*Mailman Segal Institute for Early Childhood Studies*

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

Andrés Malavé, Ph.D.  
*College of Pharmacy*

Don Rosenblum, Ph.D.  
*Farquhar College of Arts and Sciences*

Anthony Silvagni, D.O., Pharm.D.  
*College of Osteopathic Medicine*

Athornia Steele, J.D.  
*Shepard Broad Law Center*

Robert A. Uchin, D.D.S.  
*College of Dental Medicine*

Honggang Yang, Ph.D.  
*Graduate School of Humanities and Social Sciences*



## Campus Locations

### Main Campus

- 3301 College Avenue • Fort Lauderdale, Florida 33314-7796  
Center for Psychological Studies • (954) 262-5750  
Farquhar College of Arts and Sciences • (954) 262-9002  
Graduate School of Computer and Information Sciences • (954) 262-2000  
Graduate School of Humanities and Social Sciences • (954) 262-3000  
H. Wayne Huizenga School of Business and Entrepreneurship • (954) 262-5000  
Mailman Segal Institute for Early Childhood Studies • (954) 262-6900

### 3305 College Avenue • Fort Lauderdale, Florida 33314-7721

- Shepard Broad Law Center • (954) 262-6100

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

- College of Allied Health and Nursing • (954) 262-1205  
College of Dental Medicine • (954) 262-7319  
College of Medical Sciences • (954) 262-1301  
College of Optometry • (954) 262-1402  
College of Osteopathic Medicine • (954) 262-1400  
College of Pharmacy • (954) 262-1300

### East Campus

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

- The Transitional Use Program • (954) 262-5720

### North Miami Beach Campus

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

- Fischler School of Education and Human Services • (954) 262-8500

### Oceanographic Center Campus

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

- Oceanographic Center • (954) 262-3600

### University School

#### 7500 SW 36th Street • Fort Lauderdale, Florida 33314-2398

- Lower School: Grades pre-k-5 • (954) 262-4500

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

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

#### 3301 College Avenue • Fort Lauderdale, Florida 33314-7796

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

# The Center for Psychological Studies

**T**he Center for Psychological Studies (CPS), organized in 1967, has distinguished itself nationally through its mission and programs that integrate training, research, and service.

The center offers master's degrees in counseling, mental health counseling, school counseling, and clinical psychopharmacology. The center also offers a specialist (Psy.S.) degree in school psychology. The mental health counseling, school counseling, and school psychology programs are offered on the main campus and at NSU Student Educational Centers throughout the state of Florida. The counseling program is offered in an online format.

In addition, the center offers two doctoral degrees in clinical psychology: a scientist-practitioner Ph.D. degree and a more practitioner-oriented Psy.D. degree. These programs are both APA-accredited and offered at the Fort Lauderdale campus only. In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations and tracks at the doctoral level. These concentrations are optional, are based on the existing Ph.D. and Psy.D. curriculum, and require certain elective courses and practicums. Concentrations are offered in the following areas: clinical neuropsychology, clinical health psychology, psychology of long-term mental illness (which includes training in psychosocial rehabilitation and consultative psychopharmacology), psychodynamic psychology, and clinical forensic psychology. Also offered is a child, adolescent, and family track and a multicultural psychology track. Concentrations/tracks are open to Ph.D. and Psy.D. students with the proviso that Psy.D. students who enroll in clinical neuropsychology must take additional research coursework.

The center sponsors two predoctoral internship programs. Accredited by the APA, the Psychology Services Center Internship Program offers doctoral candidates in psychology the opportunity to develop

professionally, to increase proficiency in psychological assessment and intervention, and to acquire competence in the provision of supervision and consultation. In addition, CPS sponsors the Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers. Within the consortium, interns receive supervised clinical experiences in approved placements in the culturally diverse South Florida community. The center also provides a behavioral science track in the university master's degree program in criminal justice and offers joint Psy.D./M.B.A. and Ph.D./M.B.A. programs in collaboration with the H. Wayne Huizenga School of Business and Entrepreneurship.

The center is also home to two research and clinical training institutes: The Southeast Institute for Cross-cultural Counseling and Psychotherapy and the Institute of Trauma and Victimization. Finally, the center offers a number of postgraduate and continuing education programs to professionals throughout the year.

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 than those associated with the mind and behavior. For the mental health professions to advance, there must be an active exchange between those providing services and those engaged in research. Research needs to be responsive to social and community needs; clinical services must reflect the advances put forth by research. Each year, more than 100 doctoral and master's degree students receive practicum training within NSU's Psychology Services Center, where faculty and clinic staff members provide supervision. The center is home to 14 faculty-specialty clinical programs, many of which conduct ongoing 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 members are always sensitive to the cultural nuances of behaviors that are inherent in our multicultural society.

The Center for Psychological Studies has evolved as a national leader in providing education and training,

advancing an understanding of human behavior, and providing clinical services to the community. Our commitment is to continue to make significant contributions to our community and society well into the future, while producing the most advanced training opportunities for our students.

# The Farquhar College of Arts and Sciences

**T**he Farquhar College of Arts and Sciences provides a broad education with the aim of preparing students for professional careers and further graduate study. Students may earn bachelor of arts or bachelor of science degrees in four academic divisions—the Division of Humanities; the Division of Math, Science, and Technology; the Division of Performing and Visual Arts; and the Division of Social and Behavioral Sciences. The college also offers a master of arts in writing that is administered through the Division of Humanities.

## **Undergraduate Programs and Services**

The Farquhar College of Arts and Sciences provides coursework and programs supporting traditional college students entering from high school or transferring from other universities. It also offers evening, off-campus, and online classes that enable working adult students to complete a college degree.

The college offers 24 undergraduate majors: American studies, applied professional studies, art, arts administration, athletic training, biology, communication studies, computer information systems, computer science, criminal justice, dance, English, environmental science/studies, exercise and sport science, history, humanities, international studies, legal studies, marine biology, music, paralegal studies, psychology, sociology, and theatre. Minors are offered in African diaspora studies, applied behavioral analysis, anthropology, applied statistics, arts administration, bioinformatics, chemistry, computer information systems, counseling, criminal justice, dispute management and resolution, English, family studies, film studies, folklore and mythology, forensic psychology, gender studies, graphic design, history, humanities, information assurance/security, information technology, international studies, international law, Irish studies, legal studies, marine biology, marine ecology, marine microbiology, mathematics, media studies, medical humanities, music, paralegal studies, philosophy, physics, psychology, public health, public relations, sociology, Spanish, speech communication, substance abuse studies, theatre, and writing. Certificate programs are offered in computer

information systems (database management systems, operating systems, and Web programming and design), paralegal studies, and substance abuse studies.

All NSU undergraduate students, including undergraduate business, education, and health sciences students taking courses at other colleges and schools at NSU, undertake comprehensive general education coursework through the Farquhar College of Arts and Sciences. General education coursework is spread across the areas of composition, mathematics, humanities, social and behavioral sciences, and biological and physical sciences. In addition to general education requirements, the Writing Across the Curriculum initiative requires that written assignments make up at least 25 percent of the final grade for each course in the college.

All college courses emphasize high-quality instruction, small class size, and personal attention by an accomplished faculty of noted researchers, published authors, journal editors, and consultants. In addition to valuable faculty member-student mentorship, the college provides resources outside the classroom, through the Office of Academic Services, that help all NSU undergraduates achieve their academic goals, whether they are on campus, off campus, or online. Resources include accommodations for students with disabilities; tutoring in writing, mathematics, and science courses; and testing for students interested in placing out of certain classes.

## **Special Undergraduate Programs**

The Farquhar College of Arts and Sciences offers special opportunities for ambitious students to excel. The Dual Admission Program allows a select number of highly motivated students to be accepted simultaneously into both the undergraduate program and their desired NSU graduate school. The Undergraduate Honors Program fosters interdisciplinary intellectual community through intensive seminars and honors-level general education classes for outstanding first- and second-year students. The Honors Program also encourages independent, directed study for students in their third and fourth years.

The college actively fosters independent research and travel study as valuable parts of the undergraduate experience. Students in travel study courses spend part of their semester at sites in Europe, across the Americas, or in Australia. Some students design their own travel study courses with faculty guidance or participate in international programs organized by other institutions. Other outlets for students' scholarly and creative talents include the annual Undergraduate Student Symposium that presents research projects to the public, the literary magazine *Digressions*, and the *Farquhar Student Journal*, which features research and critical articles by students.

Opportunities for deeper insight into subjects of great interest include the Clinic Exploration Program, which allows students to shadow medical professionals at NSU clinics for a first-hand examination of health careers in action. The Distinguished Speakers Series brings to

campus notable experts, from Nobel Prize winners to outstanding authors and activists. The Faculty Lecture Series makes the expertise of the college's outstanding teachers available to the public, and the Division of Performing and Visual Arts provides inspiring presentations from across the cultural spectrum.

The Farquhar College of Arts and Sciences promotes the importance of community involvement by encouraging students to pursue opportunities for off-campus volunteer service, internships, and stimulating work experiences. Select students can develop their skills as leaders through the Leadership Roundtable Scholarship Program, a four-year extracurricular series of workshops and service opportunities. The college also serves the South Florida community through its partnerships with local cultural organizations and its continuing education program for older adults through the Lifelong Learning Institute.

# The Fischler School of Education and Human Services

**T**he Fischler School of Education and Human Services offers dozens of programs of study in the fields of education leadership and related human services, almost all delivered through high-quality distance education techniques perfected in more than 35 years of experience. Working through distance education, the school serves more than 15,000 students annually in many states and several foreign countries. Based in an 18-acre, four-building campus in North Miami Beach, the school also has an intense commitment to providing services to students, educators, children, and families in the communities where our students live and work.

Academic programs offer a wide range of options in terms of level of study (associate's, bachelor's, master's, educational specialist, and doctoral degrees; certificates; and teacher certification/recertification); field of study (dozens of specialization and professional development options); and method of delivery (site-based, field-based, online, campus-based, and myriad combinations of these). Virtually all of the school's 18 degrees and more than 60 specializations/concentrations are available entirely online; and many can be customized to meet the unique needs of individual students, school systems, or organizations.

## **Undergraduate Programs**

At the undergraduate level, the Fischler School offers an associate of arts in early childhood education. For students who want to become classroom teachers, the school offers bachelor of science programs in elementary education and exceptional student education that lead to teacher certification/licensure in the states of Florida and Nevada. The Fischler School also offers Bachelor of Science programs in prekindergarten/primary education, secondary biology education, and secondary math education, all leading to Florida teacher certification.

## **Master's and Ed.S. Programs**

The Fischler School offers an extensive selection of master's and educational specialist degree programs, with more than 50 specializations available among

seven degrees. Virtually all of the programs are available in an online or blended (online/on-site) format, offering the widest possible range of options for students and working professionals anywhere in the world. Specific master's degree programs include the Master of Arts in Teaching and Learning, offered jointly with Skylight Professional Development/Pearson Education LLC; and the school's flagship education programs, with more than 40 specializations at the master's degree level. The Fischler School also offers tracks in substance abuse, child protection, and juvenile justice in the M.S. in Criminal Justice program.

## **Doctoral Programs**

The Fischler School's Doctor of Education Program combines the benefits of a common core of research, leadership, and applied dissertation with options for 10 concentrations and a number of minor areas of brain-based leadership, charter school education, study. Updated entirely in 2005, the widely varied curricular offerings are delivered through a combination of online and blended modalities. Concentrations include educational leadership, health care education, higher education leadership, human services administration, instructional leadership, instructional technology and distance education, organizational leadership, reading, special education, and speech-language pathology. Minors and electives in the program span adult education, autism, brain-based leadership, charter school education, community college leadership, conflict resolution, curriculum development, early childhood education, gerontology, human resource development, school business leadership, and urban education. Additional minors are being developed on a continual basis, further enhancing a student's opportunity to customize his or her degree to meet specific needs and objectives. The school continues to offer the doctor of speech-language pathology (SLP.D.) degree as well. All programs bring a rich array of highly qualified adjunct and full-time faculty members, benefiting the more than 4,000 students in the Fischler School's doctoral programs around the nation.

### **Training and Professional Development**

The Fischler School's Training and Professional Development unit researches and creates training and professional development opportunities for learners of all ages and in most settings or professional practices. Among offerings are seminars, consulting, instructional design, professional certification programs, and customized training and professional development for a wide range of organizations and institutions.

### **Assessment**

A growing function within the Fischler School is that of professional and individual assessment, leading to customized programs of study for children, youths, and working adults. The Center for Assessment and Intervention (CAI) offers comprehensive psychoeducational assessments for a wide variety of school-based referrals including, but not limited to, educational programming, intellectual giftedness, specific learning difficulties, developmental delays and disorders, language delays/issues, social/emotional/behavioral problems, cognitive impairment, and vocational planning. CAI also offers training and educational workshops for teachers and parents. These services are aimed at promoting academic and workplace success.

The Clinic for Speech, Language, and Communication offers services for adults and children with a wide variety of communication difficulties, covering all aspects of the field. Evaluation and treatment of individuals with articulation and phonological disorders; language delays and disorders; and voice, fluency, and augmentative communication needs are

performed within a professional environment. The Clinic for Speech, Language, and Communication is part of the degree program in Speech-Language and Communication Disorders.

### **Strategic Alliances**

The vision of the Fischler School of Education and Human Services (FSEHS) is to connect generations of learners with research-based instructional and leadership strategies that provide opportunities to embrace inquiry, entrepreneurship, and innovation. The Office of Strategic Initiatives and Global Enterprise for Academic Development (SIGEAD) at FSEHS was created to support this vision and to respond to a market need for global alliance networks that provide mutual benefits and sustainable innovations for myriad stake holders. Many of these strategic alliances involve affiliations with public and private organizations, or other schools and centers within NSU. Key among these are alliances with Skylight Professional Development/Pearson Education LLC; Magnet Schools of America; Mailman Segal Institute for Early Childhood Studies; CREAD (the Inter-American Distance Education Consortium); the South Florida Consortium of Charter Schools; Florida Family Care Councils; Smart Horizons; National Career Academy Consortium; Florida School Choice Resource Center; Florida Distance Learning Association; High/Scope Educational Research Foundation; National Association of Elementary School Principals (NAESP); European Council of International Schools (ECIS); University of Belize; Helmsdale University Centre/Singapore; TATA; Gallup; BrainSMART; Polycom, Inc.; and others.

# The Graduate School of Computer and Information Sciences

In this era of rapid technological growth, each new day brings demands for increased proficiencies of those whose professions intimately involve computers and information technology, e.g., creation of computer/software products or information systems, teaching computing, using computing technology in education and training, managing computing resources, or conducting research.

A major force in educational innovation, the Graduate School of Computer and Information Sciences (GSCIS) provides programs of distinction to prepare students for leadership roles. Its strengths include distinguished faculty members, cutting-edge curricula, and flexible online and campus-based formats for its M.S. and Ph.D. programs. It has approximately 1,500 graduate students. All of the school's programs enable working professionals to earn their degrees without interrupting their careers. On-campus evening master's degree programs are tailored to meet the needs of those who reside in South Florida.

Online master's degree programs, which require no campus attendance, are available for part-time or full-time students worldwide. A unique doctoral program has on-campus and online components that are tailored for working professionals as well as full-time students. The school has online students living in almost every state in the United States and in 20 foreign countries.

Ranked by *Forbes* magazine as one of the nation's top 20 online programs, and listed in the Princeton Review's *The Best Distance Learning Graduate Schools*, GSCIS pioneered online graduate education with its creation of the electronic classroom. It has been offering online programs and programs with online components since 1983. Over the years, the school developed many unique software tools to enhance the online learning environment. It now offers more than 300 online classes annually. The school is a certified member of the Electronic Campus of the Southern Regional Education Board, and all 10 of its programs are offered via this highly successful consortium. It also participates

in several federal and military programs including the DANTES Distance Learning Program, and the United States Army's online initiative, eArmyU.

Online students use Web sites to access course materials, announcements, the electronic library, and other information and participate in a range of activities that facilitate frequent interaction with their professors and fellow students. Online activities include forums using threaded discussion boards, chatrooms, email, and electronic classroom sessions.

Among the M.S. programs offered on-campus or online are computer information systems, computer science, information technology in education, information security, information technology, and management information systems. Most programs offer concentrations in information security. The master's degree programs require 36 credit hours and may be completed in 12–18 months. GSCIS master's degree students may apply for early admission to the doctoral program, which provides the opportunity to earn the Ph.D. in a shorter time. Additionally, graduate certificates in information security require 15 credit hours. The curricula of both the graduate certificates and the M.S. in information security have been certified by the U.S. National Security Agency for compliance with the requirements of the Committee on National Security Systems Standards.

Doctoral programs include computer information systems (with an optional concentration in information security), computer science, computing technology in education, and information systems (with optional concentrations in information science and information security). Students come to the campus for participation in courses, seminars, and dissertation counseling, attending four on-campus weekends (Friday, Saturday, and Sunday) per year while taking courses. Between meetings, students work on assignments and projects and participate in online activities that facilitate frequent interaction with faculty members and other students.



## The Graduate School of Humanities and Social Sciences

**T**he Graduate School of Humanities and Social Sciences (SHSS) is committed to academic excellence and innovation, student success, reflective practice, cultural diversity, and social responsibility. It offers interdisciplinary graduate programs in both on-campus and distance learning formats. The school also sponsors community programs and conducts research to understand human relations and foster social transformations. Its Web site is <http://shss.nova.edu>.

The Department of Conflict Analysis and Resolution (DCAR) offers Ph.D. and M.S. degrees in two delivery formats. The department's master's degree program is designed for students to apply their study to a variety of practicing fields. The department offers an M.S. degree in Conflict Analysis and Resolution. The doctoral program offers students opportunities to become informed scholars, practitioners, and researchers who can offer leadership in the field. The department takes a holistic, learner-centered approach to encouraging students and professionals to define and shape their intellectual and practice paths in a creative and rigorous fashion. It offers both on-campus and online learning formats in conflict resolution and college student affairs and employs an optimal combination of dynamic learning models and flexible interactive media so that mid-career adults do not have to relocate for their graduate studies.

The Department of Family Therapy offers master's and doctoral degrees. The master's degree program is committed to clinical excellence. It has full accreditation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association of Family Therapy (AAMFT). The master's in Family Therapy is also available at various NSU student educational centers. While members of the cohort may reside in geographically distant areas, they have opportunities to interact and share assignments throughout the program. Both master's programs fulfill academic requirements for MFT state licensure in Florida and for clinical membership in AAMFT (additional post-master's

clinical experience is required for both credentials). The Ph.D. program also is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association of Family Therapy (AAMFT) and provides students with the knowledge and expertise necessary to become leaders in the field. Students may select courses that fulfill the academic requirements for becoming a clinical member and approved supervisor in AAMFT. The department also offers a practitioner-oriented doctoral program, the doctor of marriage and family therapy (D.M.F.T.) degree.

The Department of Multidisciplinary Studies houses two master's degree programs. The M.A. in cross-disciplinary studies is multidisciplinary, experiential, and allows students to self-design their graduate studies. The program is designed to meet the needs of students who are seeking a broader learning forum, and who appreciate the unique self-design of cross-disciplinary studies. The M.A. program provides intellectual advancement and the opportunity to expand and enrich educational horizons in keeping with the liberal studies traditions. The M.A. program uses a variety of perspectives for observing, analyzing, and addressing contemporary social issues. Students focus on systemic approaches and methodologies when studying human challenges. The program uses experiential learning to provide students with hands-on training where theory and practice are integrated.

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

The school offers several graduate certificates and concentration programs including conflict analysis and resolution, family systems health care, health care conflict resolution, peace studies, college student personnel administration, qualitative research, family studies, and family ministry. Graduate certificate programs provide knowledge, methods, and skills leading to career advancement and life enlightenment in the fields of study. As a concentration, the area of interest allows students to specialize while studying in their field.

The Brief Therapy Institute (BTI) provides individuals, couples, and families with a variety of consultation, therapy, and educational services. The team of professionals can assist clients with couple difficulties, parenting problems, divorce adjustment, family conflicts, academic or behavioral problems, the impact of chronic illness, stress management, depression, anxiety, and other troubling issues. By enlisting the clients' strengths to empower productive change, BTI provides quality therapeutic services beyond typical mental health care.

Community Resolution Services (CRS) offers assistance to both NSU and the greater community through a variety of services. They include mediation, facilitation, consensus building, and training workshops for families struggling with conflict through the VOICES Family Outreach Project; community mediation for neighborhood disputes; and facilitation, civility workshops, and training for communities, groups, and organizations. The program also works with law enforcement agencies and other service providers to help make local communities safer.

The goal of the Consortium for Narrative Research and Practice is to promote collaborations among the programs in Family Therapy, Multidisciplinary Studies, and Conflict Analysis and Resolution, as well as among SHSS and other academic units. It is established for the benefit of students, faculty members, alumni, groups, organizations, and helping professions in the local, national, and international communities.

DCAR's African Working Group is a nonexclusive association of scholars, professionals, and activists dedicated to constructive change and peace-building in the African world. Selected examples of the activities include producing educational events; sponsoring research; and facilitating knowledge sharing, skills training, and mentorship of aspiring and practicing peace builders

The Culture-Conflict Group is a student organization in DCAR run by students and facilitated by faculty members to present and discuss papers at the Residential Institute on a variety of topics (of their choosing) related to culture and conflict. Meetings are held once or twice a term to discuss issues and organize conferences.

The Latin American and Caribbean Forum in DCAR was initiated by John Linstroth as a graduate student-run organization where students, faculty members, and invited guests will present and discuss a variety of topics regarding Latin American and Caribbean areas and the South Florida communities.

SUPERB (Students United with Parents and Educators to Resolve Bullying) offers an all-age preventive program designed to meet the specific needs of an individual school or district to enable the learning center to resolve bullying in their educational environment. By targeting bystanders, SUPERB helps to alter the culture and redefines teasing and tormenting as unacceptable behavior in school. SUPERB teaches students to work together to resolve incidents of bullying and interpersonal violence in schools by educating students, teachers, and parents that teasing and tormenting peers cannot be tolerated as an acceptable part of the school community (<http://nochildfearsschool.com>).

SHSS publishes the semiannual peer-reviewed *Journal of Peace and Conflict Studies*. The *Qualitative Report* is an online journal dedicated to qualitative research since 1990. The *Journal of Marital and Family Therapy* is housed in the Department of Family Therapy. The school's online newsletter is titled *SHSS Dialogs* (<http://shss.nova.edu/dialogs>).

# Health Professions Division

- College of Allied Health and Nursing
- College of Dental Medicine
- College of Medical Sciences
- College of Optometry
- College of Osteopathic Medicine
- College of Pharmacy

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

HPD's mission is to train health professionals to meet the 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 underrepresentation of minority groups in the health professions. The division has been widely recognized for its innovative approach to addressing community health issues and meeting unmet health care needs in central and South Florida. HPD has a longstanding commitment to promoting service to underserved communities. In 1997, 13 Florida-based National Health Service Corps scholars received tuition assistance in exchange for service in federally designated health professional shortage areas; 12 of the 13 were students of NSU's Health Professions 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's Health Center and the Center for Psychological Studies.

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

Since the HPD Research Committee was formed 10 years ago, there has been a tremendous increase in basic research funding, research publication, and submitted grants. Students now participate in undergraduate research programs and present their findings at regional and national conferences.

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

## College of Allied Health and Nursing

The College of Allied Health and Nursing is committed to preparing quality health care professionals for roles on the health care team. The Physician Assistant Programs, located on the main campus and in Fort Myers, Jacksonville, and Orlando, Florida, are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The program in Fort Lauderdale was granted the maximum accreditation status of an additional seven years in March 2008. The program awards a master of medical science (M.M.S.) degree in physician assistant.

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

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

The Occupational Therapy Program, accredited by the Accreditation Council for Occupational Therapy Education, opened in 1994. Occupational therapists provide services to enhance and restore function and life satisfaction to people whose daily life performance

has been interrupted or jeopardized by disease, injury, disability, life stress, or other factors. The 29-month Master of Occupational Therapy (M.O.T.) Program is among the nation's most clinically intensive M.O.T. programs, with an integrated first-year curriculum, four clinical rotations in year two, and six months of required clinical internships.

The doctoral program in occupational therapy began in 1995 and offers two doctoral courses of study. The Doctor of Occupational Therapy (Dr.OT) Program prepares practicing clinicians for leadership in a targeted area of specialty practice. The Doctor of Philosophy in Occupational Therapy (Ph.D.) Program strives to develop scholarly practitioners who will serve as leaders in advancing the knowledge base of their discipline through research. The Dr.OT and the Ph.D. are offered through distance learning formats.

The Physical Therapy Program began in 1994 and was granted full accreditation from the Commission on Accreditation of Physical Therapy Education in 1996. Physical therapists (PTs) perform examinations and provide treatment to patients/clients who suffer from movement dysfunctions. They assess joint motion, muscle strength, endurance, and heart and lung function, among other responsibilities. PTs practice in a variety of settings such as hospitals, private physical therapy outpatient centers, community health centers, nursing homes, pediatric centers, sports facilities, rehabilitation centers, home health agencies, schools, and research institutions, as well as in academic settings including colleges and universities.

There are three distinct Physical Therapy programs at NSU. The entry-level Doctor of Physical Therapy Program (D.P.T.) at Nova Southeastern University is a full-time, on-campus program that takes 36 months to complete. The entry-level program has been accredited by the Commission on Accreditation for Physical Therapy Education since 1996 and was granted accreditation status for an additional period of 10 years on April 24, 2002.

The Transition Doctor of Physical Therapy Program (T-D.P.T.) is a postgraduate program designed for working physical therapists that want to advance their clinical knowledge and skills to that of the Doctor of Physical Therapy. This program is provided in a distance education format, and is designed for practicing physical therapists who entered the profession through entry-level bachelor's and master's degrees.

The Doctor of Philosophy in Physical Therapy (Ph.D./PT) is the first and only Ph.D./PT degree program in the nation that is offered online in a distance education format. The Ph.D./PT program is designed for physical therapists whose professional interests include the aspiration to be an educator, a commitment to research, and the acquisition of leadership skills so as to serve as consultants in the health care arena. This program is for practicing physical therapists that entered the profession through entry-level bachelor's and master's degrees. The Doctor of Philosophy in Physical Therapy (Ph.D./PT) Program requires an additional 60 semester hours or more beyond the master's degree or beyond an advanced master's degree in which the undergraduate or master's degree was in physical therapy. The program requires 75 hours beyond the undergraduate professional physical therapy degree. Doctoral courses are 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.

With more than 2.7 million registered nurses nationwide, nursing continues to be the largest health care profession in the United States. The U.S. Bureau of Labor Statistics projects that employment for registered nurses (R.N.s) will grow faster than the average for all occupations through 2012.

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

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

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

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

The R.N. to M.S.N. program began in fall 2009. Students in this program complete three terms of B.S.N. coursework and then matriculate into the M.S.N. program. The online Master of Science in Nursing (M.S.N.) Program offers the B.S.N.-prepared R.N. three unique tracks to earning the M.S.N. The master's degree in nursing prepares the experienced nurse to advance in nursing leadership. Our M.S.N. tracks in nursing education, public/community health, and health systems leadership offer in-depth education by faculty experts in these fields.

The online Doctor of Philosophy (Ph.D.) in nursing education prepares nurse scholars to develop evidence-based practice guidelines and organize new and innovative nursing care delivery systems. It also trains them for placement in research/evidence-based practice positions within their education departments. Nova Southeastern University's Ph.D. in nursing helps to address the current and projected national shortage of nursing faculty members at all levels of nursing education.

The Department of Health Science is an interdisciplinary group of programs designed for the health care professional with a desire to advance both academically and administratively within his or her respective career. Offering distance education from the undergraduate to doctoral level is consistent with the university's and college's commitment to lifelong learning. The department offers the following online degree programs: the Bachelor of Health Science Program, the Master of Health Science Program, the Doctor of Health Science Program, and the Doctor of Philosophy in Health Science Program. In addition, an on-campus, entry-level Bachelor of Health Science course of study in Vascular Sonography, an on-campus Master of Health Science course of study in Vascular Sonography, and a Master of Health Science course of study in Anesthesiologist Assistant are offered.

The vascular sonography course of study (within the Bachelor and Master of Health Science Programs) offers an undergraduate degree and prepares graduates for work in the field of vascular technology. Vascular technologists use ultrasound and other diagnostic technology to detect and assess the condition of arteries and veins in the body. They work with vascular surgeons, radiologists, and cardiologists and are considered an essential part of the medical team.

The anesthesiologist assistant course of study for the Master of Health Science Program, on the professional/graduate level in the Health Professions Division, is under the auspices of the College of Allied Health and Nursing with programs in Fort Lauderdale and Tampa. Upon graduation, students will be granted a master of health science degree. The innovative, 27-month curriculum focuses on using state-of-the-art instructional technologies and methods that will prepare anesthesiologist assistants to be superior clinicians that work within the anesthesia care team.

The Audiology Program offers students a scientific foundation coupled with diverse clinical experiences that are necessary for successful independent practice. An audiologist is uniquely qualified to provide a comprehensive array of services related to the diagnosis, management, and treatment of people with hearing and balance disorders.

Nova Southeastern University was first in the nation to offer the Doctor of Audiology (Au.D.) Program to current practitioners, allowing them to return to

school and earn their doctoral degrees. In addition to the main HPD campus, the Audiology Department offers the Doctor of Audiology Program for audiological scientists and other qualified audiology practitioners in the United Kingdom.

### **College of Dental Medicine**

The College of Dental Medicine uses an innovative, newly developed curriculum designed to graduate competent clinicians devoted to primary 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 and basic biomedical sciences prepare students to treat physically well and medically compromised patients with assured quality care in a modern dental facility.

A new six-year program has been added in order to address the access to primary health care issue and meet the needs of underserved populations. The College of Dental Medicine and the College of Osteopathic Medicine have structured a curriculum that allows a student the ability to receive a D.M.D. (Doctor of Dental Medicine) degree and a D.O. (Doctor of Osteopathic Medicine) degree. This is the only known D.O./D.M.D. program in the United States at this time. A graduate of this program will be prepared to deliver a total holistic approach to health care that will address preventive medicine and general dentistry.

Early introduction into clinical settings, under the preceptorship of faculty members, 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 are thus 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 a postdoctoral program for dentists in advanced general dentistry, as well as specialty programs in endodontics, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontology, and prosthodontics. The College of Dental Medicine has increased the number of seats available in its International Dental Graduate Program. This program offers graduate dentists of foreign dental schools the ability to earn a D.M.D. degree in three years, allowing them to then 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 Professions Division campus of NSU, is housed in a 70,500-square-foot, three-story building containing 171 modern dental units, in addition to completely equipped diagnostic, radiographic, and oral-maxillofacial surgical suites, and 35 modern dental units at the North Miami Beach campus of NSU. Six virtual reality units and biomaterial and biological laboratories have been added to provide facilities for research.

The college has formulated a community dentistry mission and will provide dental care to indigent and underserved patients. The college also serves as a professional community resource for dentists. Through continuing education programs, library services, and other technical and clinical assistance, the college helps professionals stay current in their fields, even while practicing in remote sites.

The College of Dental Medicine, founded in 1996, strives to embrace the overall educational goals of NSU while providing the newest site fully accredited 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. It provides students with several options. The M.B.S. program prepares students for admission to professional school; further develops individuals who are already professionals with degrees; and trains students for careers in the basic medical sciences as generalists, specialists, or teachers in one of the science fields. Those interested in postgraduate training, either before or after professional school, can also benefit from the program.

Courses of study are individualized as much as possible to meet the student's career goals and maximize educational benefits. Small class sizes provide opportunities for small group discussion and interaction with faculty members. Students take basic science courses such as anatomy, biochemistry, pathology, physiology, and pharmacology.

The college also serves to coordinate and provide all basic and medical sciences education to the other division colleges and contributes to the unique interdisciplinary

training environment. For example, while all of our students need to be proficient in anatomy, the depth and scope of this exposure will vary from profession to profession. Osteopathic medicine, optometry, and dental students require detailed study of head and neck anatomy, while pharmacy and occupational therapy students do not need this same level of emphasis. Conversely, an extensive study of the extremities is vital to the education of osteopathic medicine and occupational therapy students, while optometry and dental students have less involvement here and, therefore, less of an emphasis.

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

### **College of Optometry**

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

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

Nova Southeastern University's College of Optometry is the only optometric academic institution in the state of Florida. The College of Optometry admitted its charter class in 1989, and its graduates provide primary eye care as well as specialty care in such areas as contact lenses; 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.

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

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

The didactic focus of the first two years of study encompasses coursework in medical sciences, optics, and the vision sciences. In preparation for direct patient care, students also study general optometric theory and methods; ocular pathology; and the diagnosis, treatment, and management of vision anomalies. Some of the medical sciences are taught in classes with other health care disciplines, reflecting the Health Professions Division's philosophy of interdisciplinary education.

In the third and fourth years, students provide supervised direct patient care in three university-operated optometry clinical facilities jointly known as the Eye Care Institute. The fourth year is entirely clinical, with intensive training within the Eye Care Institute as well as in affiliated primary care, specialty, and medical/surgical care facilities. Students in the fourth year can take advantage of additional opportunities for practical clinical experience by selecting programs from more than 40 external clinic sites 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 Care Institute and hospital-based and ocular disease residencies at affiliated clinical sites. The college also offers a master's degree in clinical vision research. This online program equips

the optometrist, optometric educator, and other health professionals with the in-depth knowledge necessary to conduct scientific research directed at clinically relevant questions. The program also provides a bridge between clinical care and vision science.

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

Through the Eye Care Institute, the college provides primary and specialty eye care to the general public, including services that are offered at reduced cost to underserved populations who otherwise would not receive eye care.

### **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 also offers a Master of Public Health (M.P.H.) degree and a Master of Science in Biomedical Informatics (M.S.B.I.) degree, as well as collaborative D.O./M.P.H., D.O./M.B.A., and D.O./M.H.L. programs. The college admitted its charter class in 1981.

The mission of the college is to train primary care physicians with an emphasis on family physicians and their role in rural and underserved communities. A significant percentage 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 correlating 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 course

of study, the principles and practice of osteopathic medicine, emphasizing manipulative techniques, are applied in specific fields, and attention is given to the fields of community medicine, geriatrics, and the humanities. Students also undertake basic or applied research or scholarly study under faculty supervision.

Students and residents receive clinical training at Broward Health (formerly the North Broward Hospital District); the NSU health care centers and clinics; 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 ethnic groups whose lifestyles, practices, and cultural attitudes toward health care differ from those in more traditional training sites. This enriching educational experience is one that cannot be taught in the classroom.

Physicians do not work in a vacuum; they are part of a health care team. The college uses the resources of the university's multidisciplinary health care centers to provide a comprehensive learning experience. While on campus, medical students share faculty members, classes, and campus facilities with other Health Professions Division students and participate along with other disciplines in the comanagement of a diverse patient base as part of their clinical training. The college exposes students to all aspects of managed care and integrated health care systems to provide them with the knowledge and skills they will need to function in the 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, preventive medicine, pediatrics, dermatology, anesthesiology, surgery, and urology at affiliated hospitals. In addition, postgraduate fellowship programs have been established in geriatrics, sports medicine, correctional medicine, and forensic pathology. Student fellowships in research and osteopathic manipulative medicine are also available.



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 clinical research, performing community service, and enhancing clinical practice. Students can specialize their degree program by pursuing one of several concentration tracks—epidemiology and research methods, international health, health policy and management, nutrition, health promotion and wellness, and general public health. Most courses in the Public Health Program are now offered online, allowing students to complete course requirements with minimal on-campus time.

Current trends in health care, such as managed care, have increased the demand for public health professionals. 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 organizations. Classes are offered in the evenings and on weekends using various learning modalities, including traditional campus-based classes and distance education technologies such as Web-based classes and interactive compressed video.

In 2006, the college initiated a degree program in biomedical informatics. The degree of Master of Science in Biomedical Informatics (M.S.B.I.) is being offered by the College of Osteopathic Medicine in collaboration with the Graduate School of Computer and Information Sciences. The course of study is designed to educate future leaders in the development, dissemination, and evaluation of information technology as it relates to the health care environment. Medical informatics deals with patients, hospitals, medical laboratories, X rays, and supplementary imaging technology, as well as physicians and other health professionals. The curriculum includes a 43-semester hour course of study that is predominantly online, using WebCT or a similar format.

In conjunction with its Area Health Education Center (AHEC) Program, the College of Osteopathic Medicine enhances health care services 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 AOA and the Accreditation Council for Continuing Medical Education.

## 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 medication therapy 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 Accreditation Council for Pharmacy Education, admitted its first class in 1987, becoming the first college of pharmacy in South Florida.

The Doctor of Pharmacy (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 and is designed so that courses integrate information and build on 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 practicums where students practice medication therapy management with more independence. The entry-level Pharm.D. is also offered at NSU's West Palm Beach location and in Ponce, Puerto Rico.

In an effort to meet the growing demands of the pharmacy profession, the Nova Southeastern University College of Pharmacy has developed a program of study leading to the Doctor of Pharmacy (Pharm.D.) degree for international pharmacy graduates. The track was designed exclusively for graduates of pharmacy degree programs outside of the United States jurisdiction, allowing them to build upon their pharmacy education and prepare them for clinical pharmacy practice.

The International track integrates students into the entry-level Pharm.D. degree program curriculum, with all students achieving the same learning outcomes. Courses integrate information and build on one another to provide students with the knowledge and skills necessary to be successful in the profession.

The curriculum stresses innovative delivery and assessment methods. Courses will be on campus and will be taught by interactive video; the college's experiential sites will be used extensively. All lectures, handouts, reading materials, and exams will be in English to prepare students for the national practice of pharmacy.

The College of Pharmacy hopes to launch a unique program of graduate study and research leading to the Doctor of Philosophy (Ph.D.) degree in fall 2010. Students will be able to choose from one of three sequences: (1) Determinants of Drug Use; (2) Drug Discovery; and (3) Drug Development (Pharmaceutics).

The determinants of drug use sequence focuses on coursework and research skills, addressing the dynamic and complex nature of the use and distribution of pharmaceutical products and the provision of pharmacy services. Students who select this sequence are expected to choose one of two tracks: (1) Sociobehavioral and Cultural Pharmacy or (2) Pharmacy Economics and Outcomes. Students who pursue either track in this sequence will be primarily under the tutelage of faculty members in the Department of Sociobehavioral and Administrative Pharmacy, a group with expertise in pharmacoconomics, health disparities and vulnerable populations, cultural competency, development and implementation of sustainable pharmacy services, patients' decision making, pharmacy marketing, outcomes research, and related areas.

The drug discovery sequence emphasizes the coursework, laboratory, and literature search skills that are integral to elucidation of the mechanism of action of drugs, and the extent and character of drug actions. Students who pursue this sequence will be primarily under the tutelage of faculty members in the Department of Pharmaceutical Sciences, a group that has expertise in areas such as pharmacology, medicinal chemistry, toxicology, and biochemistry. Particular areas of expertise include cardiovascular pharmacology, molecular pharmacology, anti-inflammatory steroids, and cancer pharmacology.

The drug development (pharmaceutics) sequence emphasizes the coursework, laboratory, and literature search skills that are integral to the theory and practice associated with the incorporation of drug entities into the forms and formulations that best deliver the drugs to the site of the intended medical action. Students who pursue this track will also be primarily under the tutelage of faculty members in the Department of

Pharmaceutical Sciences, a group that has expertise in pharmaceutical-related disciplines. Particular areas of expertise include a variety of drug formulations and novel drug delivery systems.

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

The College of Pharmacy facilities are headquartered at the Health Professions Division on the main campus and at distant sites in West Palm Beach, Florida, and Ponce, Puerto Rico. Pharmacy practice, pharmaceutics, pharmacokinetics, pharmacy administration, and research laboratories are available at all sites. Clinical advanced practice experiences and practicum sites are located throughout central and southern Florida and in Puerto Rico. A pharmaceutical care center is adjacent to the clinic on the main campus. The Drug Information Centers meet a pressing demand among health care professionals for accurate information on medications, their adverse effects, incompatibilities, and potential for interactions. Research sponsored by the National Institute of Health provides opportunities for students to participate in cardiovascular, cancer, and central nervous system research. The medicinal garden, a project spearheaded by the College of Pharmacy and some of Florida's leading horticulturists and landscape architects, serves as a repository of living medicinal plants and gives students first-hand knowledge of the plants' properties and roles.

The College of Pharmacy, in conjunction with the H. Wayne Huizenga School of Business and Entrepreneurship, also offers a concurrent Pharm.D./M.B.A. program to interested and eligible Pharm.D. students. This program is offered to students at all three program sites, since business courses are taught in regular classroom style, online, or during summer sessions.

The NSU pharmacies and faculty members participate in NSU interdisciplinary team outreach activities locally and worldwide. They provide educational screening services for people across the state of Florida and in Puerto Rico. The college also participates in multiple

programs across the tricity area and in Puerto Rico through student service activities.

Outreach activities include

- Seniors education day, providing information on current therapies
- Health Screenings for diabetes, osteoporosis, and liver function
- Asthma Education—American Lung Association
- Community Health Fairs—screening and education
- Legislative Day in Tallahassee
- Educational Speakers Program
- Smoking Cessation
- International Medical Missions
- Partners in Education—A Youth Mentoring Program
- Cooperative Feeding Program
- First Call for Help
- Mental Health Association of Broward and Palm Beach counties
- Junior Achievement of South Florida and the Palm Beaches
- Epilepsy Foundation of South Florida
- Rural Health Pharmacy Training Program
- AHEC/Disaster Relief Team

### **Health Care System**

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

Unique to our health centers is a university mission to fulfill the promise of interdisciplinary community health, with patient services backed by the nearby resources and expertise of the colleges of Osteopathic Medicine, Pharmacy, Optometry, Allied Health and Nursing, Medical Sciences and Dental Medicine. Treatment is coordinated by the division's credentialed faculty members within a rigorous academic environment to ensure university-level treatment quality.

HPD delivers person-to-person health care in the disciplines of family medicine, geriatrics, dermatology, obstetrics and gynecology, pediatrics, internal medicine, nephrology and hypertension, endocrinology, sports medicine, dental services, physical therapy, occupational therapy, osteopathic manipulative medicine, pharmaceutical care, and audiology and

balance. Our Student Medical Center provides health care services to our collegiate populations, with specific focus on convenience for our students' busy schedules. Our Eye Care Institute offers specialty care in contact lenses; pediatric, adult, and binocular vision; low-vision rehabilitation; and sports vision screening as well as primary eye care.

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

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

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

The NSU health care system provides for more than 300,000 patient visits yearly to the communities it serves, and plays an even wider role in the health of the community. Patients of the health care centers benefit from the university's integrated, multispecialty clinics because, with quick and easy referrals under the same roof, patient satisfaction and outcomes are greatly improved. As the clinical providers for a growing segment of the South Florida region, NSU remains committed to enhancing the health and well-being of the extended community.

**T**he H. Wayne Huizenga School of Business and Entrepreneurship is the only business school in the nation with entrepreneurship in its name. That says a lot about who we are—a school committed to delivering an up-to-date curriculum that fosters the spirit of innovative thinking in the workplace. Our master of business administration in entrepreneurship is designed especially to develop and foster the spirit of entrepreneurship in the workplace. Regardless of program choice, our students learn to face critical issues of today and tomorrow, head on.

More than 30 years ago, the Huizenga School pioneered field-based education by developing the cluster concept, making business education accessible to working professionals. Today, our students come from a diverse cross section of society—culturally, demographically, and professionally. Courses are delivered in a range of flexible formats—on-campus, through field-based degree programs in more than 20 locations worldwide, online, and through blended learning combining traditional classroom and online activities. Currently, more than 5,600 students are enrolled in the Huizenga School's bachelor's, master's, and doctoral degree programs.

Another of the Huizenga School's unique features is its ability to tailor delivery of our bachelor's and master's programs to the particular needs of corporations. The Huizenga School has offered programs to firms including American Express; AT&T; Baptist Hospital; BellSouth; City of Hollywood; Disney World; Federal Express; NABI; North Broward Hospital District; Royal Caribbean Cruise Lines; Tyco; Vista Health Care; Volusia County Government; and Zhenhua Port Machinery Company in Shanghai, China.

Our innovative curriculum at the Huizenga School has at its core the concept of value creation, a fully integrated philosophical approach to managing and leading. This dynamic approach that we call value-driven management enables us to produce students who have discovered how to add value to their organizations, their communities, and their futures. Courses are

designed to challenge critical thinking skills, to widen perspectives on traditional business practices, and to foster an entrepreneurial spirit.

The Huizenga School offers a range of optional concentrations to enhance the core M.B.A. curriculum. The entrepreneurship concentration is designed to assist students in gaining the skills, knowledge, and confidence to become successful entrepreneurs. The curriculum and experiential learning process teaches students to think; while the term project and testing process will improve analytical as well as writing skills. The finance concentration provides a broad understanding of corporate finance, securities analysis, portfolio management, and financial institutions and markets. The leadership component of master's degree programs gives students the skills necessary to effectively lead organizations in today's dynamic marketplace and features distinguished professor Paul Hersey, Ph.D., and his situational leadership model. The real estate degree provides the skills necessary to be successful in commercial, residential, and other real estate development.

The Hudson Institute of Entrepreneurship and Executive Education works with companies and individuals, assisting them in becoming more competitive in an increasingly global environment. The institute offers customized programs for domestic and international businesses seeking to transform the way they do business.

The International Institute for Franchise Education is a demonstrated leader in the United States and internationally in its education programs and research. Its goal is to provide high quality programs for a diverse group of participants including prospective and existing franchisors, franchisees, and franchise service providers as well as academic teachers and researchers from around the globe. The institute offers courses in Fort Lauderdale and Las Vegas to help franchise leaders develop and enhance their capacity to take on 21st century challenges, and earn Certified Franchise Executive Credits (CFE).

# The Mailman Segal Institute for Early Childhood Studies

**T**he Mailman Segal Institute for Early Childhood Studies (MSI) is a multidisciplinary demonstration and training center for education and research in the fields of early childhood and autism across age spans. The institute has direct service programs, adult academics, research, clinical services, training, practicum and internship opportunities, community outreach, and grants and contracts.

The institute is located at the Jim & Jan Moran Family Center Village, situated on five acres adjacent to the Nova Southeastern University main campus. The 110,000-square-foot, state-of-the-art building houses the institute's programs in a demonstration facility, inviting students, faculty members, researchers, and families to observe, experience, and learn best practices in early childhood education, family support, and autism.

## **Programs for Parents and Children**

At the core of the Mailman Segal Institute are its expansive parenting and early childhood programs. Thousands of families with children from birth to five years old participate in a wide range of parent/child classes and parenting programs. In addition, the institute's Baudhuin Preschool provides comprehensive educational programming for more than 150 children with autism spectrum disorders through a contract with the Broward County Schools. An additional 300 children participate in programs at The Family Center Preschool and Infant/Toddler Program. The institute also offers a Summer Fun! Camp and SuperKids! (an individualized, on-site tutoring program for children in grades K–8 that specializes in ADD and learning disabilities). These programs demonstrate evidence-based practice; enable the development of new and innovative educational models; create an appropriate environment to field test new curriculum approaches; and serve as training, internship, and practicum sites for other university programs.

## **Autism Programs**

The Mailman Segal Institute has a long history of serving individuals with autism and their families. NSU has recently announced the formation of the

Autism Institute whose mission is to foster cutting-edge research, educate professionals, and promote evidence-based practices through collaborative interdisciplinary activities.

The Baudhuin Preschool is an internationally recognized, model program for children with autism spectrum disorders. Through its partnership with Broward County Public Schools, the school enrolls more than 150 students, making it the nation's largest preschool for children with autism. Collaborative opportunities with other NSU departments in academics, research, and clinical work enrich the educational experience.

Starting Right and The Unicorn Children's Foundation Clinic are the two newest programs providing direct service to young children with autism. Starting Right is a caregiver-child program for children ages 18–36 months who have been diagnosed with, or are at risk for, autism and related disorders. The Unicorn Children's Foundation Clinic provides multidisciplinary evaluations by a team of professionals from psychology, family therapy, speech-language pathology, and occupational therapy for children from birth through five years of age and their families.

NSU's Interdisciplinary Council for the Study of Autism (ICSA) is also housed at MSI. It includes representatives from several of the university's colleges and centers that are involved in the study of autism. Individuals from the fields of osteopathic medicine, allied health, dentistry, optometry, pharmacy, education, psychology, and family therapy meet on a regular basis to develop and implement collaborative projects in the study of autism.

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

### **Adult Academics**

The institute develops and implements educational and training programs for early childhood practitioners, autism specialists, behavior analysts, and school administrators. It also provides consulting and training services to centers, schools, and agencies and produces publications for parents and educators.

In collaboration with other NSU colleges and schools, the institute offers a range of academic programs, including the Child Developmental Associate (CDA) Credential, the Early Childhood Directors Credential, a master's degree in counseling with a specialization in applied behavior analysis, a minor in applied behavior analysis as a part of the Doctor of Education program, a Master of Science degree in Education with an autism endorsement, and a Doctor of Education degree with a specialization in autism. The institute also offers pre-service and in-service training programs including state-mandated, 40-hour child care training and five-hour literacy training courses.

### **Child Advocacy and Community Outreach**

MSI is committed to providing community outreach services and plays an integral role in shaping policies

that support the health and well being of children and their families. Activities within Broward County's underserved communities are dedicated to extending the institute's programs, including child care center development, literacy, early childhood training, and parent education. The Mailman Segal Institute works intensively with child care centers, providing accreditation support, individualized training, and parent education.

### **Mailman Segal Institute Tampa Bay**

In 1991, in response to a request for proposals from the Children's Board of Hillsborough County, The Mailman Segal Institute for Early Childhood Studies opened a satellite site in Tampa Bay, Florida. The Mailman Segal Institute Tampa Bay works to improve the quality of child care in the country through programs and services including Project PITCH, which focuses on center accreditation; Child Development Associate training; Child Care Administrator's credential; child care resource and referral services; workplace seminars designed to help employees balance work and family; child care assessment services; and infant/toddler training programs. The institute also oversees a network of family child care homes through a contract with Early Head Start.

# The Oceanographic Center

**Mission:** Founded in 1966 and located on a 10-acre site at Port Everglades, the Oceanographic Center's mission 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 serves as a community resource for information, education, and research on oceanographic and environmental issues.

**Research:** Areas of interest include theoretical marine physics, paleoclimatology, coral reef geology and ecology, coral growth, marine microbiology, chemical ecology, deep- and shallow-water benthic ecology, marine molecular biology, ichthyology, marine mammalogy, genetic conservation biology and biodiversity, spatial patterns and processes in marine ecosystems, toxicology, ocean current analysis, and wind-wave relationships. Regions of interest include Florida's coastal waters, the Gulf Stream, and tropical regions of the world's oceans.

**Education:** The center offers a Ph.D. degree in oceanography with a specialization in either marine biology or physical oceanography. Appropriate areas of curricular concentration include marine physics, marine chemistry, marine biology, and marine geology. The center also offers M.S. degrees in four areas: biological sciences, coastal zone management, marine biology, and marine environmental sciences. These M.S. degrees can be completed on a nonthesis or thesis track. Except for field courses, most classes are offered in the evening on a quarterly basis. The biological sciences program curriculum has two broad areas of specialization: organismal biology and molecular biology. Biological sciences students are expected to have in-depth knowledge of the specific aspects of their major and generalized knowledge in ecological, geological, chemical, and biological concepts as they relate to the environment. The coastal zone management (CZM) curriculum provides a broad knowledge of coastal ecosystems and the dynamics of natural and human-induced factors. Many CZM students are interested in careers in environmental management, while others enhance careers in education. The marine

biology (MB) program is designed to equip students with an understanding of the nature and ecology of marine life and provide a grounding in other areas of marine science. Marine environmental sciences (MES) students concentrate on global change, climatology, marine environmental law, and economics. The Oceanographic Center distance program offers the M.S. degree in coastal zone management (nonthesis track) and two graduate certificates (comprising four courses each), in coastal studies or coastal climate change, using Web-based technology. Oceanographic Center faculty members also contribute to the teaching of B.S. degrees in marine biology, biology (premed), and environmental science/studies offered by the Farquhar College of Arts and Sciences. This partnership between the undergraduate and graduate centers is known as the Joint Science Program.

**Associated Institutes:** In addition to research and academic programs, several institutes combine multiple disciplines as focal points for faculty and staff members. The National Coral Reef Institute conducts rigorous scientific research, education, and community service in order to understand, monitor, restore, and manage coral reefs, including those damaged or destroyed by natural or human-induced events. The Guy Harvey Research Institute conducts basic and applied research and disseminates information for effective conservation, restoration, biodiversity maintenance, and understanding of the world's wild fish resources.

**Facilities:** The William S. Richardson Library provides materials for all of the center's disciplines, including 137 journals (105 active subscriptions), 4,000 books and manuscripts, 24 newsletters, and various government documents. There are three main buildings and several modulars. They contain a conference room, classrooms, an electron microscopy laboratory, a machine shop, an electronics laboratory, a coral workshop, filtered seawater facility, working biology laboratories, and faculty/staff offices, all connected with wired and wireless networks. The center has a one-acre marina and several research vessels and dive boats. The center's Web site is [www.nova.edu/ocean](http://www.nova.edu/ocean) (email: [imcs@nsu.nova.edu](mailto:imcs@nsu.nova.edu)).

## The Shepard Broad Law Center

In its first 35 years, the Shepard Broad Law Center has had a profound influence on South Florida and on the broader legal community. Its alumni include 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 65-member full-time faculty for 2009–2010 were twelve African Americans, five Hispanics, and three Asian Americans. Thirty-two faculty members are women. The student body is equally diverse. Approximately 54 percent of the students are women; 30 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, Asian, 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 jurisprudence, construction litigation, and health law, all in the same semester. The availability of highly skilled practicing lawyers allows us to offer

a multi-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 (alternative dispute resolution, business, children and family, criminal justice, environmental and land use, international, and personal injury litigation) or in a more concentrated client-interaction setting. 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, computer science, psychology, dispute resolution, and urban/regional planning; full-semester programs abroad; and the Mediation Project. Many students volunteer for pro bono service through the Public Interest Law Center. Others select the Dependency Workshop/Guardian Ad Litem Program or the Consumer Protection Internship to gain experience and improve their lawyering skills.

The Law Center's faculty members, students, and staff members 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.



# University School

**U**niversity School, founded in 1971, is a fully accredited, college preparatory day school that provides academic programs for students in prekindergarten through grade 12. The school provides a supportive environment for the development of children, teaching them to think, solve problems, and develop leadership skills within an ethical framework.

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

## Lower School

Critical-thinking and problem-solving skills are important aspects of the Lower School learning experience. Faculty members offer many opportunities for students to evaluate, reason, analyze, and synthesize through individual and small-group projects discussions and debates, and experiential activities. Teachers use instructional technology in the classroom to enrich reading, math, and language arts instruction.

The Learning and Research Academy at University School is an innovative, personalized, and technologically rich educational experience for students in grades K–4 that have mild to moderate learning disabilities and average to gifted intelligence. Unique to this academy program, students benefit from the academic excellence and social environment of University School and the educational support and services of Nova Southeastern University.

## Middle School

Middle school is an exciting time for early adolescents as they begin to transition from the intermediate learning levels to high school-level academics. The rigorous academic program addresses individual needs

and offers both developmentally appropriate middle school courses and an opportunity for advanced students to accelerate their schedules.

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

## Upper School

Academic classes are offered at the basic, regular, honors, and advanced placement levels. The performing arts and athletic programs offer competitive, educational, and skill-building programs that support a diverse student population. The speech and debate team has won national recognition and the music program has been represented at all-state and all-county competitions. The athletic program places emphasis on the student-athlete and honors achievement both on the playing field and in the classroom.

Of the graduating class, 100 percent attend college. The combination of an excellent academic foundation and outstanding college counseling has led many University School students to attend some of the nation's most prestigious colleges and universities.

University School has been designated a U.S. Department of Education National Blue Ribbon School of Excellence. The evaluation committee specifically recognized both University School's relationship with Nova Southeastern University and its success in personalizing education.

# Degree Programs

## Center for Psychological Studies

- M.S. Clinical Psychopharmacology
- M.S. Counseling
- M.S. Mental Health Counseling
- M.S. School Counseling
- Psy.S. School Psychology
- Ph.D. Clinical Psychology
- Psy.D. Clinical Psychology

## Criminal Justice Institute

- M.S. Criminal Justice
- M.H.S. Master of Human Services—Child Protection

## Dual Admission Programs

Nova Southeastern University offers dual admission to bachelor's degree programs of the Farquhar College of Arts and Sciences 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 allows 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 dual admission to the following graduate and professional programs:

- Audiology
- Au.D. Doctor of Audiology
- Business
- M.S. Accounting
- M.B.A. Business Administration with concentrations in
  - Entrepreneurship
  - Finance
- M.I.B.A. International Business Administration
- M.P.A. Public Administration
- M.S./HRM Human Resource Management
- M.S./L Leadership
- M.Tax. Taxation

- Computer Information Systems
- M.S. Computer Information Systems
- Computer Science
- M.S. Computer Science
- Conflict Analysis and Resolution
- M.S. Conflict Analysis and Resolution
- Criminal Justice
- M.S. Criminal Justice
- Dental Medicine
- D.M.D. Doctor of Dental Medicine
- Education
- M.S. Education
- Family Therapy
- M.S. Family Therapy
- Law
- J.D. Juris Doctor
- Marine Biology
- M.S. Marine Biology
- Mental Health Counseling
- M.S. Mental Health Counseling
- Nursing
- B.S.N. Nursing
- Occupational Therapy
- M.O.T. Occupational Therapy
- Optometry
- O.D. Doctor of Optometry
- Osteopathic Medicine
- D.O. Doctor of Osteopathic Medicine
- Pharmacy
- Pharm.D. Doctor of Pharmacy
- Physical Therapy
- D.P.T. Doctor of Physical Therapy
- Physician Assistant
- M.M.S. in Physician Assistant
- Psychology
- Psy.S. Specialist in School Psychology
- Psy.D. Doctor of Psychology in Clinical Psychology
- Ph.D. Doctor of Philosophy in Clinical Psychology
- Speech-Language Pathology
- M.S. Speech-Language Pathology

### Farquhar College of Arts and Sciences

- B.A. American Studies
- B.A. Art
- B.A. Arts Administration
- B.A. Communication Studies
- B.A. Dance
- B.A. English
- B.A. History
- B.A. Humanities
- B.A. International Studies
- B.A. Music
- B.A. Theatre
- B.S. Applied Professional Studies\*
- B.S. Athletic Training
- B.S. Biology (premedical)
- B.S. Computer Information Systems
- B.S. Computer Science
- B.S. Criminal Justice
- B.S. Environmental Science/Studies
- B.S. Exercise and Sport Science
- B.S. Legal Studies (prelaw)
- B.S. Marine Biology
- B.S. Paralegal Studies
- B.S. Psychology
- B.S. Sociology
- M.A. Writing

### Fischler School of Education and Human Services

- A.A. Early Childhood Education
- B.S. Applied Professional Studies\*
- B.S. Education
- B.S. Elementary Education
- B.S. Exceptional Student Education
- B.S. Prekindergarten/Primary Education
- B.S. Secondary Biology Education
- B.S. Secondary Mathematics Education
- M.A. Teaching and Learning (4 specializations)
- M.S. Education (39 specializations)
- M.S. Instructional Design and Diversity Education
- M.S. Instructional Technology and Distance Education
- M.S. Speech-Language Pathology
- Ed.S. Education (15 specializations)
- Ed.D. Education (9 concentrations)
- SLP.D. Speech-Language Pathology

\*This degree program is offered by both the Farquhar College of Arts and Sciences and the Fischler School of Education and Human Services, with different concentrations.

### Graduate School of Computer and Information Sciences

- M.S. Computer Information Systems
- M.S. Computer Science
- M.S. Information Security
- M.S. Information Technology
- M.S. Information Technology in Education
- M.S. Management Information Systems
- Ph.D. Computer Information Systems
- Ph.D. Computer Science
- Ph.D. Computing Technology in Education
- Ph.D. Information Systems

### Graduate School of Humanities and Social Sciences

- M.A. Cross-Disciplinary Studies
- M.S. College Student Affairs
- M.S. Conflict Analysis and Resolution
- M.S. Family Therapy
- D.M.F.T. Marriage and Family Therapy
- Ph.D. Conflict Analysis and Resolution
- Ph.D. Family Therapy

### Health Professions Division

- B.H.Sc. Health Science
- B.S.N. Nursing
- M.B.S. Biomedical Sciences
- M.H.Sc. Health Science
- M.M.S. Physician Assistant
- M.O.T. Occupational Therapy
- M.P.H. Public Health
- M.S. Clinical Vision Research
- M.Sc.D. Dentistry
- M.S.B.I. Biomedical Informatics
- M.S.N. Nursing
- Au.D. Audiology
- D.H.Sc. Health Science
- D.M.D. Dental Medicine
- D.O. Osteopathic Medicine
- D.P.T. Physical Therapy (entry level)
- O.D. Optometry
- Dr.OT Occupational Therapy
- Pharm.D. Pharmacy
- Ph.D. Health Science
- Ph.D. Nursing
- Ph.D. Occupational Therapy
- Ph.D. Physical Therapy
- T-D.P.T. Postprofessional Doctor of Physical Therapy

### **H. Wayne Huizenga School of Business and Entrepreneurship**

B.S.	Accounting
B.S.	Business Administration
B.S.	Economics
B.S.	Finance
B.S.	Management
B.S.	Marketing
B.S.	Sport and Recreation Management
M.Acc.	Accounting
M.B.A.	Business Administration
M.I.B.A.	International Business Administration
M.P.A.	Public Administration
M.S.	Human Resource Management
M.S.	Leadership
M.S.	Real Estate Development
M.Tax.	Taxation
D.B.A.	Doctor of Business Administration
D.P.A.	Doctor of Public Administration

#### **Joint Degrees**

The Center for Psychological Studies offers joint Psy.D./M.B.A. and Ph.D./M.B.A. degrees in conjunction with the H. Wayne Huizenga School of Business and Entrepreneurship.

The College of Allied Health and Nursing offers a joint M.S. in Nursing/M.B.A. in conjunction with the H. Wayne Huizenga School of Business and Entrepreneurship.

The College of Osteopathic Medicine offers a joint D.O./M.P.H. (public health) degree and provides opportunities for students to earn additional joint degrees in conjunction with the following academic units:

Shepard Broad Law Center—D.O./M.S. in Health Law

The College of Pharmacy offers a joint Pharm.D./M.B.A. in conjunction with the H. Wayne Huizenga School of Business and Entrepreneurship.

The Shepard Broad Law Center offers joint J.D./master's degrees in conjunction with the following academic centers:

Graduate School of Computer and Information Sciences—J.D./M.S. in computer and information science fields of study

Graduate School of Humanities and Social Sciences—J.D./M.S. or Ph.D. in Conflict Analysis and Resolution

Florida Atlantic University Department of Urban and Regional Planning—J.D./master's degree in Urban and Regional Planning

H. Wayne Huizenga School of Business and Entrepreneurship—J.D./M.B.A. and related master's degrees

#### **Oceanographic Center**

M.S.	Biological Science
M.S.	Coastal Zone Management
M.S.	Marine Biology
M.S.	Marine Environmental Sciences
Ph.D.	Oceanography/Marine Biology

#### **Shepard Broad Law Center**

M.S.	Education Law
M.S.	Employment Law
M.S.	Health Law
J.D.	Law

## Student Affairs

**T**he mission of Student Affairs is to foster student success and a university community. Administrated by the Office of the Dean of Student Affairs—overseen by the dean, associate dean, and assistant dean—Student Affairs provides co-curricular learning opportunities and services that are conducive to student growth and development. Within the Office of the Dean is also Special Events and Projects, which coordinates, hosts, and sponsors university-wide events, including the Life 101...Personally Speaking series, the Student Life Achievement Awards, the Baccalaureate Reception, and the Shark Fountain Brick Campaign. Special Events and Projects also oversee the Presidential Ambassadors. The Division of Student Affairs is composed of the following offices.

### **Office of Career Development**

The Office of Career Development provides career consulting and job search assistance to undergraduate students, graduate students, and alumni. Through consulting and career-related resources, the center strives to educate students and alumni to develop a career life plan, from choosing a major to conducting a job search. The center also strives to explore career and/or graduate/professional school opportunities. Additional programs and services available include career assessments, internship and experiential learning opportunities, job fairs, career-related speakers, and involvement in a career club.

### **Office of Student Leadership and Civic Engagement**

The Office of Student Leadership and Civic Engagement provides NSU students with the opportunity to become involved in extracurricular programs through the student government association and a variety of volunteer activities in the community.

### **Office of Residential Life and Housing**

The Office of Residential Life and Housing provides students with a total educational experience by facilitating an enjoyable campus-living experience. The residence halls are living/learning centers that

provide an environment conducive to student success. Opportunities in a variety of academic, cultural, social, leadership, and recreational activities facilitate personal development. Functions that enhance student growth through the Office of Residential Life include an educational judicial process, crisis intervention, mediation, and counseling referrals. The Office of Housing provides quality facilities for students who live on campus. The office coordinates the administrative processes of all on-campus housing including assignments, contracts, billing, facilities, and maintenance of the seven on-campus residence halls. On-campus housing consists of a traditional residence hall with private bath facilities for undergraduate and transfer students, as well as apartment-style housing for upper-division undergraduate and graduate students. For more information about undergraduate on-campus housing, please visit [www.nova.edu/reslife](http://www.nova.edu/reslife) or call (954) 262-7052.

### **Office of Campus Recreation**

The Office of Campus Recreation provides programs and services that foster the education and development of the mind, body, and spirit for members of the NSU community. These programs and services include intramural sports, group fitness, special events, instructional opportunities, certification courses, personal training, fitness assessment, and evaluation exams. The office operates the RecPlex, located within the Don Taft University Center. The RecPlex is more than 100,000 square feet of indoor and outdoor recreation and fitness space with 15,000 square feet of strength and cardiovascular training equipment; two indoor basketball courts; three racquetball courts; a rock-climbing wall; a heated, outdoor swimming pool; three multipurpose rooms; and men's and women's locker rooms, showers, and saunas. The RecPlex is available to all current, fee-paying NSU students. Faculty and staff members, alumni, family members, and affiliates of NSU also may gain access by becoming members of the R.A.C. For more information, contact the Office of Campus Recreation at (954) 262-7301 or visit the Web site at [www.rec.nova.edu](http://www.rec.nova.edu).

### **Office of Student Activities**

The Office of Student Activities provides activities, events, student clubs, facilities, and services for the NSU community. The office encourages the formation of, and supports, student clubs and organizations and their events. The student-led activities board creates social, educational, and cultural events the entire campus can enjoy. The office manages The Flight Deck, where students can hold events or just visit during the day and evening, relaxing and enjoying games and the large satellite TVs. The office also manages meeting spaces in the Don Taft University Center and in the Rosenthal Building.

### **Office of Student Disability Services**

The Office of Student Disability Services provides oversight and coordination for all services for students with disabilities who are enrolled at NSU, its student educational centers, and its off-campus programs. This is done by collaborating with NSU academic center disability services representatives, the Office of Residential Life and Housing, and Facilities Management. The director's office, located in the Rosenthal Building, can be reached at (954) 262-7280.

### **Office of Student Media and Information**

The Office of Student Media and Information oversees the publication of *The Current* and *Shark Fins*, and the operation of WNSU. The office also supports other offices in the division of student affairs in promoting campus events and programs and develops methods to inform students about activities at the university.

### **Office of First-Year and Transitional Programs**

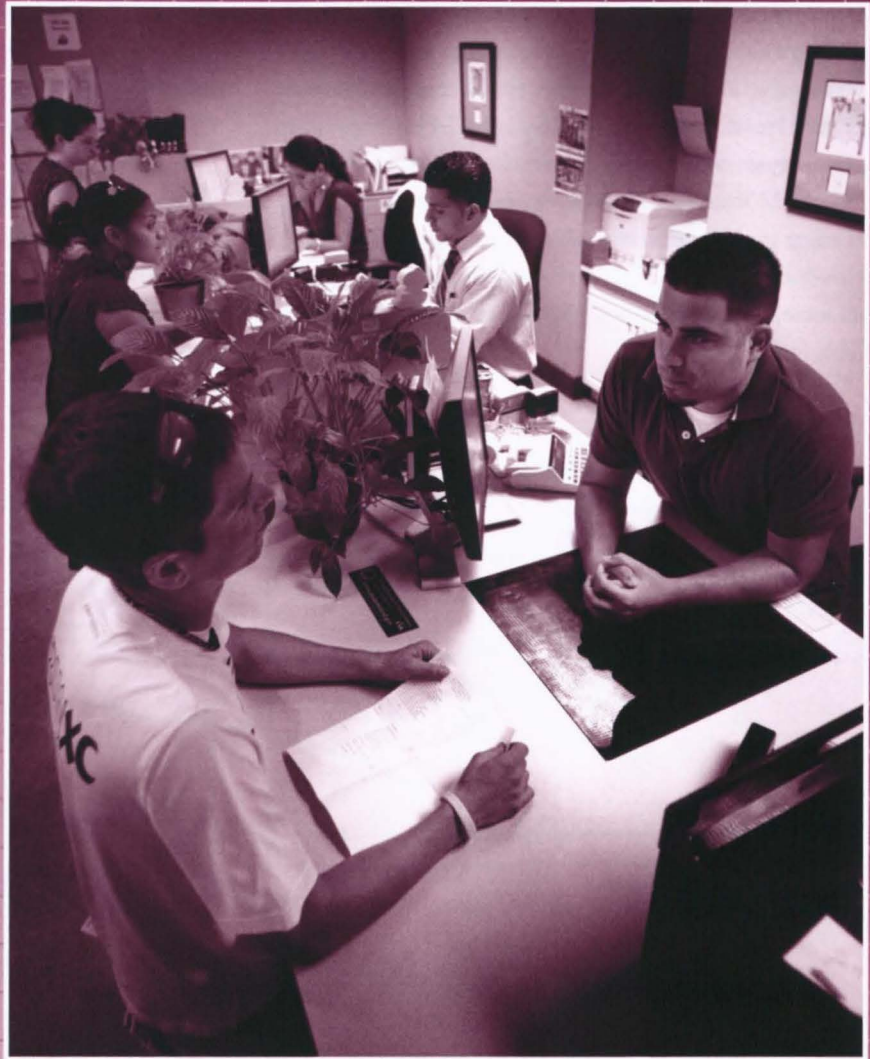
This office develops programs that assist in the first-year student's transition into the university community and activities that provide support for senior-year students as they transition out of the university after graduation. The office also oversees New Student Orientation.

### **Office of Student Affairs at the SECs**

The Office of Student Affairs at the Student Educational Centers (SECs) fosters student success and a university community at NSU's student educational centers. This office serves as the liaison between the main campus and the SECs, in order to provide an array of services and opportunities for all SEC students. The office is responsible for Family Fin Day, NSU Nights Out, and class celebrations. The Student Affairs coordinators at each SEC advise the respective student government associations, and the director serves as the adviser to the SEC PANSQA.

### **Office of Student Affairs Assessment and Student Engagement**

As part of the division's ongoing efforts to continuously improve its programs, services, and operations, the Office of Student Affairs Assessment and Student Engagement assesses and benchmarks the effectiveness of each office's programs. It also gathers information from students in regards to their impressions, experiences, and aspirations. The office is responsible for leading the Division of Student Affairs in an intentional strategic plan that is targeted to increase student engagement and connection to Nova Southeastern University.



## Student Enrollment

# Student Enrollment

## Historical Highlights of Enrollment

**S**tudent enrollment has grown rapidly since the university was first established in 1967 as Nova University of Advanced Technology. The university grew from a small graduate institution serving 17 Ph.D. students studying oceanography, physical science, and science education to a major university with more than 29,000 students pursuing undergraduate, graduate, and professional degrees in a wide variety of fields in fall 2009.

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 57 percent (Figure 1 and Table 1).

Figure 1

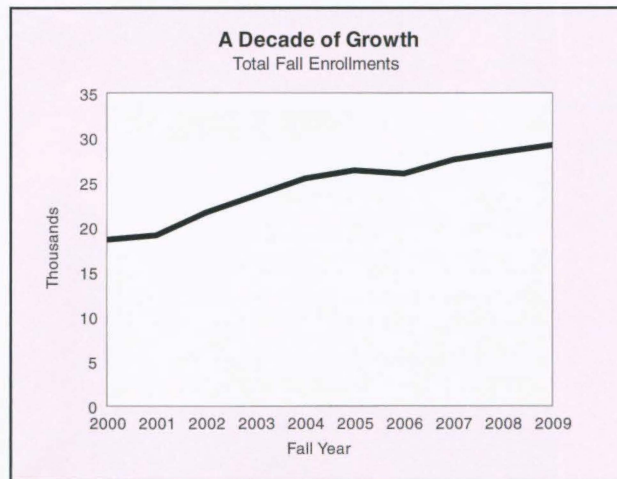


Table 1

Growth in Fall Enrollment					
Year	Enrollment by Degree Level			Total Enrollment	Annual Increase
	Undergraduate	Graduate	Professional		
<b>2009</b>	<b>5,868</b>	<b>19,322</b>	<b>3,964</b>	<b>29,154</b>	<b>3%</b>
2008	5,757	19,000	3,621	28,378	3%
2007	5,635	18,387	3,496	27,518	6%
2006	5,413	17,142	3,405	25,960	-1%
2005	5,453	17,549	3,333	26,335	4%
2004	5,355	16,720	3,355	25,430	8%
2003	5,223	15,006	3,293	23,522	9%
2002	4,700	13,717	3,202	21,619	13%
2001	4,019	11,869	3,179	19,067	3%
2000	4,110	11,450	3,027	18,587	4%

Source: IPEDS Enrollment Survey



Nova Southeastern University has the largest total fall-term enrollment of all independent universities in the Southeastern United States. Moreover, of approximately 1,600 private, not-for-profit institutions nationally, Nova Southeastern University ranks seventh. When compared with the total number of students enrolled at Florida independent four-year institutions in 2007, approximately one of every seven students enrolled in private higher education in Florida attended Nova Southeastern University.

### Recent Enrollment Trends

As shown in the graphs and tables that follow, all measures of enrollment show growth over the past five years. Both the fall headcount (Figure 2) and FTE<sup>1</sup> enrollment (Figure 3) show the greatest increase in graduate degree programs. Between fall 2005 and fall 2009, the headcount enrollment in graduate programs increased 10 percent. Undergraduate headcounts increased by 8 percent during the same period.

Figure 2

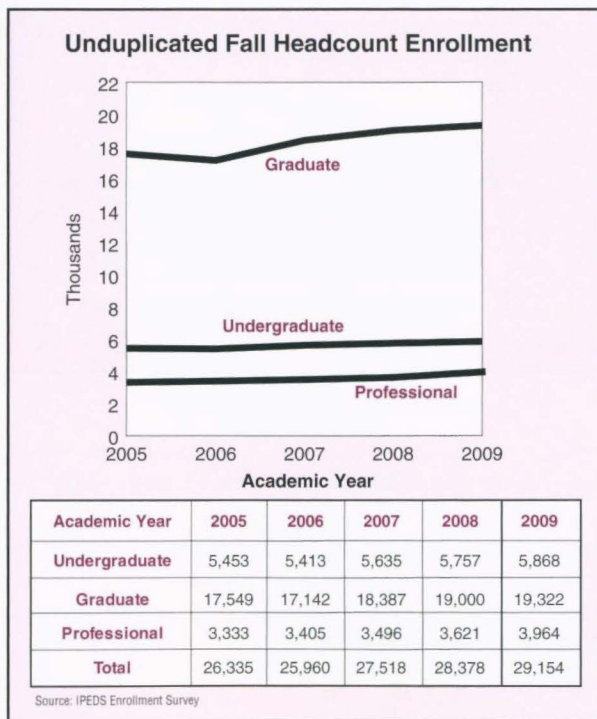
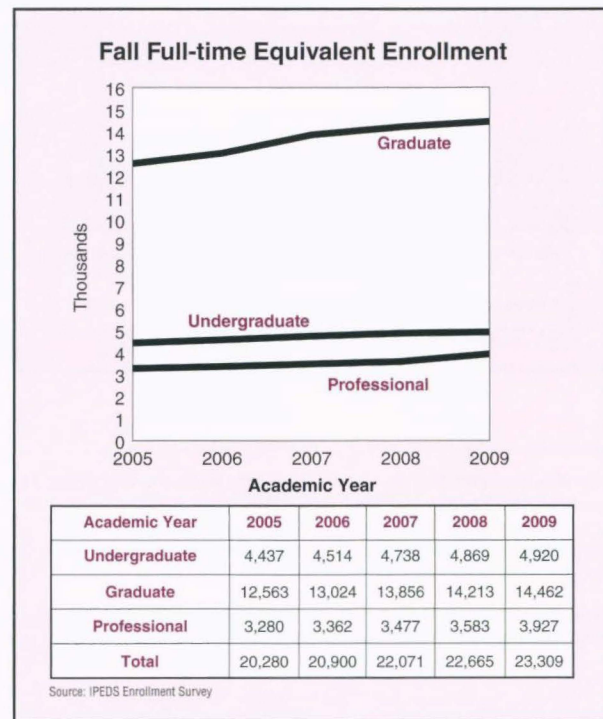


Figure 3

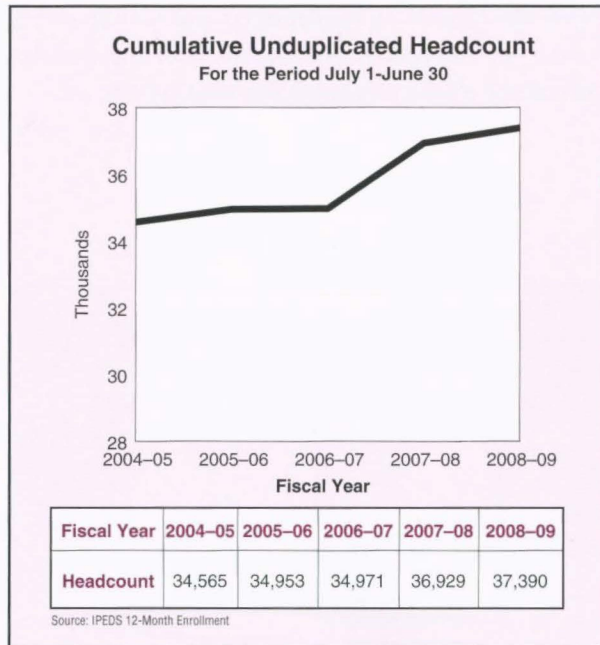


<sup>1</sup>Full-time equivalents (FTE) were calculated as follows for each degree level:  
 $FTE = \text{No. full-time students} + (\text{total credit hrs. taken by students carrying less than a full-time load} \div \text{full-time credit load})$   
 Full-time credit loads are 12 for undergraduates,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

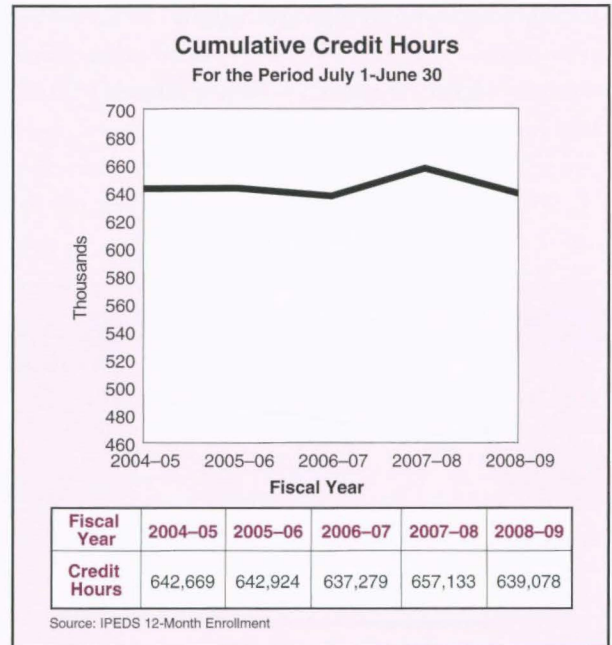
Growth in the delivery of educational services to students is perhaps most apparent in the rise in cumulative duplicated<sup>2</sup> and unduplicated<sup>3</sup> headcounts and annual FTE<sup>4</sup> shown in Figures 4–7. Over the past five years, unduplicated, cumulative headcount increased by 8 percent, and cumulative credit hours delivered declined

by one half percent. Annual FTE increased by 7 percent over the same time period. The university continues to expand programs both on and off campus and online to serve more students, not only in Florida, but across the nation and in selected international sites.

**Figure 4**



**Figure 5**



<sup>2</sup> Cumulative duplicated headcount is the sum of the headcounts for all terms comprising the academic year. In a duplicated headcount, students enrolled in multiple terms during the academic year are counted more than once.

<sup>3</sup> Unduplicated cumulative headcount is defined as the total number of individual students served in a given academic year. Each student is counted only once, no matter how many terms he or she enrolled in during the academic year.

<sup>4</sup> Annual FTE was calculated using a modification of the formula used by the Florida state university system. Annual FTE is the sum of annual FTE for each degree level. Annual FTE by degree level equals annual cumulative credits by degree level divided by the annual full-time credit load (30 credits for undergraduates and 21 credits for graduate programs).

Figure 6

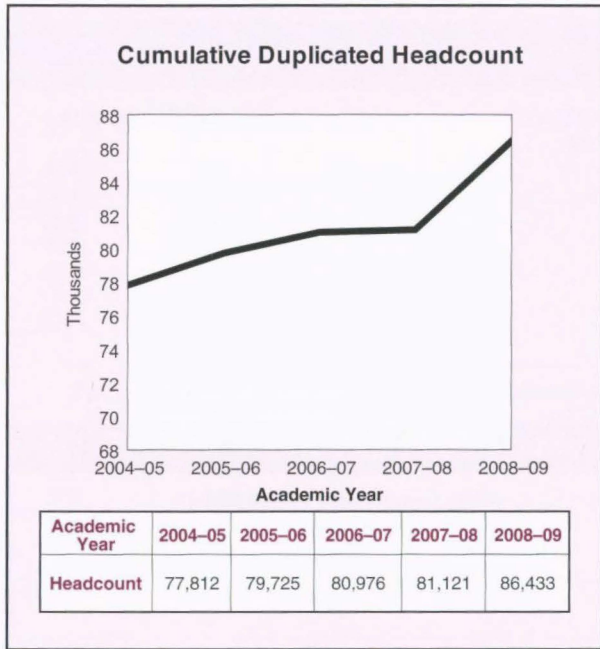
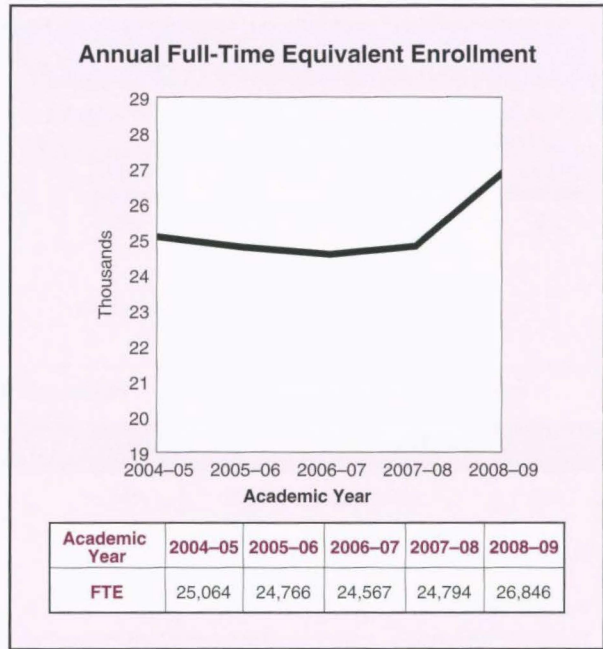


Figure 7



### Enrollments by Academic Unit and Degree Level

For more than 10 years, the university's graduate programs in the field of education offered through the Fischler School of Education and Human Services have represented more than one-third of the university's total enrollment. (Table 2).

Table 3 shows trends in enrollment by academic center over the last five years. The increase in enrollment over the last five years in individual centers ranged up to 45 percent. The Health Professions Division had the largest five-year increase in enrollment (45 percent).

Table 2

Fall 2009 Enrollment by Academic Center or School			
Center/School	Centers Ranked by Headcount		
	Total Students	Percent of Students	Cumulative Percent
Fischler School of Education and Human Services	10,387	36%	36%
H. Wayne Huizenga School of Business and Entrepreneurship	5,628	19%	55%
Health Professions Division	5,264	18%	73%
Farquhar College of Arts and Sciences	2,703	9%	82%
Center for Psychological Studies	1,552	5%	88%
Shepard Broad Law Center	1,243	4%	92%
Graduate School of Computer and Information Sciences	1,148	4%	96%
Graduate School of Humanities Social Sciences	698	2%	98%
Oceanographic Center	229	1%	100%
Criminal Justice Institute	227	1%	100%
Mailman Segal Institute for Early Childhood Studies	75	<1%	
<b>Total</b>	<b>29,154</b>	<b>100%</b>	

Center/School	*Centers Ranked by Term Credit Hours
	Percent of Total Credit Hours
Fischler School of Education and Human Services	37%
H. Wayne Huizenga School of Business and Entrepreneurship	24%
Farquhar College of Arts and Sciences	22%
Center for Psychological Studies	7%
Graduate School of Computer and Information Sciences	4%
Graduate School of Humanities Social Sciences	3%
Oceanographic Center	1%
Criminal Justice Institute	1%
Mailman Segal Institute for Early Childhood Studies	<1%
<b>Total</b>	<b>100%</b>

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

Table 3

### Enrollment Trends in Fall Headcount by Academic Center or School

Center for Psychological Studies			Farquhar College of Arts and Sciences			Fischler Graduate School of Education and Human Services		
Fall Term	Fall Head count	Five-year Increase	Fall Term	Fall Head count	Five-year Increase	Fall Term	Fall Head count	Five-year Increase
<b>2009</b>	<b>1,552</b>	<b>22%</b>	<b>2009</b>	<b>2,703</b>	<b>9%</b>	<b>2009</b>	<b>10,387</b>	<b>-7%</b>
2008	1,503		2008	2,577		2008	10,645	
2007	1,448		2007	2,693		2007	10,687	
2006	1,259		2006	2,514		2006	10,523	
2005	1,273		2005	2,489		2005	11,158	
Graduate School of Computer and Information Sciences			Graduate School of Humanities and Social Sciences			Health Professions Division		
Fall Term	Fall Head count	Five-year Increase	Fall Term	Fall Head count	Five-year Increase	Fall Term	Fall Head count	Five-year Increase
<b>2009</b>	<b>1,148</b>	<b>13%</b>	<b>2009</b>	<b>698</b>	<b>38%</b>	<b>2009</b>	<b>5,264</b>	<b>45%</b>
2008	918		2008	599		2008	4,692	
2007	918		2007	549		2007	4,240	
2006	972		2006	519		2006	3,914	
2005	1,018		2005	507		2005	3,642	
H. Wayne Huizenga School of Business and Entrepreneurship			Oceanographic Center			Shepard Broad Law Center		
Fall Term	Fall Head count	Five-year Increase	Fall Term	Fall Head count	Five-year Increase	Fall Term	Fall Head count	Five-year Increase
<b>2009</b>	<b>5,628</b>	<b>19%</b>	<b>2009</b>	<b>229</b>	<b>20%</b>	<b>2009</b>	<b>1,243</b>	<b>20%</b>
2008	5,605		2008	198		2008	1,102	
2007	5,309		2007	199		2007	1,045	
2006	4,798		2006	220		2006	996	
2005	4,746		2005	191		2005	1,035	

Source: IPEDS Enrollment Survey

Over the last five years the proportion of female students has remained at approximately 70 percent. (Table 4). First-professional programs enroll almost exclusively full-

time students, while the graduate student enrollment is approximately two-thirds part-time students.

Table 4

Fall Term Enrollment by Gender and Full-time/Part-time Status						
Year	Degree Level	Full-Time	Part-Time	Male	Female	Total
<b>2009</b>	Undergraduate	3,879	1,989	1,631	4,237	5,868
	Graduate	7,099	12,223	5,294	14,028	19,322
	*First Professional	3,870	94	1,739	2,225	3,964
	<b>Total</b>	<b>14,848</b>	<b>14,306</b>	<b>8,664</b>	<b>20,490</b>	<b>29,154</b>
	<b>Percent</b>	<b>51%</b>	<b>49%</b>	<b>30%</b>	<b>70%</b>	
<b>2008</b>	Undergraduate	3,683	2,074	1,563	4,194	5,757
	Graduate	6,494	12,506	5,024	13,976	19,000
	*First Professional	3,503	118	1,581	2,040	3,621
	<b>Total</b>	<b>13,680</b>	<b>14,698</b>	<b>8,168</b>	<b>20,210</b>	<b>28,378</b>
	<b>Percent</b>	<b>48%</b>	<b>52%</b>	<b>29%</b>	<b>71%</b>	
<b>2007</b>	Undergraduate	3,579	2,056	1,491	4,144	5,635
	Graduate	6,739	11,648	4,820	13,567	18,387
	*First-Professional	3,389	107	1,519	1,977	3,496
	<b>Total</b>	<b>13,707</b>	<b>13,811</b>	<b>7,830</b>	<b>19,688</b>	<b>27,518</b>
	<b>Percent</b>	<b>50%</b>	<b>50%</b>	<b>28%</b>	<b>72%</b>	
<b>2006</b>	Undergraduate	3,524	1,889	1,488	3,925	5,413
	Graduate	6,759	10,383	4,541	12,601	17,142
	*First-Professional	3,296	109	1,474	1,931	3,405
	<b>Total</b>	<b>13,579</b>	<b>12,381</b>	<b>7,503</b>	<b>18,457</b>	<b>25,960</b>
	<b>Percent</b>	<b>52%</b>	<b>48%</b>	<b>29%</b>	<b>71%</b>	
<b>2005</b>	Undergraduate	3,379	2,074	1,481	3,972	5,453
	Graduate	5,939	11,610	4,802	12,747	17,549
	*First-Professional	3,200	133	1,447	1,886	3,333
	<b>Total</b>	<b>12,518</b>	<b>13,817</b>	<b>7,730</b>	<b>18,605</b>	<b>26,335</b>
	<b>Percent</b>	<b>48%</b>	<b>52%</b>	<b>29%</b>	<b>71%</b>	

\*First-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.

Source: IPEDS Enrollment Survey

### Geographic Diversity

Nova Southeastern University is quite diverse geographically, with student clusters in 24 states and 16 countries. Despite the geographic scope of the university

cluster sites, the majority of students have permanent residence status in Florida (see Table 5). In calendar year 2009, approximately 64 percent of all students enrolled reported Florida as their state of permanent residence.

Table 5

Permanent Residence of Students Calendar Year 2009					
Permanent Residence	Students	Percent of Enrollment	Permanent Residence	Students	Percent of Enrollment
Florida	25,257	63.5%	Minnesota	88	*
Georgia	2,872	7.2%	Oregon	72	*
New York	757	1.9%	Utah	55	*
New Jersey	711	1.8%	New Hampshire	49	*
Ohio	521	1.3%	Iowa	45	*
Nevada	487	1.2%	Arkansas	39	*
California	477	1.2%	Kansas	39	*
Virginia	460	1.2%	West Virginia	38	*
Pennsylvania	449	1.1%	Maine	36	*
Texas	445	1.1%	Virgin Islands	34	*
North Carolina	418	1.1%	Rhode Island	33	*
Illinois	413	1.0%	New Mexico	32	*
South Carolina	407	1.0%	Oklahoma	32	*
Alabama	392	1.0%	Washington, D.C.	28	*
Maryland	358	0.9%	Delaware	26	*
Puerto Rico	340	*	Hawaii	23	*
Mississippi	292	*	Idaho	23	*
Michigan	255	*	Vermont	22	*
Tennessee	221	*	Nebraska	20	*
Massachusetts	215	*	Alaska	17	*
Connecticut	165	*	South Dakota	13	*
Louisiana	148	*	Montana	11	*
Indiana	133	*	Wyoming	9	*
Arizona	123	*	North Dakota	8	*
Washington	119	*	Guam	2	*
Colorado	106	*			
Wisconsin	92	*	Unidentified, Other	2,167	5.5%
Missouri	87	*			
Kentucky	74	*	<b>Total Students</b>	<b>39,755</b>	<b>100%</b>

Note. This listing includes all NSU students enrolled during calendar year 2009, including nondegree-seeking students and special status students.  
\*State residents represent less than 1% of the university head count.

With regard to where students attend classes, 81 percent of all students enrolled during the 2009 calendar year attended classes in the tricounty area that includes Miami-Dade, Broward, and Palm Beach counties (Table 6). Approximately 73 percent of all students attend classes in Broward County. Only 2 percent

of the university's total enrollment attend classes at international sites (Table 7). Of all students at international sites, 73 percent attend classes in Jamaica, the Dominican Republic, and the Bahamas. The university's principal service area is Florida, primarily the surrounding tricounty area.

Table 6

Proportion of Students That Attended Classes in Florida and the Tricounty* Area During Calendar Year 2009								
Center/School	Total Enrollment	Attending Classes in				Percent of Total Center Enrollment Attending Class in		
		Florida		Tricounty Area		Broward	Miami-Dade	Palm Beach
		No.	Percent	No.	Percent			
Fischler School of Education and Human Services	14,542	11,612	80%	10,142	70%	57%	10%	3%
H. Wayne Huizenga School of Business and Entrepreneurship	8,051	7,517	93%	6,973	87%	75%	9%	3%
Health Professions Division	6,835	5,778	85%	5,261	77%	74%	0%	3%
Farquhar College of Arts and Sciences	3,409	3,336	98%	3,303	97%	95%	2%	0%
Center for Psychological Studies	1,976	1,903	96%	1,636	83%	72%	7%	4%
Shepard Broad Law Center	1,702	1,702	100%	1,702	100%	100%	0%	0%
Graduate School of Computer and Information Sciences	1,473	1,473	100%	1,473	100%	100%	0%	0%
Graduate School of Humanities and Social Sciences	884	868	98%	862	98%	97%	<1	<1
Criminal Justice Institute	338	338	100%	338	100%	100%	0%	0%
Oceanographic Center	282	282	100%	282	100%	100%	0%	0%
Mailman Segal Institute for Early Childhood Studies	263	263	100%	263	100%	100%	0%	0%
<b>University-Wide</b>	<b>39,755</b>	<b>35,072</b>	<b>88%</b>	<b>32,235</b>	<b>81%</b>	<b>73%</b>	<b>6%</b>	<b>3%</b>

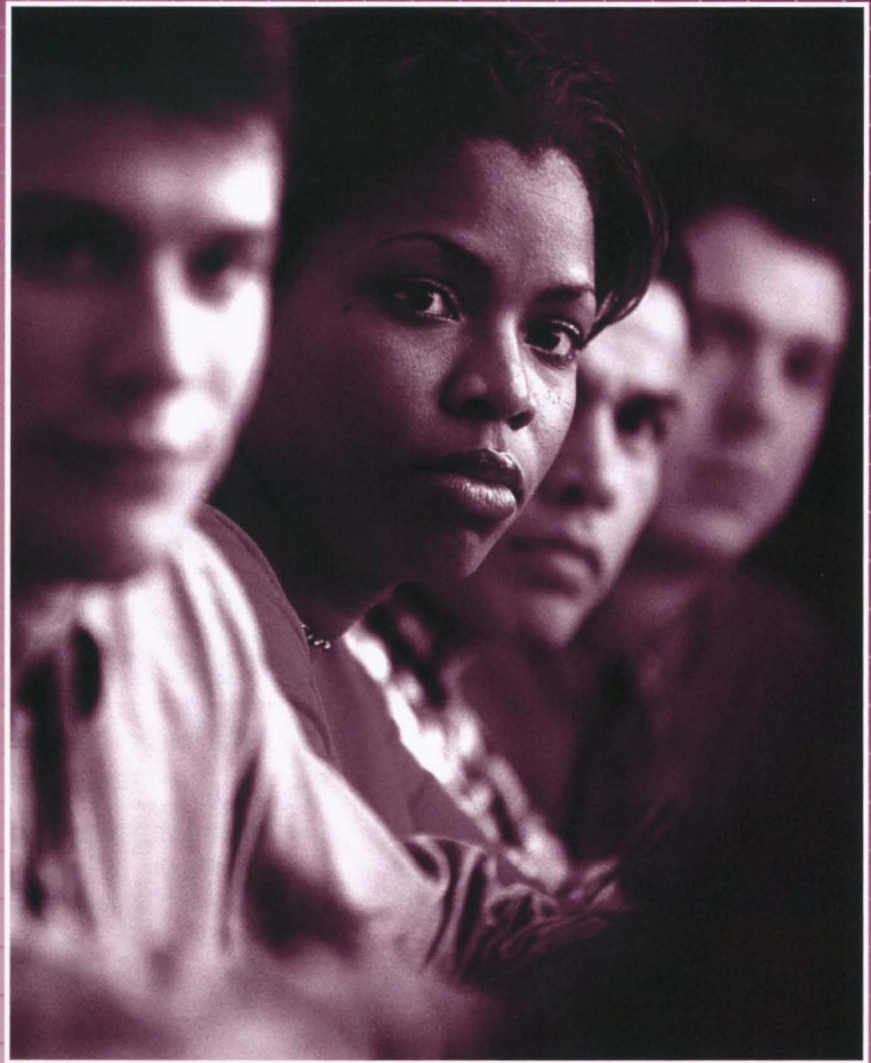
\*The tricounty area includes Miami-Dade, Broward, and Palm Beach counties.  
Enrollments reflect unduplicated counts of students taking classes during calendar year 2009.

Table 7

Students Attending Classes at International Sites During Calendar Year 2009			
Country	Number	Percent of International Enrollment	Percent of Total Enrollment
Bahamas	436	45%	1%
Dominican Republic	134	14%	<1%
Jamaica	130	14%	<1%
Belize	70	7%	<1%
Mexico	44	5%	<1%
Malaysia	43	4%	<1%
Turks and Caicos	21	2%	<1%
Bermuda	21	2%	<1%
United Kingdom	16	2%	<1%
Korea	15	2%	<1%
Costa Rica	14	1%	<1%
Colombia	13	1%	<1%
Greece	3	<1%	<1%
Canada	1	<1%	<1%
Venezuela	1	<1%	<1%
<b>Total International</b>	<b>962</b>	<b>100%</b>	<b>2%</b>

Enrollments reflect unduplicated counts of students taking classes during calendar year 2009.





## Student Demographics

# Student Demographics

Detailed data concerning student demographics appear in Tables 4–10. Graphical summaries can be found in Figures 8–11. 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.

Table 8 provides detailed demographics for students enrolled in fall 2009. Tables 4, 9, and 10 and figures 8, 9, and 11 present five year trends of similar data grouped to provide a broader overview of patterns in enrollment.

Table 8

Enrollment Summary by Racial/Ethnic Category for Fall 2009																	
Degree Level	White, Non-Hispanic		Black, Non-Hispanic		Hispanic		Native American or Alaskan Native		Asian or Pacific Islander		Nonresident Alien		Race/Ethnicity Unknown		Total by Gender		Grand Total All Students
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
<b>Full-time</b>																	
Undergraduate	407	749	207	663	323	863	4	15	106	189	45	63	83	162	1,175	2,704	<b>3,879</b>
Graduate	816	2,420	446	1,722	226	734	5	19	84	155	54	128	90	200	1,721	5,378	<b>7,099</b>
First-Professional	951	924	53	126	502	270	7	5	283	431	26	42	120	130	1,942	1,928	<b>3,870</b>
<b>Total Full-time</b>	<b>2,174</b>	<b>4,093</b>	<b>706</b>	<b>2,511</b>	<b>1,051</b>	<b>1,867</b>	<b>16</b>	<b>39</b>	<b>473</b>	<b>775</b>	<b>125</b>	<b>233</b>	<b>293</b>	<b>492</b>	<b>4,838</b>	<b>10,010</b>	<b>14,848</b>
<b>Total by Race/Ethnicity</b>	<b>6,267</b>		<b>3,217</b>		<b>2,918</b>		<b>55</b>		<b>1,248</b>		<b>358</b>		<b>785</b>				
<b>Percent of Full-time</b>	<b>42%</b>		<b>22%</b>		<b>20%</b>		<b>&lt;1%</b>		<b>8%</b>		<b>2%</b>		<b>5%</b>		<b>33%</b>	<b>67%</b>	
<b>Part-time</b>																	
Undergraduate	139	386	130	511	123	380	1	6	18	29	25	86	20	135	456	1,533	<b>1,989</b>
Graduate	1,464	3,185	896	3,057	760	1,545	19	20	155	200	107	222	171	422	3,572	8,651	<b>12,223</b>
First-Professional	11	16	0	3	11	36	0	0	3	5	0	1	4	4	29	65	<b>94</b>
<b>Total Part-time</b>	<b>1,614</b>	<b>3,587</b>	<b>1,026</b>	<b>3,571</b>	<b>894</b>	<b>1,961</b>	<b>20</b>	<b>26</b>	<b>176</b>	<b>234</b>	<b>132</b>	<b>309</b>	<b>195</b>	<b>561</b>	<b>4,057</b>	<b>10,249</b>	<b>14,306</b>
<b>Total by Race/Ethnicity</b>	<b>5,201</b>		<b>4,597</b>		<b>2,855</b>		<b>46</b>		<b>410</b>		<b>441</b>		<b>756</b>				
<b>Percent of Part-time</b>	<b>36%</b>		<b>32%</b>		<b>20%</b>		<b>&lt;1%</b>		<b>3%</b>		<b>3%</b>		<b>5%</b>		<b>28%</b>	<b>72%</b>	
<b>Undergraduate Total</b>	<b>546</b>	<b>1,135</b>	<b>337</b>	<b>1,174</b>	<b>446</b>	<b>1,243</b>	<b>5</b>	<b>21</b>	<b>124</b>	<b>218</b>	<b>70</b>	<b>149</b>	<b>103</b>	<b>297</b>	<b>1,631</b>	<b>4,237</b>	<b>5,868</b>
<b>Percent by Race/Ethnicity</b>	<b>29%</b>		<b>26%</b>		<b>29%</b>		<b>&lt;1%</b>		<b>6%</b>		<b>4%</b>		<b>7%</b>		<b>28%</b>	<b>72%</b>	
<b>Graduate Total</b>	<b>2,280</b>	<b>5,605</b>	<b>1,342</b>	<b>4,779</b>	<b>986</b>	<b>2,279</b>	<b>24</b>	<b>39</b>	<b>239</b>	<b>355</b>	<b>161</b>	<b>350</b>	<b>261</b>	<b>622</b>	<b>5,293</b>	<b>14,029</b>	<b>19,322</b>
<b>Percent by Race/Ethnicity</b>	<b>41%</b>		<b>32%</b>		<b>17%</b>		<b>&lt;1%</b>		<b>3%</b>		<b>3%</b>		<b>5%</b>		<b>27%</b>	<b>73%</b>	
<b>First-Professional</b>	<b>962</b>	<b>940</b>	<b>53</b>	<b>129</b>	<b>513</b>	<b>306</b>	<b>7</b>	<b>5</b>	<b>286</b>	<b>436</b>	<b>26</b>	<b>43</b>	<b>124</b>	<b>134</b>	<b>1,971</b>	<b>1,993</b>	<b>3,964</b>
<b>Percent by Race/Ethnicity</b>	<b>48%</b>		<b>5%</b>		<b>21%</b>		<b>&lt;1%</b>		<b>18%</b>		<b>2%</b>		<b>7%</b>		<b>50%</b>	<b>50%</b>	
<b>Grand Total</b>	<b>3,788</b>	<b>7,680</b>	<b>1,732</b>	<b>6,082</b>	<b>1,945</b>	<b>3,828</b>	<b>36</b>	<b>65</b>	<b>649</b>	<b>1,009</b>	<b>257</b>	<b>542</b>	<b>488</b>	<b>1,053</b>	<b>8,895</b>	<b>20,259</b>	<b>29,154</b>
<b>Total by Race/Ethnicity</b>	<b>11,468</b>		<b>7,814</b>		<b>5,773</b>		<b>101</b>		<b>1,658</b>		<b>799</b>		<b>1,541</b>				
<b>Percentage</b>	<b>39%</b>		<b>27%</b>		<b>20%</b>		<b>&lt;1%</b>		<b>6%</b>		<b>3%</b>		<b>5%</b>		<b>31%</b>	<b>69%</b>	

Source: IPEDS Enrollment Survey

Figure 8

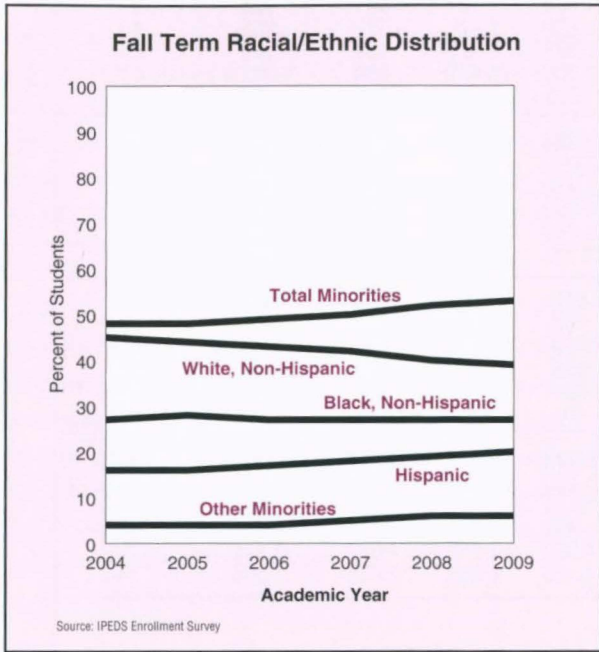


Figure 9

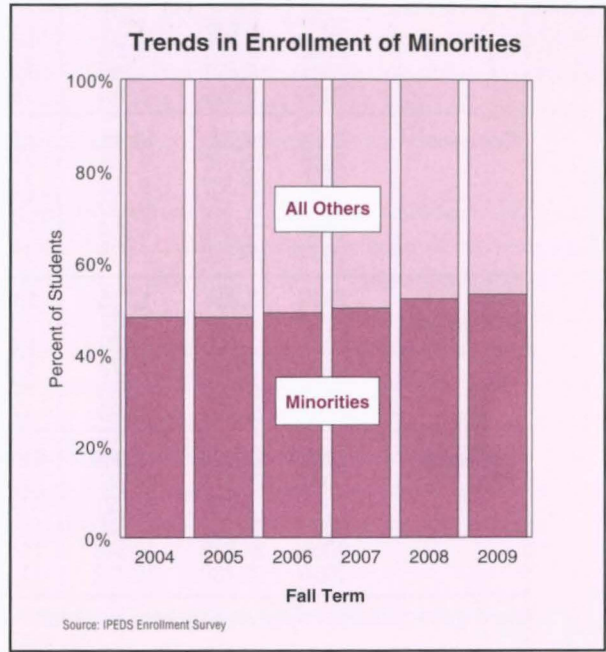


Figure 10

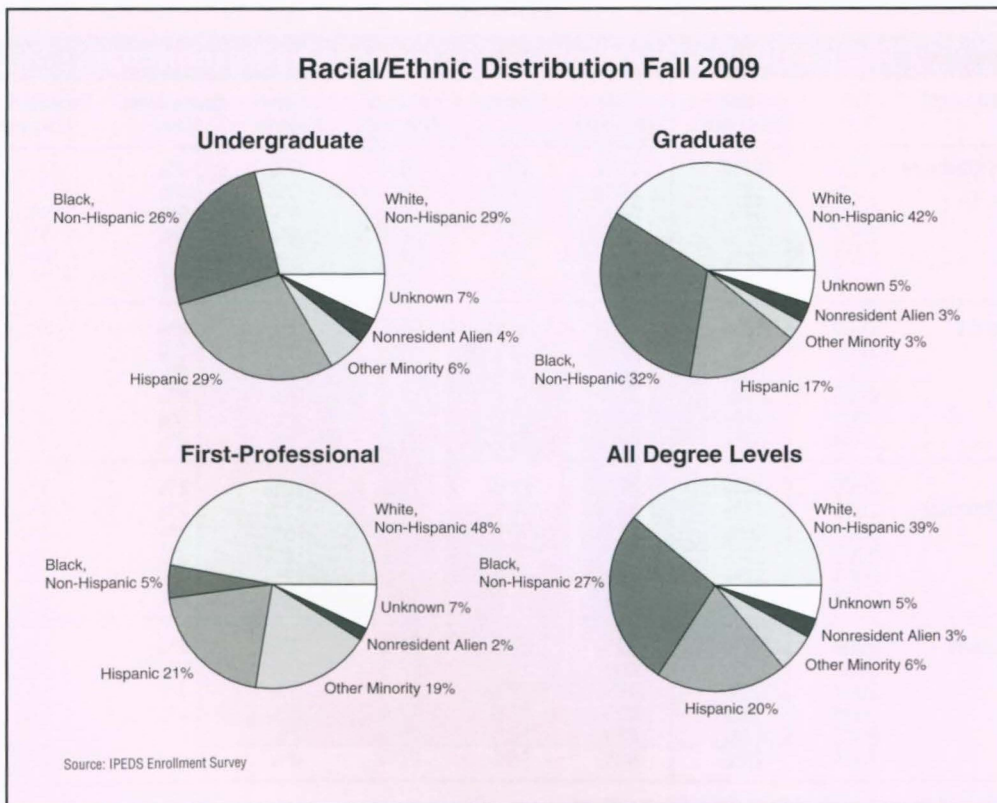


Table 9

Racial/Ethnic Distribution of Students by Headcount									
Degree Level	Fall Term	Total Headcount	Total Minorities	White, Non-Hispanic	Hispanic	African American	Other Minority*	Nonresident Alien	Race/Ethnicity Unknown
Undergraduate	<b>2009</b>	<b>5,868</b>	<b>3,568</b>	<b>1,681</b>	<b>1,689</b>	<b>1,511</b>	<b>368</b>	<b>219</b>	<b>400</b>
	2008	5,757	3,425	1,718	1,560	1,504	361	234	380
	2007	5,635	3,206	1,741	1,430	1,425	351	288	400
	2006	5,413	3,059	1,669	1,379	1,377	303	298	387
	2005	5,453	3,046	1,665	1,350	1,432	264	332	410
	2004	5,355	2,989	1,647	1,319	1,455	215	366	353
Graduate	<b>2009</b>	<b>19,322</b>	<b>10,043</b>	<b>7,885</b>	<b>3,265</b>	<b>6,121</b>	<b>657</b>	<b>511</b>	<b>883</b>
	2008	19,000	9,754	7,885	3,020	6,137	597	546	815
	2007	18,387	9,132	7,930	2,714	5,928	490	620	705
	2006	17,142	8,333	7,439	2,372	5,515	446	580	790
	2005	17,549	8,364	7,897	2,272	5,668	424	606	682
	2004	16,720	7,835	7,749	2,100	5,313	422	604	532
First-Professional	<b>2009</b>	<b>3,964</b>	<b>1,735</b>	<b>1,902</b>	<b>819</b>	<b>182</b>	<b>734</b>	<b>69</b>	<b>258</b>
	2008	3,621	1,488	1,823	708	160	620	72	238
	2007	3,496	1,383	1,818	680	169	534	81	214
	2006	3,405	1,278	1,783	658	152	468	96	248
	2005	3,333	1,236	1,770	681	158	397	107	220
	2004	3,355	1,288	1,755	707	185	396	135	177
University Total	<b>2009</b>	<b>29,154</b>	<b>15,346</b>	<b>11,468</b>	<b>5,773</b>	<b>7,814</b>	<b>1,759</b>	<b>799</b>	<b>1,541</b>
	2008	28,378	14,667	11,426	5,288	7,801	1,578	852	1,433
	2007	27,518	13,721	11,489	4,824	7,522	1,375	989	1,319
	2006	25,960	12,670	10,891	4,409	7,044	1,217	974	1,425
	2005	26,335	12,646	11,332	4,303	7,258	1,085	1,045	1,312
	2004	25,430	12,112	11,151	4,126	6,953	1,033	1,105	1,062

University total headcounts include students taking courses in foreign countries.

\*Includes Native Americans, Alaskan Natives, Asians, and Pacific Islanders.

Source: IPEDS Enrollment Survey

Table 10

Racial/Ethnic Distribution of Students by Percentage								
Degree Level	Fall Term	Total Minorities	White, Non-Hispanic	Hispanic	African American	Other Minority*	Nonresident Alien	Race/Ethnicity Unknown
Undergraduate	<b>2009</b>	<b>61%</b>	<b>29%</b>	<b>29%</b>	<b>26%</b>	<b>6%</b>	<b>4%</b>	<b>7%</b>
	2008	59%	30%	27%	26%	6%	4%	7%
	2007	57%	31%	25%	25%	6%	5%	7%
	2006	57%	31%	25%	25%	6%	6%	7%
	2005	56%	31%	25%	26%	5%	6%	8%
	2004	56%	31%	25%	27%	4%	7%	7%
Graduate	<b>2009</b>	<b>52%</b>	<b>42%</b>	<b>17%</b>	<b>32%</b>	<b>3%</b>	<b>3%</b>	<b>5%</b>
	2008	51%	42%	16%	32%	3%	3%	4%
	2007	50%	43%	15%	32%	3%	3%	4%
	2006	49%	43%	14%	32%	3%	3%	5%
	2005	48%	45%	13%	32%	2%	3%	4%
	2004	47%	46%	13%	32%	3%	4%	3%
First-Professional	<b>2009</b>	<b>44%</b>	<b>48%</b>	<b>21%</b>	<b>5%</b>	<b>19%</b>	<b>2%</b>	<b>7%</b>
	2008	41%	50%	20%	4%	17%	2%	7%
	2007	40%	52%	19%	5%	15%	2%	6%
	2006	38%	52%	19%	4%	14%	3%	7%
	2005	37%	53%	20%	5%	12%	3%	7%
	2004	38%	52%	21%	6%	12%	4%	5%
University Total	<b>2009</b>	<b>53%</b>	<b>39%</b>	<b>20%</b>	<b>27%</b>	<b>6%</b>	<b>3%</b>	<b>5%</b>
	2008	52%	40%	19%	27%	6%	3%	5%
	2007	50%	42%	18%	27%	5%	4%	5%
	2006	49%	42%	17%	27%	5%	4%	5%
	2005	48%	43%	16%	28%	4%	4%	5%
	2004	48%	44%	16%	27%	4%	4%	4%

University totals include students taking courses in foreign countries.

\*Includes Native Americans, Alaskan Natives, Asians, and Pacific Islanders.

Source: IPEDS Enrollment Survey

Over the past five years, there has been a substantial increase in the minority-student population (Figures 8 and 9). Minorities represented 53 percent of the total enrollment of the university this fall (2009), and the number of minority students increased 27 percent between 2004 and 2009 (Tables 9 and 10). The largest proportion of minorities is represented among undergraduate students, with the greatest increase over the past five years in enrollment of Hispanic students (Table 9). Between 2004 and 2009, the number of minority students in undergraduate programs increased by 19 percent, in graduate programs by 28 percent, and in professional degree programs by 35 percent.

Female students have been in the majority at NSU for more than 10 years, and are currently 70 percent of total enrollment (Table 4 and Figure 11). 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 the health professions, psychology, and counseling—also have wide appeal to women.

Along with ethnicity, age represents an important component of diversity in the student body. NSU has a large number of students of nontraditional college age. This is true at both the undergraduate and graduate levels. Eighteen-year-old students entering the university directly from high school can study alongside working adults. Similarly, 22-year-old students starting graduate school immediately after completing their bachelor's degree can study with seasoned professionals who have returned to school to further their careers.

Many undergraduate and graduate students at Nova Southeastern University did not begin their programs immediately after high school or after graduating from college. With regard to full-time students, 52 percent of undergraduates, 19 percent of graduate students, and 29 percent of first-professional students were under age 25 during the 2009 fall term. A considerable rise in undergraduate-level students under age 25 has been noted, but the fraction of students under age 25 at the graduate-level has changed little in the past five years.

**Figure 11**

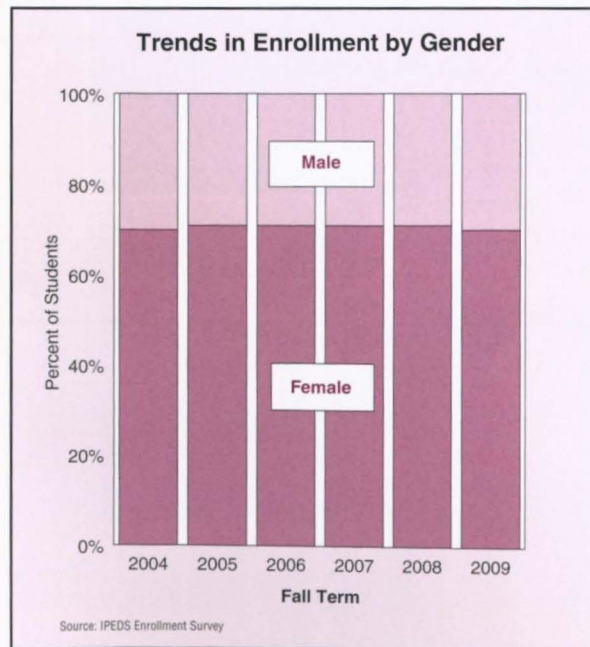


Table 11 shows the mean, median, and mode ages of enrolled students by degree level. The majority (70 percent) of full-time undergraduates were of traditional age (defined here as full-time students between 16–24 years old).

The age distribution of part-time undergraduates was more dispersed with the mean, median, and modal ages outside of the traditional student age range. Overall, approximately 52 percent of all undergraduates were of traditional age during the 2009 fall term.

Age distribution patterns for full- and part-time graduate students showed the full-time distribution skewed somewhat toward the traditional graduate-student age group, while the distribution of part-time students was

dispersed with only a small proportion of students less than 25 years old. As shown in Table 11, the mean age of graduate students was in the late 30s, with 34 percent of students 40 or older. This is consistent with the fact that most graduate students enrolled at NSU are working adults at various levels in their professional career. Many have returned to school to upgrade their academic credentials, while others are preparing for a career change.

The majority of students attending professional schools at NSU range from 22–29 years old, indicating that most enter immediately, or soon after completing their bachelor's degree. As shown in Table 11, the median and modal ages of full-time students fall within this age range.

Table 11

Average Age of Students Enrolled in Fall 2009			
	Mean	Median	Mode
<b>Undergraduates</b>			
Full-time	24	21	20
Part-time	34	32	26
<b>Graduate Students</b>			
Full-time	37	34	25
Part-time	36	34	27
<b>First-Professional Students</b>			
Full-time	27	25	24
Part-time	36	34	28



## University Graduates

# University Graduates

Approximately 127,000 people claim Nova Southeastern University as their alma mater. These graduates reside in all 50 states and in more than 63 other countries. Many alumni are in high-level positions in areas such as business, education, health care, law, politics, and public service. NSU graduates have served as presidents, chief executive officers, and vice presidents of leading corporations; college presidents and provosts; superintendents and

assistant superintendents in some of the nation's largest school districts; and as judges, state bar officials, state representatives, city and county commissioners, and mayors.

## Degrees Awarded

From 2004–2005 to 2008–2009, the number of degrees awarded increased by 17 percent (Figure 12). The largest increase was in specialist degrees (Figure 13).

Figure 12

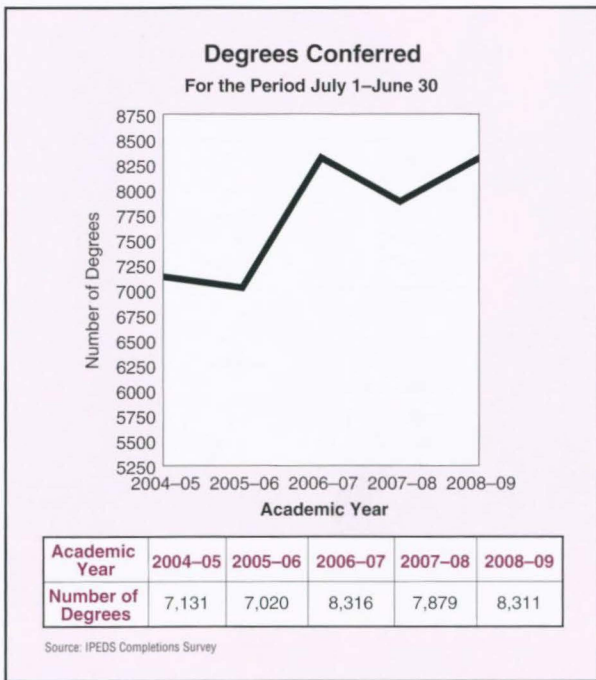


Figure 13

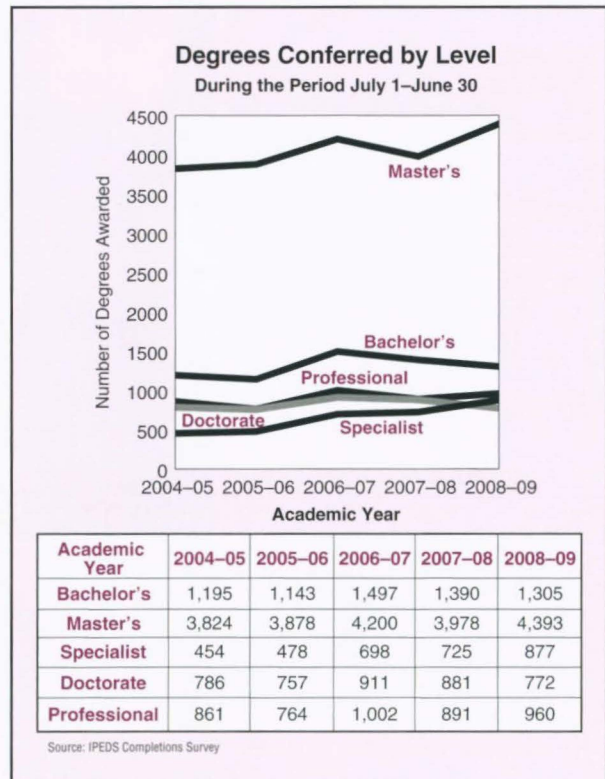
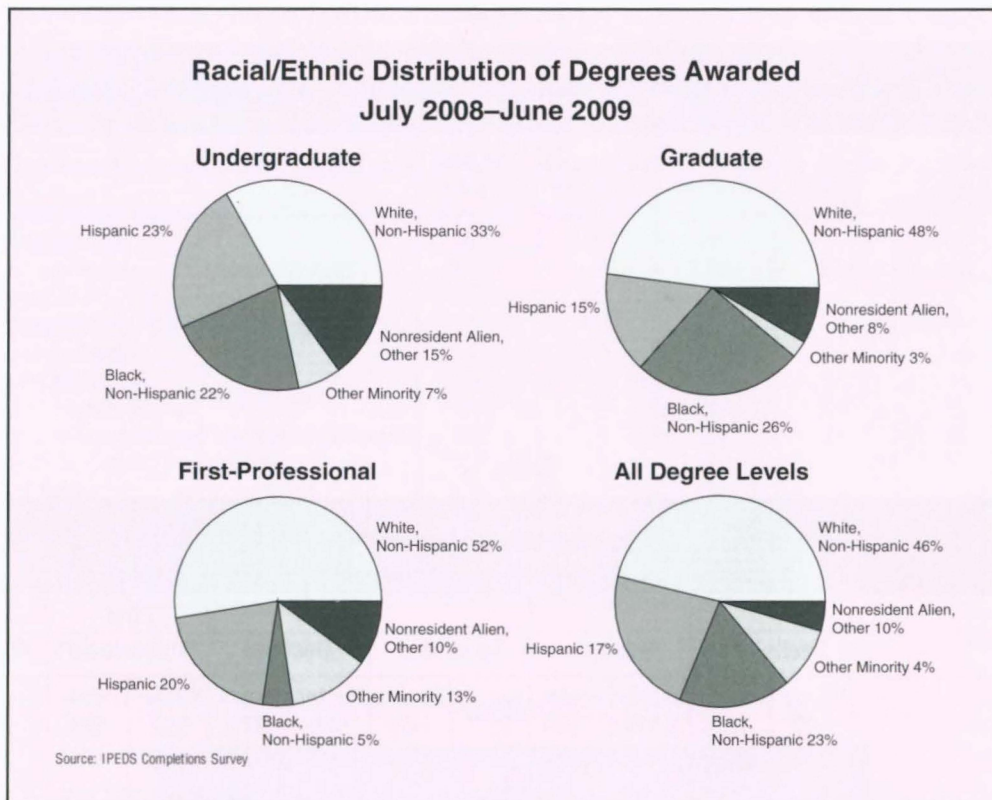




Figure 14 and Table 12 show the racial/ethnic composition of the most recent group of graduates. It is worth noting that 43 percent of graduates at all degree levels are minorities. In particular, 52 percent of

bachelor's-degree recipients are minorities. Forty-three percent of graduate and of professional degree recipients are minorities.

Figure 14



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

■ Analysis of data from the National Center for Education Statistics IPEDS Data Center for four-year, private, nonprofit, degree-granting institutions nationally revealed that NSU ranked second in the total number of degrees awarded in academic year 2007–2008 to students from all racial/ethnic minorities combined. It ranked third in total degrees to blacks and first in total degrees to Hispanics. With regard to doctoral and first-professional degrees grouped together, NSU ranked first nationally in awards to all minorities combined, second in awards to blacks, and first in awards to Hispanics.

■ NSU awarded 28 percent of all doctoral degrees that were conferred in Florida in 2007–2008 by the Independent Colleges and Universities of Florida and the Florida public universities combined.

■ Nova Southeastern University awarded almost one-third as many master's and nearly half as many doctoral and first-professional degrees as the entire state university system of Florida during the 2007–2008 fiscal year.

Seventy-three percent of all degrees awarded by Nova Southeastern University in 2008–2009 were awarded to women (Table 12). Approximately half of all the degrees awarded were master's degrees. The Fischler School of Education and Human Services accounts for 43 percent of all the degrees awarded university-wide. (Table 13).

Table 12

Degrees Conferred July 2008–June 2009												
	Bachelor's		Master's		Specialist		Doctoral		First-Professional*		All Degrees	
By Gender	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	997	76%	3,278	75%	751	86%	520	67%	552	58%	6,098	73%
Male	308	24%	1,115	25%	126	14%	252	33%	408	43%	2,209	27%
<b>By Race/Ethnicity:</b>												
White, Non-Hispanic	440	34%	2,083	47%	414	47%	405	52%	504	53%	3,846	46%
Hispanic	301	23%	783	18%	63	7%	77	10%	194	20%	1,418	17%
Black, Non-Hispanic	284	22%	982	22%	354	40%	217	28%	44	5%	1,881	23%
Asian/Pacific Islander	85	7%	117	3%	4	<1%	23	3%	120	13%	349	4%
Am. Indian/Alask. Native	2	<1%	9	<1%	2	<1%	2	0%	2	<1%	17	<1%
Nonresident Alien	82	6%	172	4%	2	<1%	21	3%	22	2%	299	4%
Undesignated	111	9%	247	6%	38	4%	27	3%	74	8%	497	6%
<b>Grand Total</b>	<b>1,305</b>	<b>100%</b>	<b>4,393</b>	<b>100%</b>	<b>877</b>	<b>100%</b>	<b>772</b>	<b>100%</b>	<b>960</b>	<b>100%</b>	<b>8,311</b>	<b>100%</b>
<small>* 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. **Four associate's degrees awarded not otherwise shown in the table are included in the total for all degrees.</small>												
<small>Source: IPEDS Completions Survey</small>												

One of the contrasts between Nova Southeastern University and the Florida state university system is the age of the students. The difference in age frequently spans approximately 10 years. Both the average age of students currently enrolled (Table 11) and their age at time of graduation (Table 14) 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 13**

<b>Degrees Conferred by Academic Center July 2008–June 2009</b>						
<b>Center/School</b>	<b>Total No. Graduates*</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Specialist</b>	<b>Doctoral</b>	<b>First-Professional</b>
Criminal Justice Institute	61	—	61	—	—	—
Fischler School of Education and Human Services	3,595	106	2,204	836	445	—
Farquhar College of Arts and Sciences	437	437	—	—	—	—
H. Wayne Huizenga School of Business and Entrepreneurship	1,627	413	1,177	—	37	—
Health Professions Division	1,481	349	271	—	158	703
Shepard Broad Law School	291	—	34	—	—	257
Center for Psychological Studies	456	—	352	24	80	—
Graduate School of Computer and Information Sciences	207	—	152	17	38	—
Graduate School of Humanities and Social Sciences	117	—	104	—	13	—
Oceanographic Center	39	—	38	—	1	—
<b>University-Wide</b>	<b>8,311</b>	<b>1,305</b>	<b>4,393</b>	<b>877</b>	<b>772</b>	<b>960</b>

\* Total graduates includes four associate's degrees awarded by the Fischler School of Education and Human Services

**Table 14**

<b>Age at Time of Graduation—Degrees Conferred July 2008–June 2009</b>			
<b>Degree Level</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
<b>Bachelor's</b>	31	28	23
<b>Master's</b>	35	32	26
<b>Specialist</b>	39	38	38
<b>Doctoral</b>	43	42	39
<b>First-Professional</b>	29	28	27
<b>University-Wide</b>	35	32	26

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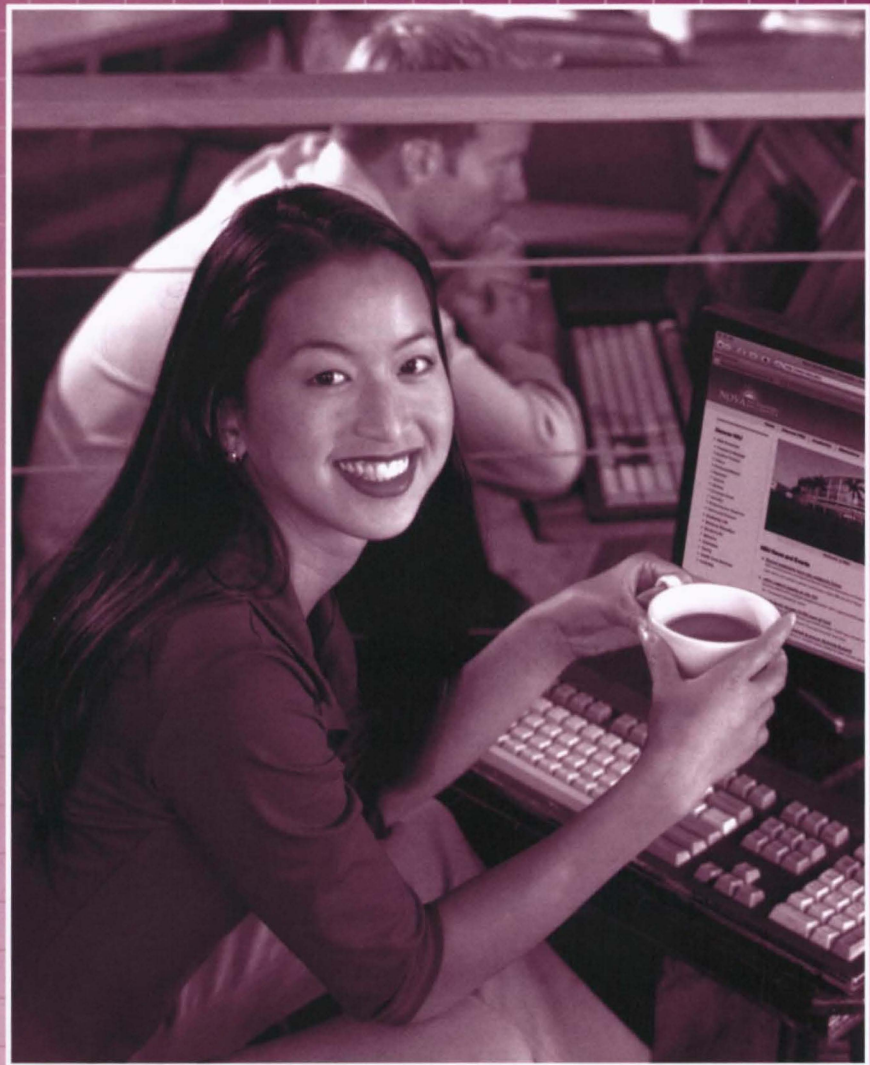
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**University Personnel**

# University Personnel

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

Since 2005, the noninstructional staff increased 23 percent, and the number of full-time faculty increased by 22 percent (Table 15). Between 2005 and 2009, the ratio of FTE students to the total of full-time faculty, administration, and staff members has decreased from approximately eight to one to seven to one.

Table 15

Racial/Ethnic Distribution of Full-time University Personnel by Headcount											
Position Type	Fall Term	Total Headcount	Male	Female	Total Minorities	White, Non-Hispanic	Hispanic	African American	Other Minority*	Nonresident Alien	Race/Ethnicity Unknown
<b>Full-Time Faculty</b>	<b>2009</b>	<b>712</b>	<b>381</b>	<b>331</b>	<b>170</b>	<b>499</b>	<b>79</b>	<b>45</b>	<b>46</b>	<b>36</b>	<b>7</b>
	2008	678	368	310	159	487	72	43	44	32	0
	2007	624	346	278	129	461	60	35	34	34	0
	2006	598	336	262	110	458	50	32	28	30	0
	2005	582	322	260	107	442	44	34	29	33	0
<b>Executive/Administrative and Managerial</b>	<b>2009</b>	<b>493</b>	<b>239</b>	<b>254</b>	<b>115</b>	<b>369</b>	<b>52</b>	<b>45</b>	<b>18</b>	<b>4</b>	<b>5</b>
	2008	471	226	245	113	353	49	45	19	5	0
	2007	430	211	219	95	326	39	42	14	9	0
	2006	388	192	196	73	310	32	29	12	5	0
	2005	375	194	181	72	300	36	25	11	3	0
<b>Other Administrative and Professional</b>	<b>2009</b>	<b>890</b>	<b>270</b>	<b>620</b>	<b>376</b>	<b>466</b>	<b>170</b>	<b>154</b>	<b>52</b>	<b>20</b>	<b>28</b>
	2008	835	249	586	367	445	169	150	48	23	0
	2007	796	250	546	344	418	158	136	50	34	0
	2006	720	237	483	296	398	135	121	40	26	0
	2005	675	219	456	265	387	121	110	34	23	0
<b>Secretarial/Clerical</b>	<b>2009</b>	<b>724</b>	<b>111</b>	<b>613</b>	<b>445</b>	<b>238</b>	<b>192</b>	<b>223</b>	<b>30</b>	<b>3</b>	<b>38</b>
	2008	705	103	602	456	245	183	233	40	4	0
	2007	691	120	571	434	250	175	223	36	7	0
	2006	702	123	579	429	268	160	228	41	5	0
	2005	679	113	566	426	247	158	223	45	6	0
<b>Technical/Paraprofessional</b>	<b>2009</b>	<b>284</b>	<b>118</b>	<b>166</b>	<b>200</b>	<b>71</b>	<b>78</b>	<b>113</b>	<b>9</b>	<b>5</b>	<b>8</b>
	2008	270	110	160	195	71	74	109	12	4	0
	2007	241	99	142	169	67	64	97	8	5	0
	2006	221	91	130	155	58	61	87	7	8	0
	2005	203	93	110	137	60	55	76	6	6	0
<b>Maintenance/Skilled Crafts</b>	<b>2009</b>	<b>117</b>	<b>85</b>	<b>32</b>	<b>66</b>	<b>47</b>	<b>26</b>	<b>37</b>	<b>3</b>	<b>0</b>	<b>4</b>
	2008	113	79	34	63	50	22	38	3	0	0
	2007	108	79	29	58	50	15	38	5	0	0
	2006	99	80	19	49	50	21	26	2	0	0
	2005	101	80	21	48	52	23	24	1	1	0
<b>University Total</b>	<b>2009</b>	<b>3,220</b>	<b>1,204</b>	<b>2,016</b>	<b>1,372</b>	<b>1,690</b>	<b>597</b>	<b>617</b>	<b>158</b>	<b>68</b>	<b>90</b>
	2008	3,072	1,135	1,937	1,353	1,651	569	618	166	68	0
	2007	2,890	1,105	1,785	1,229	1,572	511	571	147	89	0
	2006	2,728	1,059	1,669	1,112	1,542	459	523	130	74	0
	2005	2,615	1,021	1,594	1,055	1,488	437	492	126	72	0

\*Includes Native Americans, Alaskan Natives, Asians, and Pacific Islanders.  
Source: IPEDS Human Resources Survey

This ratio does not include the faculty and staff of the Mailman Segal Institute for Early Childhood Studies and University School. Thus, growth in university faculty and support staff has kept pace with rising enrollments.

Consistently, women have been the majority of all university employees, and they have occupied positions at all levels. For example, 46 percent of the faculty, 52 percent of executive/administrative/managerial positions, and 70 percent of the other administrative and professional levels were women (Table 16).

The number of employees from minority groups has increased 30 percent since 2005. As a group, the technical/paraprofessional staff had the largest proportion of minorities (70 percent), and the faculty the smallest (24 percent).

The data in Tables 15 and 16 do not include 491 full-time employees of the Mailman Segal Institute and University School. When these personnel are included, the university has a total of 3,711 full-time employees.

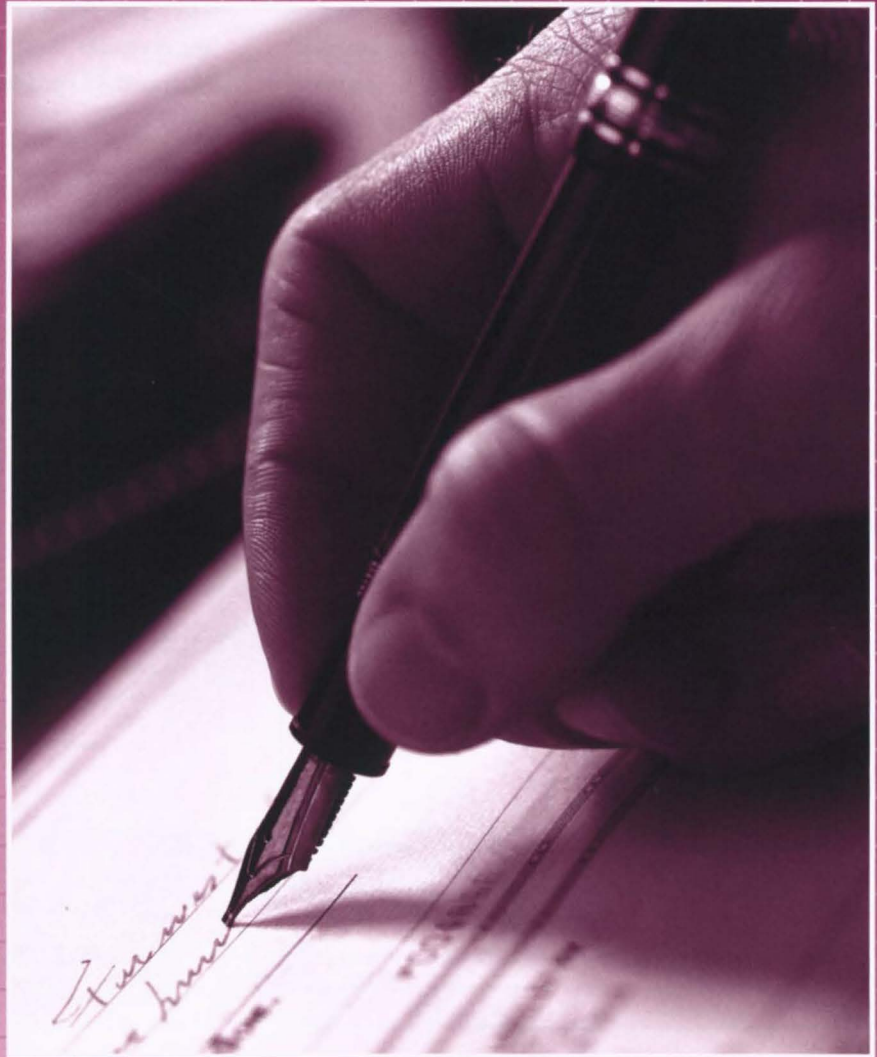
Table 16

Racial/Ethnic Distribution of Full-time University Personnel by Percentage										
Position Type	Fall Term	Male	Female	Total Minorities	White, Non-Hispanic	Hispanic	African American	Other Minority*	Nonresident Alien	Race/Ethnicity Unknown
Full-Time Faculty	2009	54%	46%	24%	70%	11%	6%	6%	5%	1%
	2008	54%	46%	23%	72%	11%	6%	6%	5%	0%
	2007	55%	45%	21%	74%	10%	6%	5%	5%	0%
	2006	56%	44%	18%	77%	8%	5%	5%	5%	0%
	2005	55%	45%	18%	76%	8%	6%	5%	6%	0%
Executive/Administrative and Managerial	2009	48%	52%	23%	75%	11%	9%	4%	1%	1%
	2008	48%	52%	24%	75%	10%	10%	4%	1%	0%
	2007	49%	51%	22%	76%	9%	10%	3%	2%	0%
	2006	49%	51%	19%	80%	8%	7%	3%	1%	0%
	2005	52%	48%	19%	80%	10%	7%	3%	1%	0%
Other Administrative and Professional	2009	30%	70%	42%	52%	19%	17%	6%	2%	3%
	2008	30%	70%	44%	53%	20%	18%	6%	3%	0%
	2007	31%	69%	43%	53%	20%	17%	6%	4%	0%
	2006	33%	67%	41%	55%	19%	17%	6%	4%	0%
	2005	32%	68%	39%	57%	18%	16%	5%	3%	0%
Secretarial/Clerical	2009	15%	85%	61%	33%	27%	31%	4%	0%	0%
	2008	15%	85%	65%	35%	26%	33%	6%	1%	0%
	2007	17%	83%	63%	36%	25%	32%	5%	1%	0%
	2006	18%	82%	61%	38%	23%	32%	6%	1%	0%
	2005	17%	83%	63%	36%	23%	33%	7%	1%	0%
Technical/Paraprofessional	2009	42%	58%	70%	25%	27%	40%	3%	2%	3%
	2008	41%	59%	72%	26%	27%	40%	4%	1%	0%
	2007	41%	59%	70%	28%	27%	40%	3%	2%	0%
	2006	41%	59%	70%	26%	28%	39%	3%	4%	0%
	2005	46%	54%	67%	30%	27%	37%	3%	3%	0%
Maintenance/Skilled Crafts	2009	73%	27%	56%	40%	22%	32%	3%	0%	3%
	2008	70%	30%	56%	44%	19%	34%	3%	0%	0%
	2007	73%	27%	54%	46%	14%	35%	5%	0%	0%
	2006	81%	19%	49%	51%	21%	26%	2%	0%	0%
	2005	79%	21%	48%	51%	23%	24%	1%	1%	0%
University Total	2009	37%	63%	43%	52%	19%	19%	5%	2%	0%
	2008	37%	63%	44%	54%	19%	20%	5%	2%	0%
	2007	38%	62%	43%	54%	18%	20%	5%	3%	0%
	2006	39%	61%	41%	57%	17%	19%	5%	3%	0%
	2005	39%	61%	40%	57%	17%	19%	5%	3%	0%

\*Includes Native Americans, Alaskan Natives, Asians, and Pacific Islanders.  
Source: IPEDS Human Resources Survey







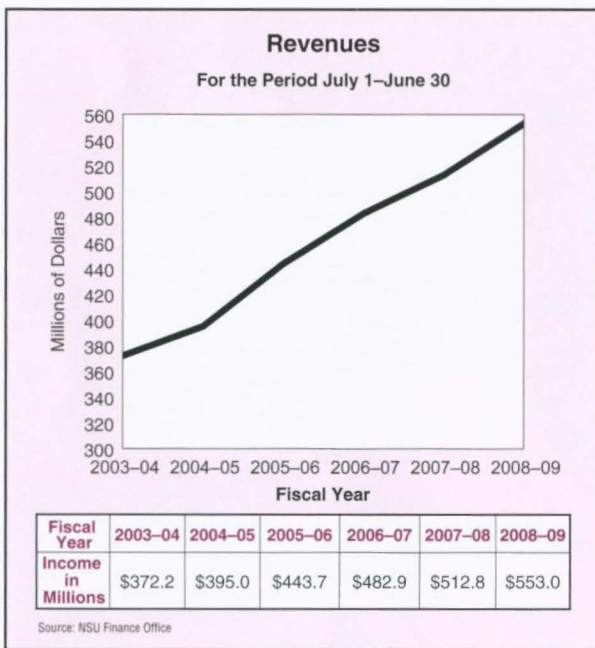
## University Finances

# University Finances

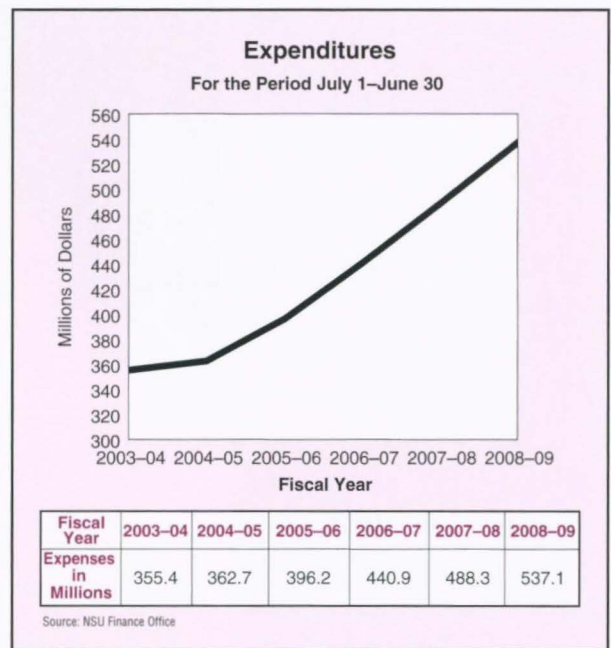
Prior to the addition of the Health Professions Division, year-to-year annual increases in revenues kept pace with increases in expenses with net earnings ranging from three to four percent. Revenues have exceeded expenses by a mean of 7 percent over the past five years with net earnings ranging from approximately 3 to 12 percent.

Over the five-year period shown in Figures 15 and 16, revenues increased 40 percent while expenditures increased 48 percent.

**Figure 15**



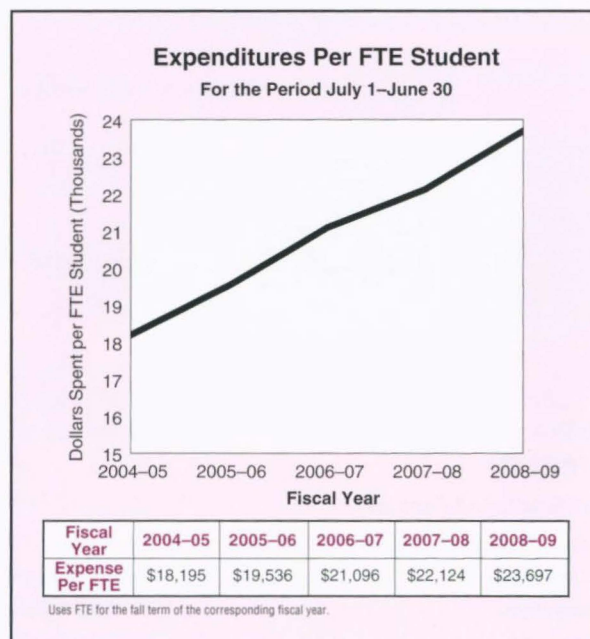
**Figure 16**



As shown in Figure 17, expenditures per FTE student increased during the last five years. Between 2004–2005 and 2008–2009, there was a 30

percent increase in FTE, and a 30 percent increase in expenditures per FTE.

**Figure 17**



As shown in Figure 18, the university's primary source of income was tuition and fees from educational programs. The majority of expenses (57 percent) was for instruction (Figure 19). Since fiscal year 2003–2004, expenditures for research increased by 115 percent. However, total

funds available for research were low relative to four-year, private, nonprofit research institutions nationally. Nova Southeastern University only recently began to increase emphasis on research.

**Figure 18**

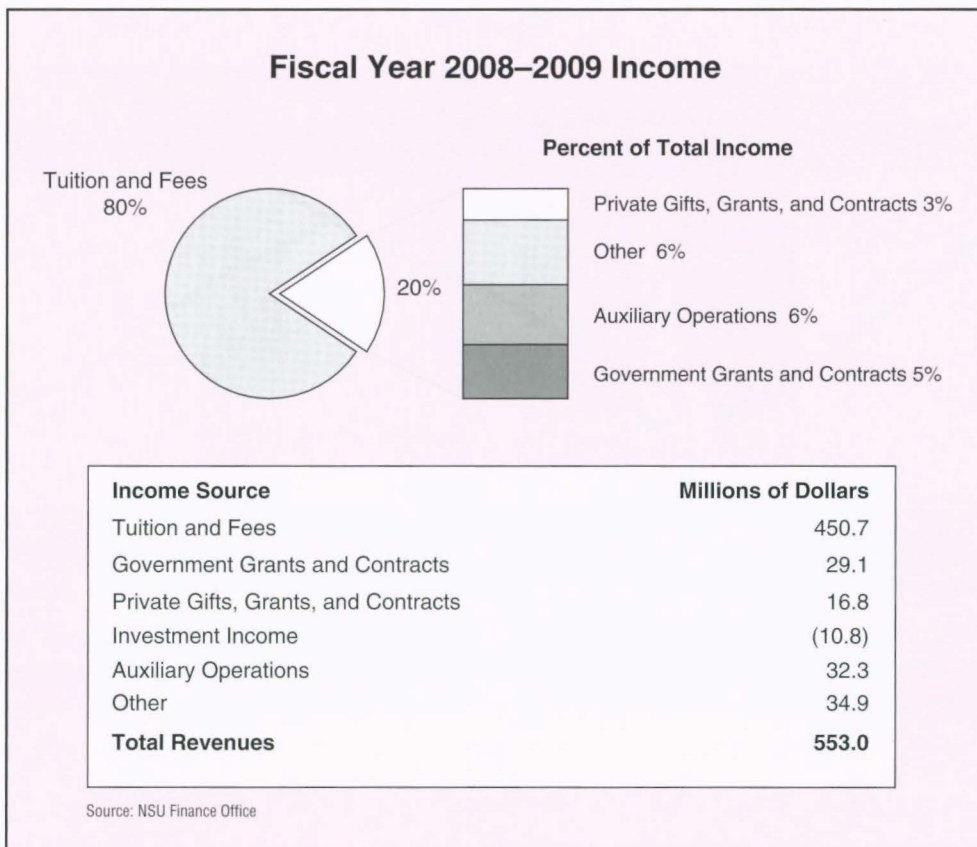
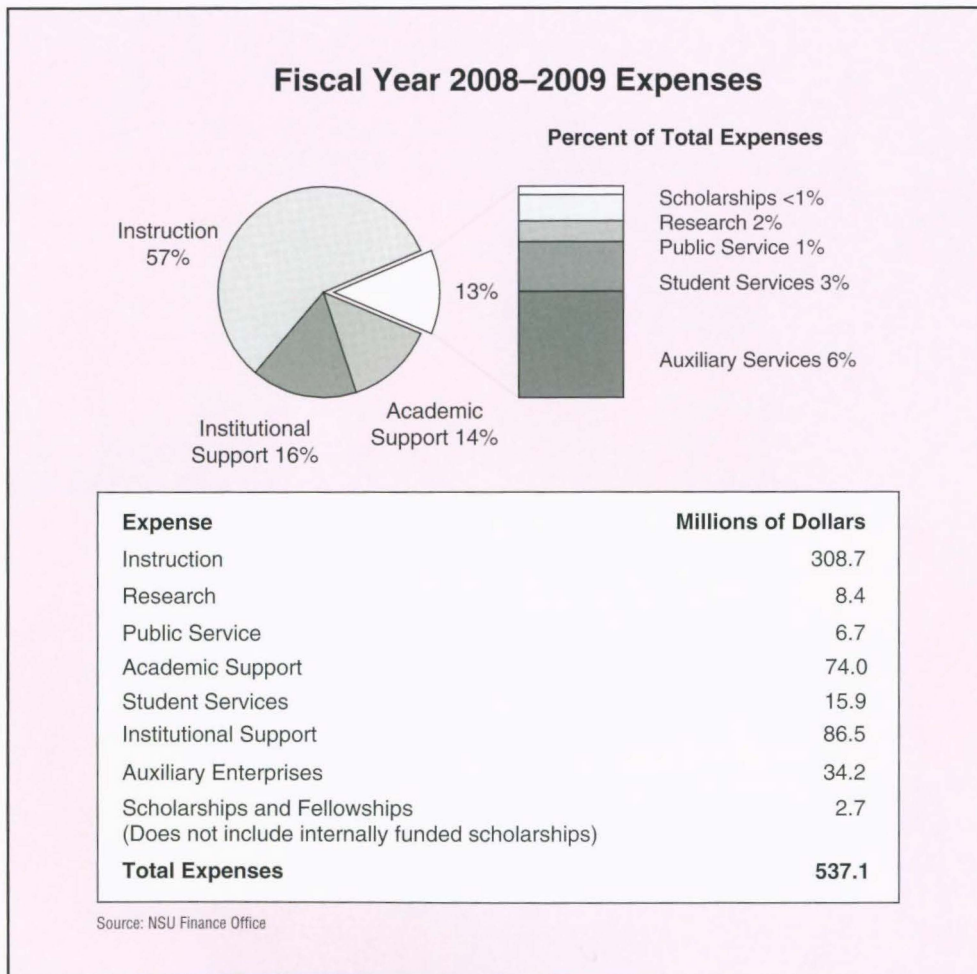


Figure 19









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