

5-1998

Programs in Communication Sciences and Disorders Catalog 1998-1999

Nova Southeastern University

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Programs in Communication Sciences and Disorders

M.S.:
**Masters in Speech-Language
Pathology**

Au.D.:
Doctorate in Audiology

SLP.D.:
**Doctorate in Speech-Language
Pathology**

**Fischler Center
for the
Advancement
of Education**



CATALOG 1998-1999
Includes Application
and Admission Forms

Programs in Communication Sciences and Disorders

CATALOG 1998-1999

Policies and programs set forth in this catalog are effective through June 30, 1999. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

The university recognizes that individual programs require different time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks carry this information.

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

The master's program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (10801 Rockville Pike, Rockville, Maryland 20852-3279; Telephone 301-897-5700).

Published May 1998



This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog. Catalogs are reviewed and updated annually. **ALL STUDENTS ARE REQUIRED TO ADHERE TO THE POLICIES OF THE CURRENT CATALOG, NOT THE CATALOG UNDER WHICH THEY ENTERED THE PROGRAM.**



Ray Ferrero, Jr.
President, Nova Southeastern University

President's Message

As a student of Nova Southeastern University, you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Such practical, collaborative thinking is the essence of NSU. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based.

As president of NSU, I welcome you to our family, whether you are a full-time student on our 232-acre Davie campus or a part-time student attending programs at any of our convenient locations spanning the globe.

Most importantly, I thank you for playing your part as an ambassador for NSU—both today as a leader among your peers and tomorrow as a member of our growing network of international alumni. I know that as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.

Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.



THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. Its 232-acre main campus, west of Fort Lauderdale, is located 10 miles inland from the Atlantic Ocean and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. The university has additional locations in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in these fields: education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). Acknowledged as a leading provider of field-based degree programs, Nova Southeastern enables students throughout the nation—and the world—to pursue bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. University School is a demonstration school that serves children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center Unit provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From its inception, the university has been distinguished by its innovative outlook; its unique educational programs, which provide both traditional and nontraditional choices; and its multidisciplinary research into solving problems of immediate concern to mankind.

The university's centers and programs share a common mission: to prepare students to assume leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, dentistry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the significant social role of the professional.

The university's Educational Plan stresses the critical relationship between theory and practice. Thus, integral to the academic experience at NSU is the testing of classroom precepts through applied research and community service. NSU is committed to the idea that education should be bound by neither time nor place. Accordingly, the university extends educational opportunities to working professionals nationwide by placing faculty members at corporate sites and other convenient locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge upon which the academic tradition is founded.

THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION



*H. Wells Singleton, Ph.D.
Education Provost, Fischler Center
for the Advancement of Education*

Education Provost's Message

The Programs in Communication Sciences and Disorders at Nova Southeastern University are dynamic. These programs emphasize clinical practice and applied research. The Programs in Communication Sciences and Disorders is a state-of-the-art clinical, teaching, and research facility, providing space and resources that enable students to integrate theory with practice in the management of communication disorders. NSU is committed to adult learners, many of whom are seeking degrees in this field as a second career. Flexible course schedules during days, evenings, and summers are designed to be responsive to our students.

Nova Southeastern University's commitment to making changes in the professions and in society led to its creation of the doctoral programs in audiology (Au.D.) and speech-language pathology (SLP.D.). These professional doctoral programs combined with our accredited M.S. program in speech-language pathology are model programs for working professionals whose goals focus on the improved health education and functioning of our society.

As you consider possible graduate programs, contact our faculty, students, and graduates. They will give you a complete picture of the programs' comprehensiveness, quality, and relevance to the actual practice of the professions.

Good luck with your graduate studies and your career. And thank you for considering Nova Southeastern University and its Programs in Communication Sciences and Disorders.

Mission Statement

The Fischler Center for the Advancement of Education (FCAE) is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education of their students. The FCAE hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the FCAE offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas affording few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the FCAE offers alternative educational delivery systems that are adaptable to practitioners' work schedules and locations. FCAE programs reflect and anticipate practitioners' needs to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The FCAE also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Center for the Advancement of Education Programs

MASTER OF SCIENCE (M.S.)

- Applied Addiction Studies
- Applied Gerontology and Administration
- Child and Youth Care Administration
- Early Childhood Education Administration
- Education
 - Computer Science Education
 - Educational Leadership (Administration K-12)
 - Educational Media
 - Educational Technology
 - English Education
 - Mathematics Education
 - Prekindergarten/Primary Education
 - Reading Education
 - Science Education
 - Social Studies Education
 - Teaching English to Speakers of Other Languages (TESOL)
 - Exceptional Student Education
 - Emotionally Handicapped
 - Mentally Handicapped
 - Specific Learning Disabilities
 - Varying Exceptionalities
- Family Support Studies

- Instructional Technology and Distance Education
- Speech-Language Pathology

EDUCATIONAL SPECIALIST (Ed.S.)

- Educational Leadership

DOCTOR OF EDUCATION (Ed.D.)

- Adult Education
- Child and Youth Studies
- Computing and Information Technology
- Educational Leadership
- Health Care Education
- Higher Education
- Instructional Technology and Distance Education
- Vocational, Technical, Occupational Education

DOCTOR OF AUDIOLOGY (Au.D.)

DOCTOR OF SPEECH-LANGUAGE PATHOLOGY (SLP.D.)

PROGRAMS IN COMMUNICATION SCIENCES AND DISORDERS



*Barry A. Freeman, Ph.D.
Program Dean
Programs in Communication Sciences
and Disorders*

Program Dean's Message

The Programs in Communication Sciences and Disorders at Nova Southeastern University offer the choice of the most advanced clinical training programs in the country. The Master of Science Program in Speech-Language Pathology now marks its 14th year, and our graduates command success and respect within the professional community. Now, in their second year, the professional doctoral degrees in audiology (Au.D.) and speech-language pathology (SLP.D.) will add a new dimension of scientifically based clinical study while strengthening our entire curriculum.

Speech-language pathology and audiology will provide you with a lifetime opportunity to improve the health and welfare of others as a professionally autonomous practitioner. The faculty and staff will prepare you to become a member of a special field of knowledge that commands respect and entitles you to the privileges of the professional community.

Our goal is to give students a knowledge base that prepares them for changes in health care. Classroom studies are coupled with opportunities for extensive clinical experience that hones clinical skills and integrates the scientific approach to service delivery. Our commitment is to prepare students to enter their profession with a high degree of competence and a sense of professionalism.

Our diverse faculty, offering a wide array of clinical interests and a wealth of experience, is committed not only to you, but also to the populations you are being trained to serve. Inquiries about all aspects of the program are welcome.

Mission Statement

The Programs in Communication Sciences and Disorders (CSD) are dedicated to the education and continuing support not only of audiologists and speech-language pathologists but also of the clients and families who receive services. Faculty provide a scientifically based curriculum, broad in scope, incorporating models of best practice, and fostering critical thinking skills. The philosophy is committed to client and family-centered care, a transdisciplinary approach, and treatment efficacy monitored through clinically based research and outcome measures. The Programs fulfill a commitment to society by providing practicing clinicians with a variety of forums to keep their knowledge base current, by offering a flexible schedule for graduate education, and by nurturing the development of future leaders. To anticipate the hearing, language, and speech needs of future generations, we utilize current and projected demographic data as a basis for curriculum revision, program planning, and participation in local, state, and national professional organizations. CSD, to fulfill its mission as an exemplary model of clinically applied behavior and basic science research, must create an environment that embraces ". . . people of all cultures, races, ethnic backgrounds, and religion in a manner that recognizes values, affirms, and respects the worth of individuals, and protects and preserves the dignity of each" (quotation from the Child Welfare League of America).

PROGRAM FACULTY AND STAFF



Joe Barimo, M.B.A., M.S.
CCC-SLP
Director of Business Services



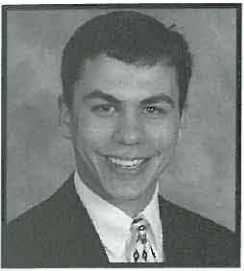
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Director of Doctoral Studies,
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CCC-SLP
Program Instructor*



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CCC-SLP
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M.S.
CCC-SLP
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CCC-SLP
Associate Dean,
Program Professor*



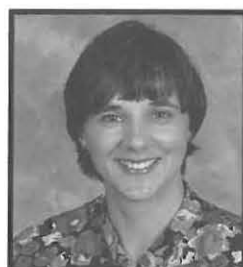
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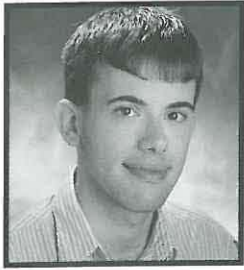


*Carole Zangari, Ph.D.
CCC-SLP
Coordinator of Research,
Program Professor*



*Barbara Zucker, M.S.
CCC-SLP
Program Instructor*

PROGRAM SUPPORT STAFF



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Coordinator of Administrative
Operations



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Administrative Assistant



Stormy Arrow
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Myrtle Braithwaite
Clerical Assistant



Joann Cuevos, B.S.
Clerical Assistant



Marcia Dixon-Frazer
Word Processor



Heather Gordan
Program Secretary

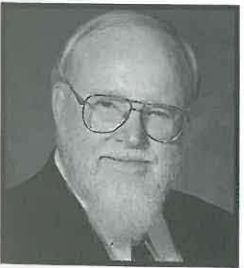


Marilyn Shaffer
Clerical Assistant



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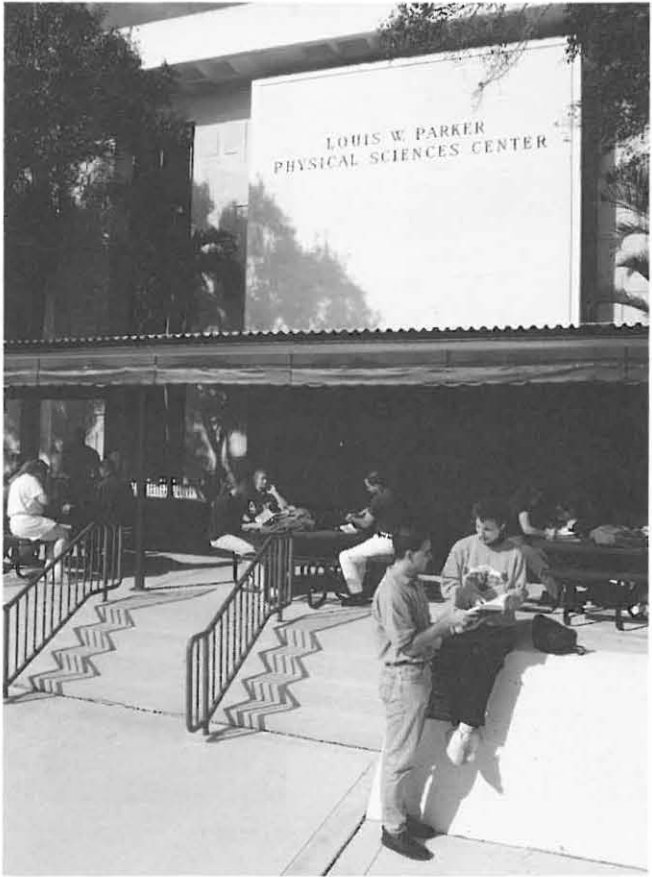
DISTINGUISHED PROFESSORS 1998-99



Eugene B. Cooper, Ed.D.
CCC-SLP



Roberto F. Tuchman, M.D.



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MASTER'S STUDIES



MASTER'S DEGREE IN SPEECH- LANGUAGE PATHOLOGY

Nova Southeastern University has a 232-acre main campus, an east campus, an Oceanographic Center campus, and a North Miami Beach campus, housing the Fischler Center for the Advancement of Education.

Nova Southeastern's Programs in Communication Sciences and Disorders master's program is designed to provide the candidate with the course work and clinical experience necessary to obtain Florida D.O.E. Certification, Florida Licensure, and the Certificate of Clinical Competence awarded by the American Speech-Language and Hearing Association (ASHA). The master's program is approved by the Florida Department of Education and accredited by ASHA's Council on Academic Accreditation.

Nova Southeastern University undergraduate students in any major can elect the speech-language pathology minor specialty, which satisfies the requirement for the undergraduate minor. The courses required for the minor specialty also satisfy the requirements for entrance to the Nova Southeastern master's program in speech-language pathology. Students with a bachelor's degree in any major may be admitted to the speech-language graduate program if they satisfy admission requirements. These students must complete the prerequisite courses before beginning the graduate sequence.

The program operates year round. Students may be admitted to the program in any given semester. Start dates for each semester are September, January or May.

For program information:
Phone: (954) 262-7745
Toll free in the United States and Canada:
800-986-3223, Ext. 7745
Fax: (954) 262-3826
E-mail: slpinfo@fcae.nova.edu
URL: <http://www.nova.edu/fcae>

PROGRAM OUTCOMES

The CSD graduate entering the profession will:

1. Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.
2. Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations.
3. Develop and implement a plan of intervention with a variety of clinical populations.
4. Evaluate and critically apply current research to determine and enhance clinical efficacy.
5. Recognize and apply the knowledge of diversity across professional activities.
6. Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately.
7. Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals.
8. Demonstrate professional behaviors which exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice.
9. Demonstrate the skills for lifelong learning, professional development, and self-assessment.
10. Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment.

ADMISSIONS

Application Procedure

Applications are accepted at any time. Students will be notified of the admission decision by mail after final review by the admissions committee. Students enroll in one of three semesters, beginning in September, January, or May. Enrollment starting dates are assigned on a space-available basis.

Step 1

An application is considered complete when the following materials have been received:

- Application and supplemental application (including essays).
- Application fee.
- Three letters of recommendation from individuals (two from faculty or immediate supervisors) who can attest to the candidate's ability to succeed in graduate school and the profession.
- Official final transcripts.*

Step 2

- Application is reviewed by the admissions committee.
- All qualified candidates will be required to participate in an oral interview. The department will contact the applicant to schedule an appointment after the file has been reviewed.
- Applicants who do not meet the minimum requirements will be notified by mail.

Step 3

- Once a student has been accepted, logs of any observations and/or clinical clock hours must be submitted and must be signed by a Speech-Language Pathologist holding ASHA-CCC. Students who have not accrued hours will do so at Nova Southeastern University.

*Students completing an undergraduate degree must submit an official transcript of courses completed to date AND a statement from a college advisor or other official stating anticipated date of graduation. The program must receive a student's **official FINAL transcript posting the degree conferral date before the student can actually enroll.**

Students who take prerequisite courses at any institution or at Nova Southeastern University must earn grades of B or better in order to transfer the courses or to have the courses considered for admission.

Nova Southeastern University undergraduates who have completed the prerequisite courses as part of their undergraduate degree, who have successfully completed the master's degree application procedure listed in Steps 1 and 2, and who qualify for admission will be able to enroll at the beginning of the semester following conferral of the bachelor's degree.

Admission Requirements

Applications are reviewed by the Faculty Admissions Committee. The most qualified students are selected to fill the available openings. Factors affecting the committee's decisions are:

- Whether the applicant has a cumulative undergraduate GPA of 3.0 or better.
- Whether the applicant has an undergraduate record in the major with a minimum GPA of 3.0.
- The quality of the applicant's written essays.
- The applicant's performance during the oral interview.
- The strength of the applicant's letters of recommendation.
- Whether the applicant has made grades of B or better in all ASHA-required prerequisite courses and disorders courses. (Students will repeat any prerequisite courses in which a grade lower than B was earned.)

International Student Admissions

Individuals holding degrees from outside the United States must submit:

1. Completed admissions application, supplemental application (including essays), and application fee.
2. Three letters of recommendation.
3. Verification of student visa or residency status.
4. Logs of any observations or clinical clock hours obtained under the supervision of a Speech-Language Pathologist holding ASHA-CCC.

Over the last 10 years, NSU's total enrollment more than doubled, increasing from approximately 7,500 to 16,500. Full-time faculty increased fourfold.

Today, with more than 16,000 students, Nova Southeastern University is the 16th largest independent university in the country.

Prospective international students who have completed degrees at universities outside the U.S. must have the degrees evaluated by a NSU-approved evaluation service.

Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8968. The prospective student is responsible for all fees incurred for this evaluation.

Applicants who may qualify for admission will be required to participate in an oral interview.

Students must agree to recommendations made for remediation or tutorial intervention. These recommendations will be made by the faculty and may include, but not be limited to, accent modification and tutoring in the appropriate use of oral and written English.

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Any exception is made on a case-by-case basis.

Students living outside the United States who apply to the program MUST complete all of the above prior to arriving here. They must also make all housing and financial arrangements in advance.

SPEAKERS OF ENGLISH AS A SECOND LANGUAGE

All applicants are required to take both:

1. The Test of English as a Foreign Language (TOEFL). A minimum score of 600 is required.
2. The Test of Spoken English (TSE). A minimum score of 50 is required.

PRIVACY OF RECORDS

Once a student applies, any request for information about any program concern must be done in person or in writing. A parent, spouse, or friend will not be given any information. (See section on PRIVACY OF RECORDS, page 50.)

REQUIRED ENTRANCE TESTS FOR ALL NEWLY ENROLLED STUDENTS

- Hearing and speech screenings are mandatory. Students who fail a screening will be scheduled for a full evaluation in the identified area. After the evaluation, the student will be contacted to develop a plan that will enable him or her to demonstrate communication skills at a performance level adequate to function as a speech-language pathologist. Students will be advised regarding the potential impact of an identified communication difference/disorder on their clinical performance within the university and in future employment settings.
- The Praxis I: #20 720 Pre-Professional Skills Test (writing) is required. Students are responsible for taking the test before enrolling for their first semester. Scores must be sent to the program. Students who score poorly will be advised to seek writing assistance.

TRANSFER OF GRADUATE ACADEMIC CREDIT

- In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog. Approval of transfer credit will be granted only after the student has met with the coordinator of student services (CSS). The student must provide catalog course descriptions and may be required to provide course syllabi. Final decisions regarding transfer credit will be made by the faculty member responsible for the subject matter to which the transfer applies.
- Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, ASHA-accredited programs on the graduate level, will be considered for transfer credit into the master's program.
- No more than nine semester hours of credit may be transferred. In order to be considered for transfer credit, a grade of B or better (on a 4.0 scale) must have been recorded for each course.
- Transfer credits must have been earned within six years prior to a student's admission to the program. Credits earned beyond the time limit may be considered for transfer at the discretion of course instructors. An examination may be required.
- Students enrolled in the program who wish to take a course at another university must have prior approval by either the coordinator of student services, or his or her designee. Courses must be taken at an ASHA-CAA-accredited program for the transfer credit to be accepted toward Nova Southeastern University's degree.
- Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.
- Students holding a master's degree in audiology who are seeking a master's in speech-language pathology for dual licensure or certification may exceed the maximum number of transfer credits upon approval by the program.

DEGREE REQUIREMENTS

Credits

Students holding a bachelor's degree in speech-language pathology or communication disorders will complete 52 credit hours on the graduate level.

Students holding a bachelor's degree in a field other than speech-language pathology will complete 27 prerequisite credits prior to beginning the 52-credit-hour sequence.

Clock Hours

Students obtain a **minimum** of 375 clinical clock hours under supervision of ASHA-certified professionals. Of the 375 hours, 25 hours are observation hours which are verified by an ASHA-certified Speech-Language Pathologist. The first 60-75 clinic clock hours must be obtained during the time the student is enrolled in Diagnostics II and Clinical Lab I and II. Students who fail to achieve an acceptable level of clinical competency during Diagnostics II or either semester of Clinical Lab will be required to repeat the course and will be automatically placed on academic probation. After successful completion of Clinical Lab, students will be required to complete two semesters of off-campus internship. Off-campus internships must be arranged for and approved by the program faculty.

To demonstrate a level of professional competency, students may well exceed the 350 clinic clock hours required by ASHA to be eligible for the Certificate of Clinical Competence or by the State of Florida to be eligible for licensure.

GRADES

Students must earn a grade of B or better in all prerequisite and graduate courses. Grades of C or below must be repeated the next time the course is offered.

Grades will be recorded at the end of every semester. The registrar's office will mail grade reports to students. Final grades will not be provided by any department personnel. Grades are permanently stored by the registrar and become part of the student's official transcript.

NSU is among the 25 largest universities in the country in number of students enrolled in postbaccalaureate programs.

POLICIES GOVERNING ACADEMICS AND PROFESSIONAL BEHAVIOR

Student Review Committee (SRC)

The Programs' Student Review Committee is composed of departmental faculty. It is the committee's responsibility to review students' academic progress, clinical performance, and professional behavior throughout the students' enrollment in the program. Individual cases are discussed, and appropriate plans of action are developed. Students are advised of the decisions of the committee in writing and are bound to follow the resulting recommendations.

Probation

Students are placed on probation for a minimum of one semester when any of the following conditions occurs:

- A second grade of C or lower is earned in any academic course.
- A grade of C or lower is earned in any clinical course.
- A grade of less than C is earned in any academic or clinical course.
- A student's GPA falls below 3.0 for any semester.
- Inappropriate or unprofessional behavior is exhibited.
- The Code of Ethics of ASHA is violated.

Students must demonstrate professional behaviors including, but not limited to: cooperation with others, self-control, punctuality, respect for coworkers and faculty, and professional personal appearance. The student will be reviewed by the Student Review Committee and may be placed on professional probation, when he or she fails to exhibit professional behaviors and/or when the safety and welfare of clients and others is at stake.

Students placed on probation will meet with the coordinator of student services to review the conditions of the probationary continued enrollment in the program. All conditions of the probation contract must be satisfied in order for the student to continue in the program. Probation will necessitate a change in the student's Plan of Study.

Students may be placed on and removed from probation only *one time* during enrollment in the program. If a student is placed on probation a second time for any reason, the student is dismissed from the program.

Dismissal

Students will be dismissed from the program if one or more of the following conditions occur:

- The student fails to comply with the recommendations of the SRC after having been placed on probation.
- The student fails to satisfy the conditions of the probationary contract.
- The student earns a third grade of C at any point during the program.
- The student earns a grade of C or below in a repeated course.
- The student violates the NSU Student Code of Conduct.
- The Code of Ethics of ASHA is violated.

Students will be notified of their dismissal by both certified and regular mail.

Appeals Process

When a student receives a dismissal notice, he or she has the right to petition requesting reinstatement in the program. *A request for reinstatement must be submitted in writing within 10 days of receipt of the dismissal notice.*

The petition should be addressed to the chair of the Student Review Committee. Descriptions of any extenuating circumstances that might have contributed to the student's difficulty in the program and a plan of action for successful completion of the program should be included in the petition. The SRC will review the case and render a decision.

The student will be notified of the SRC's decision by both certified and regular mail. *Students may petition for reinstatement only once. It is the responsibility of the student to initiate the written petition to the chair of the SRC.*

The university awards bachelor's, master's, educational specialist, doctoral, and first professional degrees in fields ranging from education to business, counseling to computer and information sciences, and medicine to law.

ADVISING AND REGISTRATION

Advising

Once admitted, students will be contacted by the coordinator of student services to develop a Plan of Study. Students are responsible for making certain that Plans of Study are up to date. Appointments to revise a Plan of Study must be made with an advisor prior to registration each semester. No changes will be made on the day of registration, and no student may make changes without the approval of an academic advisor. Students making changes without the approval of an academic advisor **WILL NOT BE PERMITTED TO REGISTER.**

Semester Calendar

The master's program operates year round and is divided into three semesters. Semesters begin in early September, January, and May and run for 14 weeks each. Academic courses are offered primarily in the evenings. Clinical labs and internships are held during the weekdays, and occasional Saturday or evening labs may be available. Students should plan to devote full time to off-campus internships, if possible.

Registration

Dates for registration are announced each semester. Registration is conducted in the program offices by the coordinator of student services. Tuition and fees are due at the time of registration unless prior arrangements have been approved. Registration will be valid only when signed by an academic advisor.

Time Limitation

Students are expected to complete the master's degree within five years from the time graduate courses have begun. Students who exceed the five-year time limitation may apply to the SRC for an extension. Such requests will be taken under special consideration by the committee and may not be approved.

Computer Requirement

Throughout the program, students will be required to conduct online library research, communicate via e-mail, and use word processing for writing papers and clinical reports. Although students are not required to own a computer, they are strongly recommended to purchase one.

Leave of Absence

Students must submit written requests for interruptions in their course of study to the coordinator of student services (CSS) of the program. Failure to submit such written notification may mean that a student is ineligible for readmission to the program in the future.

Plans of Study will need to be revised. Students must notify the CSS no later than midterm of the semester before they wish to return to the program.

Students who interrupt studies for one year or more must formally apply for readmission to the program. If reaccepted, they will be bound to follow the guidelines in the catalog in place at the time of readmission.

Mandatory Meetings

Some lab courses and internships require attendance at mandatory meetings prior to the beginning of the semester in which the student is scheduled to be enrolled. Failure to attend the mandatory meeting will cancel enrollment in that course or lab, causing a delay in completing degree requirements.

Clinical Special Eligibility

Students are required to complete a minimum of five (5) semesters of clinical experience. The student will be assigned to work with clients in different facilities with which the Programs in Communication Sciences and Disorders maintain a contractual relationship, both on and off campus. When the student is assigned to a facility, it is the student's responsibility to comply with all regulations of that facility. The student is responsible for ascertaining if the facility to which he or she has been assigned has any special eligibility requirements prior to participating in that program. The program does not assume any responsibility other than informing the student of the requirements. **The student must fully comply with all special eligibility requirements of the specific facility before participating in any activities at that facility.** Failure to be eligible to participate in activities at an assigned facility will result in the student's not being allowed to complete the clinical experience during the

Students, faculty, and staff can access the university's computing facilities from anywhere in the world. On campus, 20 microlabs provide more than 400 personal computers, 50 Macintosh computers, and a growing inventory of institutional software.

Nova Southeastern University initiated its first distance education programs in 1972 and was the first university in the United States to offer graduate programs in an online format (in 1985).

assigned semester. The program will not reassign a student who failed to meet the stated requirements of a facility during the semester in which the original assignment was made. If a student must be reassigned at the beginning of a new semester for failure to meet the facility's requirements, the student's individual time line for completion of the program will be impacted appropriately.

New Student Orientation/Registration

New students must attend a MANDATORY orientation meeting on campus the Saturday before classes are to begin. During the meeting, students will be oriented to Nova Southeastern University and the Programs in Communication Sciences and Disorders, have their speech and hearing screened, and meet the faculty. Students will have completed their Plans of Study, submitted their registration and tuition, and purchased the required *Publication Manual of the American Psychological Association (APA), Fourth Edition*, prior to the orientation meeting. Students will be given the *Student Handbook* and are responsible for familiarizing themselves with all of the departmental policies and procedures.

EVALUATION OF ACADEMIC AND CLINICAL PROGRESS

Grading

The student's final grade in each course will be determined by each course instructor based on criteria outlined in the course syllabus. The following grade scale will be used to determine final course grades:

Numerical Points	Grade Letter Point	Grade Equivalent
90-100	A	4.0
80-90	B	3.0
70-79	C	2.0
60-69	D	1.0
0-59	F	0.0

- There are no plus or minus grades in this program.
- The passing grade is B or better in each course.

Student Records

Students will be provided with a grade report at the end of every term. The report will be mailed to the student by the registrar and may not be obtained any other way. Students are protected by laws that prohibit the release of personally identifiable information to other than legally authorized persons. A student is legally allowed to inspect, review, and challenge information in his or her file.

Incompletes

Students achieving a grade of B or better but who, for personal reasons, are unable to complete course work within the semester may request a grade of incomplete. The student must request the "I" grade from the instructor, who will prepare a contract for successful completion of the course. The contract must be approved by the coordinator of student services (CSS) or his or her designee.

Students granted an "I" in a course must satisfy the contract **within six months** of the final meeting of the course for which the "I" was given. Failure to remove an incomplete within the prescribed time period will result in a grade of F for the course.

Withdrawals

- Students may withdraw from a course, lab, or internship up to the ninth week of the semester. Students dropping a course/class must obtain a Student Course Withdrawal Form from the CSS. The form must be completed by the student and signed by the appropriate faculty member before the "drop" is entered into the computer. The grade the student has earned up to the date of withdrawal will be reflected on the student's transcript as either "withdraw/passing" (W/P) or "withdraw/failing" (W/F). The W/F will be figured into the GPA as a grade of F.
- Students who need to withdraw from the program must submit written notification to the CSS. Failure to file a written withdrawal notification will jeopardize reentry into the program. Students may reenter the program one time only. Students will be expected to follow all rules in place at the time of reentry.

Attendance Policy

Students are expected to attend all classes. Exceptions to this policy will be stipulated by the instructor in written course syllabi.

Videotaping/Audiotaping Policy

Students are videotaped in certain academic classes and clinical labs for teaching-learning purposes. Students must sign a release form for videotaping at the time of registration.

Students should obtain permission from instructors to videotape or audiotape lectures. Verbal permission is acceptable.

FINANCIAL INFORMATION

Tuition and Fees

The following information indicates current fee and tuition schedules: tuition and fees are subject to change without prior notice. Students are required to pay the tuition in effect at the time of registration. Checks or money orders should be made payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, Visa, Discover, or American Express accounts; or students may attach a copy of the financial aid award letter.

Tuition

Tuition for all classes in the Programs in Communication Sciences and Disorders (including prerequisites) is \$620 per credit hour. Students who take graduate classes in other departments of Nova Southeastern University pay the tuition rate set by each specific department.

Fees

Application:

A onetime, nonrefundable fee of \$50 must accompany the application for admission.

Registration:

\$50 per registration

Late Charge:

\$100 per late registration

Lab:

Students enrolling in Clinical classes (SLP 5009, 5011, 6005, 6015, 6100, 6101, 6102, 6110, 6120, and AUD 6301) pay a \$200 fee per lab class.

Change of Registration:

\$100 per transaction (Add/Drop fee)

Out-of-State Internship Fee:

\$1,200 (over and above tuition and lab fee). This fee applies to Internship assignments within the continental United States. Out of State Internship fees are due at the time of semester registration.

Degree:

A Nova Southeastern University degree application fee of \$65 must be paid before clearance for graduation can be granted.

Deposit Policy

Applications are brought before the Admissions Committee according to the date files are completed. Candidates are notified of acceptance by mail. At that time, a tuition deposit of \$1,000 will be required as confirmation of acceptance.

Deposit schedule is: May 1 for students admitted for fall; September 1 for students admitted for winter; January 1 for students admitted for spring.

The \$1,000 deposit will be assigned to the first semester's tuition. Failure to enroll in the program will result in a reimbursement of 50% of the deposit.

If the deposit has not been received by the required dates, the student will forfeit his or her acceptance. Students wishing to attend the program at a later date must reapply for admission and will be governed by the policies in place at that time.

Currently, approximately 30% of all students enrolled at NSU are taking classes through distance education delivery systems.

STUDENT INSURANCE

All students are required to purchase liability insurance for the duration of enrollment in the Programs in Communication Sciences and Disorders (including prerequisite courses). A current copy of the insurance premium must be in the student's file in the Programs office in order for a student to register for all courses and labs. It is the student's responsibility to make certain that proof of insurance is on file in the Programs office. Students must join the National Student Speech-Language and Hearing Association (NSSLHA) in order to purchase the required liability insurance. Membership and insurance must be renewed annually. Failure to purchase and maintain insurance will result in suspension from the program. Applications for NSSLHA and Insurance are available in the Programs office.

FINANCIAL AID

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or 800-522-3243.

The department offers a limited number of graduate student assistantships. Applications are available in the Programs in Communication Sciences and Disorders office during semester registrations.

Scholarships are available through a Florida Department of Education tuition differential grant for instate residents only. Applications are available from the Programs in Communication Sciences and Disorders during semester registrations.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1998, for the 1998-1999 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1998-1999 is June 30, 1999.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status (including loan disbursement information) can be checked simply by entering your social security number and four digit PIN number. The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 262-3380 or toll free at 800-522-3243.

General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must:

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

More than 10,000 NSU graduates have received their degrees via distance education.

PAYMENT POLICY

Full payment is due at the time of registration. Failure to pay by the due date will result in cancellation of registration. This policy has been established and approved by the Nova Southeastern University president and the Nova Southeastern Board of Trustees. Any exceptions must be approved by the vice president for finance. Only exceptional circumstances will be considered when altering general policy.

REFUND POLICY

Students are entitled to a full refund of tuition if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session, registration/application fees will not be refunded, and students will receive a prorated refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid: 1. if they do not meet minimum admissions requirements; 2. if a course, seminar, or workshop is cancelled, or a cluster does not begin; 3. if they receive an involuntary call to active military duty; 4. upon the documented death of the student or member of his or her immediate family (parent, spouse, child, sibling); 5. if severe illness of the student (as approved by the institution and confirmed in writing by a physician) precludes completion of the term; or 6. if there are exceptional circumstances approved by the president or his or her designee.

After the first day of instruction, students who inform the academic advisor of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70 percent of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40 percent). Thereafter, no refund is available.

Refunds will be made within 30 days after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1,100.

Based on no. of classes

$$\begin{aligned}9 - 3 &= 6 \text{ classes not attended} \\6 \div 9 &= 67\% \text{ of the term not} \\&\text{completed} \\67\% \times \$1,100 &= \$737 \text{ refunded}\end{aligned}$$

Based on clock hours

$$\begin{aligned}45 - 15 &= 30 \text{ hours not received} \\30 \div 45 &= 67\% \text{ clock hours not} \\&\text{completed} \\67\% \times \$1,100 &= \$737 \text{ refunded}\end{aligned}$$

Example #2: Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was \$1,675.

Based on no. of classes

$$\begin{aligned}13 - 5 &= 8 \text{ weeks not attended} \\8 \div 13 &= 62\% \text{ not completed} \\62\% \times \$1,675 &= \$1,038.50 \text{ refunded}\end{aligned}$$

Based on clock hours

$$\begin{aligned}45 - 17 &= 28 \text{ hours not received} \\28 \div 45 &= 62\% \text{ clock hours not} \\&\text{completed} \\62\% \times \$1,675 &= \$1,038.50 \text{ refunded}\end{aligned}$$

NSU has been fully accredited
by the Commission on
Colleges of the Southern
Association of Colleges and
Schools (SACS) every year
since 1971.

SPEECH-LANGUAGE PATHOLOGY COURSES

PREREQUISITE COURSES:

			SEM. HRS.
SLP	5001	Anatomy and Physiology of Vocal and Hearing Mechanisms	3
SLP	5002	Phonetics	3
SLP	5003	Neuroanatomy and Physiology	3
SLP	5004	Hearing and Speech Science	3
SLP	5005	Speech and Language Development	3
SLP	5007	Directed Observation	1
SLP	5008	Evaluation of Speech-Language Disorders	3
SLP	5009	Evaluation Practicum	1
SLP	5010	Treatment of Speech and Language Disorders	3
SLP	5011	Treatment Practicum	1
AUD	5300	Audiology	<u>3</u>
			27

GRADUATE COURSES (CORE COURSES)

SLP	6000	Diagnosis of Language and Speech Disorders	3
SLP	6010	Language Disorders in Children	3
SLP	6015	Clinical Processes	3
SLP	6020	Language Disorders in Adults	3
SLP	6025	Augmentative and Alternative Communication	3
SLP	6030	Voice Disorders	3
SLP	6040	Fluency	2
SLP	6055	Dysphagia	3
SLP	6060	Phonological Disorders	3
SLP	6070	Research Methods	3
SLP	6075	Seminar in Professional Issues	2
SLP	6091	Multicultural and Counseling Issues	3
AUD	6310	Aural Rehabilitation	<u>3</u>
			37

GRADUATE COURSES (ELECTIVE COURSES)

SLP	6050	*Adult Motor Speech Disorders	3
SLP	6051	*Pediatric Motor Speech, Swallowing, and Feeding Disorders	3
SLP	6021	Cognitive Communication Disorders in Adults	3
SLP	6011	Language and Learning Disabilities in School-Age Children and Adolescents	3
SLP	6012	Communication Disorders in Infancy through Preschool Age	3
SLP	6035	Seminar in Voice Disorders	2
SLP	6037	Craniofacial Anomalies	3
SLP	6077	Principles in Supervision	3
SLP	6006	Advanced Diagnostics	1
SLP	6080	Directed Research	1-6
SLP	6201	Special Topics	1-3
SLP	6202	Special Topics	1-3
SLP	6203	Special Topics	<u>1-3</u>
			9*

* Nine credits must be selected; three of them must be in a Motor Speech Disorders course.

GRADUATE COURSES (LABS AND INTERNSHIPS REQUIRED)

SLP	6005	Diagnostics Lab	1
SLP	6101	Clinical Lab - 1	1
SLP	6102	Clinical Lab - 2	1
SLP	6110	Internship	1
SLP	6120	School Internship, K-12	1
AUD	6301	Audiology Lab	<u>1</u>
			6

TOTAL CREDITS REQUIRED FOR GRADUATION: 52 (ACADEMIC COURSES, LABS, AND INTERNSHIPS)

COURSE DESCRIPTIONS FOR THE MASTER'S IN SPEECH-LANGUAGE PATHOLOGY

PREREQUISITE COURSES			
COURSE #	TITLE	CREDITS	COURSE DESCRIPTION
SLP 5001	Anatomy and Physiology of Vocal and Hearing Mechanisms	3	Introduction to the anatomy and physiology of the auditory and vocal mechanisms.
SLP 5002	Phonetics	3	History, theory, and application of phonetics, including sampling and transcription techniques.
SLP 5003	Neuroanatomy and Physiology	3	Introduction to the anatomy and physiology of the developing and mature human nervous system.
SLP 5004	Hearing and Speech Science	3	Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.
SLP 5005	Speech and Language Development	3	Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of developmental and cultural variations in speech and language.
SLP 5007	Directed Observation	1	Students must observe 25 clock hours of evaluation and management. Observation hours must precede clinical assignments and be completed under direct supervision of the faculty in the Clinics for Audiology and Speech-Language Pathology.
SLP 5008	Evaluation of Speech-Language Disorders	3	Principles of screening and evaluation of clients typically seen in clinic and school settings, including administration of specific evaluation instruments. Prerequisites: SLP 5002, 5005, 5007
SLP 5009	Evaluation Practicum	1	Participation in speech-language screenings and observation and participation in full diagnostic evaluations with clients. A minimum number of contact hours required. Prerequisite: SLP 5008
SLP 5010	Treatment of Speech and Language Disorders	3	Overview of treatment strategies used in management of communication disorders. Prerequisites: SLP 5002, 5005, 5007
SLP 5011	Treatment Practicum	1	Participation in clinical management of clients having communication disorders. A minimum number of contact hours required. Prerequisite: SLP 5010
AUD 5300	Audiology	3	Instruction in test administration and interpretation of standard and specialized tests of auditory function. Prerequisites: SLP 5001, 5003, 5004

GRADUATE COURSES (CORE COURSES)

COURSE #	TITLE	CREDITS	COURSE DESCRIPTION
SLP 6000	Diagnosis of Language and Speech Disorders	3	Procedures, techniques, and instrumentation to assess speech and language status. *A noncredit lab is required. Prerequisites: SLP 5002, 5005, 5008
SLP 6010	Language Disorders in Children	3	Evaluation and treatment of disorders of language affecting infants through adolescence, including developmental and acquired problems. Prerequisites: SLP 5005, 5008, 5010
SLP 6015	Clinical Processes	3	Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEP's, treatment summaries, S-O-A-P notes, etc. Prerequisites: SLP 5002, 5005, 5010
SLP 6020	Language Disorders in Adults	3	Evaluation and treatment of disorders of language of adults including aphasia, closed-head injury, and dementia. Prerequisites: SLP 5003, 5008, 5010
SLP 6025	Augmentative and Alternative Communication	3	Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span. Prerequisites: SLP 6010, 6020
SLP 6030	Voice Disorders	3	Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance. Prerequisites: SLP 5001, 5003, 5004, 5008, 5010, 6000
SLP 6040	Fluency	2	Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions. Prerequisite: SLP 5010
SLP 6055	Dysphagia	3	Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing, current issues; provides hands-on experience with videofluoroscopic evaluation. Prerequisite: SLP 6050 or 6051
SLP 6060	Phonological Disorders	3	An analysis and comparison of systematic distinctive features and phonologic processing theory and application. Prerequisite: SLP 5002
SLP 6070	Research Methods in Speech-Language Pathology	3	Exposure to critical analysis of the field's literature with respect to research design and statistical application.
SLP 6075	Seminar in Professional Issues	2	History, current professional issues, and trends in the field; management and operation of clinics in a variety of settings; ethical and legislative concerns.
SLP 6091	Multicultural and Counseling Issues	3	This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be discussed. Prerequisite: Clinical Lab
AUD 6310	Aural Rehabilitation Procedures for the Hearing Impaired	3	Remediation of communication problems resulting from hearing impairment; use of amplification and assistive devices. Prerequisite: AUD 5300

GRADUATE COURSES (ELECTIVE COURSES)

COURSE #	TITLE	CREDITS	COURSE DESCRIPTION
SLP 6050	*Adult Motor Speech Disorders	3	Nature, etiology, diagnosis, and management of motor speech disorders in adults. Prerequisites: SLP 5010, 6000
SLP 6051	*Pediatric Motor Speech, Swallowing, and Feeding Disorders	3	Information and training in the assessment and management of pediatric oral-motor, feeding, and swallowing disorders. Discussion of the nature, etiology, diagnosis, and management of pediatric motor speech disorders with emphasis on differential diagnosis. Covers the symptomology and procedures remediation of developmental apraxia of speech. Prerequisite: SLP 6000
SLP 6021	Cognitive Communication Disorders in Adults	3	A neurologic process approach to define, differential diagnose, manage, and treat cognitive communication disorders present in cases of acquired cognitive deficits. Prerequisite: SLP 6020
SLP 6011	Language and Learning Disabilities in School-Age Children and Adolescents	3	Emphasis on a communication process model of evaluation and intervention and the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. Discussion of the characteristics and implications of language learning disabilities. Presentation of the paradigm shift from a traditional deficit model to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions. Prerequisite: SLP 6010
SLP 6012	Communication Disorders in Infancy through Preschool Age	3	Identification, assessment, and intervention principles and procedures for young children who display or are at risk for socio-communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships. Prerequisite: SLP 6010
SLP 6035	Seminar in Voice Disorders	2	This course will address procedures for advanced principles of diagnosis and treatment of voice disorders utilizing state-of-the-art instrumentation. Students will be given an opportunity to address infrequently encountered disorders of voice and resonance. Prerequisite: SLP 6030
SLP 6037	Craniofacial Anomalies	3	Study of etiology, assessment, and remediation of communicative impairments in children and adults with craniofacial anomalies. Specific emphasis will be placed on articulatory and resonance disorders resulting from cleft lip and palate, and velopharyngeal insufficiency and incompetence. Prerequisite: SLP 6030
SLP 6077	Principles in Supervision	3	The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed. Prerequisite: SLP 6101
SLP 6006	Advanced Diagnostics	1	Seminar and practicum in the diagnosis and evaluation of difficult to test clients or clients presenting with complex communication disorders, requiring transdisciplinary case management. Prerequisite: SLP 6005
SLP 6080	Directed Research	1-6	Independent research directed by faculty; applied research culminating in written documentation of a project. Prerequisite: SLP 6070
SLP 6201, 6202, 6203	Special Topics	1-3	Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective—may be taken for credit, CEU, or recertification).

* Nine credits must be selected; three of them must be in a Motor Speech Disorders course.

**GRADUATE COURSES
(LABS AND INTERNSHIPS REQUIRED)**

COURSE #	TITLE	CREDITS	COURSE DESCRIPTION
SLP 6005	Diagnostics Lab	1	Emphasis on analysis and interpretation of data and their impact on differential diagnosis. Prerequisites: SLP 6000, 6010, 6060
SLP 6101	Clinical Lab - 1	1	Supervised clinical practice in the evaluation and treatment of speech, language, and hearing disorders; development of treatment plans and written progress reports. Students will provide treatment to assigned clients. Weekly class meetings are required. Prerequisites: SLP 6000, 6010, 6020, 6060
SLP 6102	Clinical Lab - 2	1	In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self-analysis of clinical skills and enhancement of acquired skills will be emphasized. Weekly class meetings are required. Prerequisite: SLP 6101
SLP 6110	Internship	1	Off-campus placement in a non-school setting (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. Class meetings are scheduled periodically. Prerequisites: SLP 6101, 6102
SLP 6120	School Internship, K-12	1	Must be taken by student seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings. Prerequisites: SLP 6101, 6102
AUD 6301	Audiology Lab	1	Practice in hearing testing. The student must accrue a minimum of 15 clock hours. Prerequisite: AUD 5300

CALENDAR FOR 1998-1999

FALL SEMESTER 1998

September 12	Orientation
September 14	Classes Begin
December 14–18	Exam Week
December 19	Last Day of Semester

WINTER SEMESTER 1999

January 9	Orientation
January 11	Classes Begin
April 12–16	Exam Week
April 17	Last Day of Semester

SPRING/SUMMER SEMESTER 1999

May 1	Orientation
May 3	Classes Begin
June 22–26	Intersession
August 9–13	Exam Week
August 14	Last Day of Semester

OFFICIAL HOLIDAYS—University Closed

July 4, 1998	Independence Day
September 6, 1998	Labor Day
September 21, 1998	Rosh Hashanah
September 30, 1998	Yom Kippur
November 26–27, 1998	Thanksgiving
December 25, 1998	Christmas Day
January 1, 1999	New Year's Day
January 18, 1999	Martin Luther King Day
April 2, 1999	Good Friday
May 31, 1999	Memorial Day

INTERSESSIONS (INTENSIVE CLASS SESSIONS) 1999

April	Courses to be announced
June	Courses to be announced

(See course schedule for details.)

PROGRAM VACATION PERIODS

Fall 1998	December 19, 1998–January 11, 1999
Winter 1999	April 16–May 3
Spring 1999	June 22–26 (except intersession classes)
Summer 1999	August 14–September 13

A Congressional study ranked NSU's rural medical program among the 10 best in the nation.

FACT SUMMARY: MASTER'S OF SPEECH-LANGUAGE GRADUATE PROGRAM

Accreditation

1. American Speech-Language Hearing Association. The master's program has been accredited by the Council on Academic Accreditation since December 1990. Graduates meet all requirements for individual certification (CCC-SLP).
2. Florida Department of Education. Program approval has been granted since 1985.
3. State of Florida Department of Health. Graduates meet all requirements for individual licensure.

Time and Residency Requirements

- May be completed in eight semesters.
- All students complete clinical practicum at the Clinics for Audiology and Speech-Language Pathology.
- Master's degree must be completed in 5 years.

Advising and Registration

Registration for classes is held approximately 2 months before the beginning of each term. Exact dates will be announced each semester. In order to make any changes to the Plan of Study, students must make an appointment with an academic advisor during the specified update period. No student will be permitted to register for any course not included in his or her Plan of Study.

Clinical Practica

The Clinics for Audiology and Speech-Language Pathology (CASL) are located on the NSU campus and in various satellites. Students will have opportunities to work with clients in various CASL sites.

Students must complete their first 25 clinical clock hours in the CASL.

To count clinical practicum clock hours toward ASHA certification, the student must receive a practicum grade of 3.5 or higher with each individual client/clinical assignment.

Clinical practicum hours that receive a grade below 3.5 with any given client will not be approved through supervisory signature for that particular client/clinical assignment.

Approximately 200 off-campus sites are affiliated and used for off-campus internship placements. Students are not permitted to make their own internship arrangements.

Faculty

Faculty comprises 27 full-time professionals, including 8 at the doctoral level and 19 at the master's level. All hold Certificates of Clinical Competence and have many years of academic and clinical experience.

Facilities

Communication Sciences and Disorders is made up of two divisions—the Clinics for Audiology and Speech-Language Pathology and the Programs in Communication Sciences and Disorders. The Clinics provide a continuum of exemplary diagnostic and therapeutic services for clients of all ages—infants through adulthood. Clients presenting with all types of hearing, language, and speech disorders receive services at the Clinics.

The master's program is within the Fischler Center for the Advancement of Education. Students in this program are involved in an intensive academic curriculum designed to provide the background information necessary for a clinical career. The rigorous, supervised clinical experience that the students receive in the Clinics for Audiology and Speech-Language Pathology bring the academic instruction to life. Graduates of the program carry this quality clinical service throughout Florida, the nation, and other countries.

All clinic rooms are equipped for audio/video recording and transmission.

Our new expanded facilities include classrooms, offices, therapy rooms, a voice science lab, and an augmentative and alternative communication lab and audiology suite.

GRADUATION PROCEDURE

Students may participate in graduation ceremonies if all program requirements will be completed by August 31.

Students are required to schedule an appointment with an academic advisor one month prior to completing their second internship.

Completed items required at the final interview include:

- Nova Southeastern degree application (and fee).
- ASHA application for membership and certification.
- NESPA test score.
- State application for licensure.
- All course work and grades entered in the student record.
- Signed copies of all clinical clock hours.

It is the student's responsibility to mail all documents to ASHA and to the state in which he or she will be licensed.

Commencement

All graduates are encouraged to participate.

STANDARDS FOR THE CERTIFICATES OF CLINICAL COMPETENCE

I. Degree: Applicants for either certificate must hold a master's or doctoral degree. Effective January 1, 1994, all graduate course work and the clinical practicum required in the professional area for which the certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation of ASHA in the area for which the certificate is sought.

II. Academic Course Work:

75 semester hours (s.h.)

A. Basic science course work (27 s.h.)

- 6 s.h. in biological/physical sciences and mathematics.

- 6 s.h. in behavioral and/or social sciences.
- 15 s.h. in basic human communication processes, to include the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic/psycholinguistic aspects.

B. Professional course work (36 s.h.)

- 30 of the 36 s.h. must be in courses for which graduate credit was received; 21 of the 30 s.h. must be in the professional area for which the certificate is sought.

1. 30 s.h. in speech-language pathology to include:

- 6 in speech disorders*
- 6 in language disorders*

2. 6 s.h. in audiology to include:

- 3 in hearing disorders and hearing evaluation*
- 3 in habilitative/rehabilitative procedures*

III. Supervised Clinical Observation and Clinical Practicum:

375 clock hours (c.h.)

A. Clinical observation (25 c.h.)

prior to beginning initial clinical practicum.

B. Clinical Practicum (350 c.h.)

- 250 c.h. at the graduate level in the area in which the certificate is sought.
- 50 c.h. in each of three different clinical settings on the graduate level.

In 1993, the College of Career Development was one of three colleges in the nation recognized by the College Board for "excellence in the assessment and recognition of learning to motivate students in their pursuit of higher education."

CCC-SLP

- 20 c.h. in each of the following nine categories:
 1. Evaluation: speech disorders in children
 2. Evaluation: speech disorders in adults
 3. Evaluation: language disorders in children
 4. Evaluation: language disorders in adults
 5. Treatment: speech disorders in children**
 6. Treatment: speech disorders in adults**
 7. Treatment: language disorders in children
 8. Treatment: language disorders in adults
 9. Treatment for hearing disorders***
- Up to 25 c.h. in the major professional area may be in related disorders.

IV. National Examinations in Speech-Language Pathology and Audiology
Minimum score of 600.

V. The Clinical Fellowship Year (CFY)

- * Academic credit for clinical practicum may not be used to satisfy these minimum requirements. However, a maximum of 6 s.h. for the practicum may be applied to the 36 s.h. minimum for professional course work.
- ** "Speech" disorders include disorders of articulation, voice, fluency, and dysphagia.
- *** "Treatment" for hearing disorders refers to clinical management and counseling, including auditory training, speech reading, and speech and language services for those with a hearing impairment.



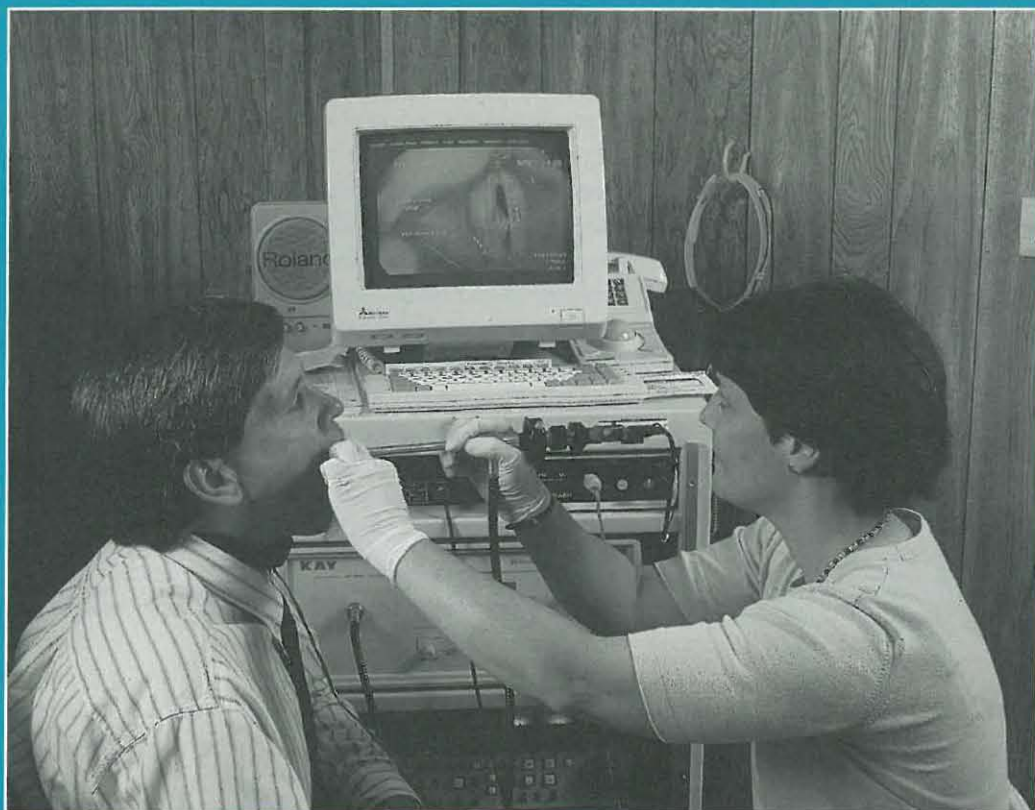
INTERNSHIP SITES

ABC Speech and Language Therapy
Achievement Rehab.
Adele Kates, MED & Associates
Advanced Rehab.
Alachua County Public Schools
All Children's Hospital-Sarasota and St. Petersburg
Ambilingual Associates
American Institute of Balance
American Rehabilitation Management, Inc.
American Therapy Services at Boulevard Manor
Rehabilitation Center
Angel Care Rehab.
Ann Stork Center
Arbors of Melbourne
A.R.C. of Broward County
A.R.C. of Palm Beach County
Ballard and Associates
Baptist Hospital of Miami
Battle Creek Neuro. Rehab. Center
Belhaven School
Bethesda Memorial Hospital
Betty Bacarach Rehabilitation Hospital, New Jersey
Beverly Manor of Margate
Biscayne Rehab. Institute
Boca Raton Community Hospital
Boca Raton Rehabilitation Center
Boca Raton Speech and Language Center, Inc.
Boca Speech and Language Center
Bon Secours Hospital
Brenda Van Wie, S.L.P.
Brevard County Schools
The Bridge at Comprehensive Medical
Rehabilitation Center (CMRC)
Brocado, Maria
Broward Children's Center
Broward County Public Schools
Broward General Medical Center
Brown, Donna S., M.A. and Associates
Bryn Mawr Rehabilitation Center, Maryland
General
Buffalo Hearing and Speech Center, New York
Buffalo Public Schools
Cardinal Hill Rehabilitation Hospital
Cedars Medical Center
Center for Bilingual Speech-Language Disorders
Center for Speech and Language, Treasure Coast
Center for Pediatric Therapy, Inc.
Center for Rehabilitation
Center for Speech and Language
Central Maryland Rehabilitation Center
Chariho Schools, Rhode Island
Child Care Connection of Broward County, Florida
Child Development Center, Inc.
Child Development Services
Children's Rehabilitation Network
Children's Specialized Hospital, New Jersey
Clawson, Lorraine, Inc.
Cleveland Clinic Hospital
Clinton Public Schools
Clover Lakes Health Care and Rehab. Center,
New York
CMS Therapies, Inc.
Colonial Oaks Rehabilitation Center, Ft. Myers
Columbia Specialty Hospital, Jacksonville
Communi-Care Pro-Rehab.
Community Reentry Center
Consortium for Rehabilitation
Coral Springs Speech and Language
Cranston Public Schools
Crown Nursing Home
Cuyahoga County Board of MRDD
Dade County Public Schools
Davies Medical Center, CA
Debbie School
DeKalb General Hospital, Georgia
Denver Public Schools
Devereux Florida Treatment Center
Dimensions, Broward and Dade
Diversified Rehabilitation Services
Duval County Schools
Easter Seal Society of Broward, Dade, Flagler, and
Volusia Counties
Epsilon Medical Corporation
Fleming, Kim, SLP
Florida CORE, Daytona
Florida Hospital-Orlando
Florida Institute for Neurologic Rehabilitation,
Wachula
Florida Speech and Language Center
Functional Abilities
Genesis Rehabilitation Hospital and Centers
Goldwater Memorial Hospital
Good Samaritan Hospital
Greenbriar Rehabilitation Institute
Gulf Coast Center, Fort Myers
Gwinnett County Public Schools
Hackensack Medical Center
Harbor Beach Rehabilitation Center
Hardee Physical Therapy and Rehabilitation
Service, Sebring
Hampton City Schools
Hartford Hospital
H.B.A. Rehab.
HCA LW Blake Hospital, Bradenton
Health South Rehabilitation Hospital, Largo
Health South Regional Rehabilitation Center
Health South Sunrise
Hearing and Speech Agency of Metropolitan
Baltimore
Hearing and Speech Center of Florida
Hearthstone Nursing and Rehab. Center
Heartland Healthcare and Rehabilitation Center
Heartland of Boca
Heartland of Tamarac
Hendry County Schools
Highlands County Public Schools
Hillhaven Rehab. Center, Cape Coral
Hillhaven Rehabilitation Center, Tampa
Hillsborough County Schools
Hollywood Memorial Hospital
Hollywood Medical Center
Holmes Regional Medical Center, Inc.
Holtzman Therapy Associates
Holy Cross Hospital
Horizons Rehabilitation, Inc.
Hospital For Special Care
Humana Hospital-Biscayne
Impact for Developmental Rehabilitation

NSU's reputation for flexibility, innovation, and technological delivery extends to the Contract Training Program, which can develop customized programs for groups with special needs.

Indian River County Schools
 Integra Care, Inc.
 Integrated Health Services of the Palm Beaches
 Intracoastal Health Care Systems, Inc.
 Jackson Memorial Hospital
 Jewish Home and Hospital
 JFK Center for Developmental Disabilities
 JFK Medical Center
 Johns Hopkins Bayview Medical Center
 Jonas Therapy Associates, Inc.
 Jupiter Medical Center
 Kendall Speech and Language Center
 Lake Center for Rehabilitation
 Lamphere School District
 Landmark Learning Center
 Laura Lenkey, SLP
 Lee County Public Schools
 Lee Memorial Hospital, Ft. Myers
 Lely Palms Retirement Community
 Leon County Schools
 Lifelines Rehabilitation, Indiana
 Lorre Torres and Associates
 Lowes Rehab.
 Magee Rehabilitation Hospital
 Mailman Center for Child Development
 Manatee County Schools
 Manatee Memorial Hospital, Bradenton
 Manor Care Health Services, Inc.
 Marin County Public Schools, California
 Mariner Rehabilitation
 Martin County Public Schools
 Martin Memorial Medical Center, Stuart
 Maryland Institute for Emergency Medical Services Systems, Shock-Trauma Center.
 Meadowbrook Manor of North Miami
 Medical Center Hospital
 Medicana Nursing Center
 Mediplex Rehab.-Bradenton
 Meeting Street Center, Easter Seal Society of Rhode Island
 Memorial Sloan Kettering Medical Center
 Metro Health Center for Rehab.
 Miami Children's Hospital
 Miami Fluency Clinic
 Millard Fillmore Hospital, Buffalo
 Mills Peninsula Hospital
 Moffit Cancer Center, Tampa
 Morristown Memorial Hospital
 Morton Plant Hospital
 MP Rehabilitative Services
 Mt. Dora Health Care Center
 Mt. Sinai Medical Center
 Mt. Washington Pediatric Hospital, Inc.
 Naples Community Hospital
 National Children's Hospital
 National Health Corporation, L.P.
 New England Hospital and Rehab. Center, ME
 Newport Speech, Language and Audiology Services
 North Broward Hospital District
 Northeast Rehabilitation Hospital
 North Shore Medical Center, Inc.
 Northwest Regional Medical Center
 Nova Care, Inc.
 Orange County Public Schools
 Our Lady of Victory Hospital, New York
 Pacific Speech and Language Center
 Palm Beach County Public Schools
 Paragon Rehab.
 Parkview Memorial Hospital
 Parkway Regional Medical Center
 Pediatric Therapy Associates
 Pediatric Therapy Group
 Pee Dee Speech and Hearing, SC
 Pinecrest Hospital
 Pinnacle Rehab.
 Pinehurst Rehabilitation and Specialty Care Center
 Pinellas County Public Schools
 Pompano Beach Medical Center
 Portland Public Schools
 Professional Health Care Services
 Primary Children's Medical Center
 The Queens Medical Center, Honolulu
 Raleigh Pediatric Therapy
 Reading Rehabilitation Hospital
 Rehabilitation Center for Children and Adults, Inc.
 Rehabilitation Center of the Palm Beaches
 Rehabilitation Institute of Sarasota
 Rehab. Plus
 Rehab. Works of Florida
 Rusk Institute of Rehabilitation Medicine
 Sabal Palms Health Care Center
 Saints Memorial Medical Center
 Sarasota County Public Schools
 Sarasota Memorial Hospital
 Sea Pines Rehabilitation Hospital, Melbourne
 Shield Institute
 Sherree Syden Speech Rehabilitation
 Shock Trauma Center, Maryland
 Singer, Dona, SLP
 South County Nursing and Rehabilitation Center
 South Florida Neurology Associates
 South Kitsap School District
 South Miami Hospital
 Southwest Allen County Public Schools
 Southwest General Hospital
 Sparrow Hospital
 Special Communications
 Speech Language Pathology of South Florida
 Speech, Language and Hearing Rehabilitation
 Speech Pathology Consultant Group, Inc.
 Speech Pathology and Education Center
 St. Joseph Health Services of Rhode Island
 St. Joseph's Hospital
 St. Lucie County Public Schools
 St. Lukes Roosevelt Hospital
 St. Charles Hospital, New York
 St. Mary's Hospital
 Starting Early, DDI
 Staten Island University Hospital
 Step by Step Child Development Center
 Sun Coast Hospital-Largo
 Sundance Rehab.
 Sunrise Rehabilitation Hospital
 Symphony Rehab.
 Terre Vista Rehabilitation and Health Care Center
 The Hearing and Speech Agency of Metropolitan Baltimore
 Theracor Rehabilitation Services
 Thera Tx
 Treasure Coast Rehab. Hospital, Vero Beach
 UCP Children's Center
 University of Florida Health Sciences Center, Gainesville
 University Hospital, Denver
 University of Pittsburgh Medical Center
 United Cerebral Palsy Center of Miami and Broward County
 University of Miami, Dept. of Otolaryngology
 University of Miami-Mailman Center, Diagnostic Team
 Valley Health Care Systems
 Vanderbilt Rehabilitation Center at Newport Hospital, Rhode Island
 Vencare Health Services
 Vencor Hospital
 Venice Hospital
 Veteran's Administration Medical Center Atlanta, Bay Pines, Miami, Palm Beach
 Washington Manor Nursing and Rehab. Center
 Waterford Public Schools
 West Gables Rehabilitation Hospital
 Westchester Assisted Living Residence
 White Memorial Medical Center
 Winterhaven Hospital

DOCTORAL STUDIES



PROFESSIONAL DOCTORAL DEGREES IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY

The mission of the Au.D. and SLP.D. programs is to improve the lives of clients with communication difficulties and their families by augmenting the professional and leadership skills of practitioners whose work is devoted to improved quality of service in the fields of audiology and speech-language pathology. The programs are designed for the working professional; hence, academic course work is offered in weekend and intensive summer seminar formats. Alternative formats, including ongoing electronic communication and technologies, are used to offset the effects of geographic remoteness and to ensure the availability of continual contact among faculty and students.

The graduating professional will be successful in four general goal categories: **knowledge, leadership, problem solving, and perspective.**

A scientifically-based **knowledge** in the fields of speech-language pathology and audiology is a necessity to allow the professional to move fluidly from theory to practice. A successful doctoral candidate must attain mastery of an appropriate knowledge base and acquire the means to continue to expand that base.

Leadership necessitates an understanding of historical and contemporary issues and perspectives in the field. Appraisal of one's own leadership skills and tools to appraise those skills in others will be necessary for a successful graduate/professional in these fields.

Successful professionals in the fields of audiology and speech-language pathology must be able to apply sophisticated **problem-solving** skills and integrate information from several sources to arrive at meaningful diagnoses and subsequent intervention strategies. A systematic approach to problem-solving skills will extend to the analysis and application of research findings to clinical experience and the application of research as a tool to establish empirically-based treatment and diagnosis.

The fourth goal area of the programs emphasizes the need for audiology and speech-language pathology professionals to achieve a broad **perspective** of the socio-communicative, educational, medical, and psychological needs of clients with communication disorders. Candidates must achieve a broad-based perspective of communication problems and solutions, including the development of a network of resources available to them, as well as a responsible posture toward professional associations and political issues.

The Au.D. or SLP.D. graduate will be able to provide leadership in diverse settings including private practice, rehabilitation agencies, hospitals, and a variety of educational settings. In addition to clinical practice preparation, candidates may be provided experience in college-level supervision and instruction.

THE COHORT CONCEPT

The Au.D. and SLP.D. programs represent an innovative, practical, and realistic approach to professional doctoral studies. Formal instruction takes place during weekend seminars, on campus, or at a variety of distance sites. Students participate in faculty-directed independent reading and writing assignments between class meetings. Each cohort is a group of 5 to 30 speech-language pathology and audiology professionals who live and work in a variety of settings. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cohort is intended to serve as both an administrative and educational vehicle for the program. Communication takes place through the cohort structure. The cohort format provides opportunities for sharing the expertise of individual cohort members and fosters professional dialogue. Each cohort operates under the direction of a cohort facilitator/administrator. The facilitator coordinates many administrative details and cohort activities and serves to support students through consistent and ongoing contact.

Among the nation's private institutions with the largest total enrollment, Nova Southeastern University ranks in the upper 2%.

THE DISTANCE COHORT

Students who are unable to attend an on-campus cohort due to geographic remoteness or other career/family constraints may elect to access the Au.D. or SLP.D. programs via a distance cohort. This group will receive on-campus orientation and instruction during two, four-day weekends each year, and will attend the on-campus summer institutes, during the entire period of the program. All other instruction will be delivered via electronic communication and technologies into the students' homes.

QUALIFYING EXAMINATION

Participants will have the opportunity to take the qualifying exam if they choose. A Plan of Study (POS) will be designed based on the participant's performance on the qualifying examination. The POS will outline specific course work required for each participant.

CORE CURRICULUM

The curriculum includes a minimum of 29 credits for Au.D. students and a minimum of 32 credits for SLP.D. students with a maximum of 59 credits beyond the master's degree. Au.D. doctoral students must complete a core of 17 credits, and SLP.D. students must complete a core of 20 credits, as outlined below. An additional 12 credits of electives must also be completed by each student. The qualifying examination, offered at the outset of the program, will determine each student's individual Plan of Study. Additionally, a maximum of 6 credits of postmaster's, doctoral-level semester hours may be transferred from a regionally accredited university into the program to satisfy the program requirements.

List of Required Core Courses

CSD 7000 Technology in Communication Sciences
CSD 7050 Research and Evaluation
CSD 7070 Pharmacology (Au.D. students)
or CSD 7060 Genetics (SLP.D.) students)
CSD 7080 Business Management Practices
CSD 7040 Supervision (SLP.D. students)
AUD 7140 or SLPD 7240 Professional
Research Project

PROFESSIONAL DEVELOPMENT STUDY AREAS

Each study area is designed to involve audiology and speech-language pathology candidates in 2-to-4 month, weekend-long, intensive seminars, readings, structured activities, and evaluation procedures. Each study area falls under the direction of a faculty member who is responsible for program-approved course content, instruction, evaluation procedures, and commentary on each student's performance. Study guides and readings assist doctoral candidates in integrating information and effecting curricular consistency. Students meet one weekend each month for 4 full days of instruction for each 3-credit course, or for 3 full days for each 2-credit course. Attendance is required at all meetings. Audiologists and speech-language pathologists attend professional development study area courses together. The cohort is separated into two smaller groups representing infield study areas.

Instruction and faculty-directed activities are also accomplished through electronic communications and technology. **Doctoral candidates must have access to a computer and a modem.** The University system allows access from any location in the United States. For accurate information regarding the minimum recommended computer configuration, prospective students are advised to contact the doctoral office.

The 11 study areas provided to both **audiologists and speech-language pathologists** (known as the Professional Development Study Areas) are the following:

- Business Management Practices
- Clinical Instrumentation
- Counseling
- Genetics
- Gerontology
- Medical Aspects
- Pharmacology
- Political Advocacy and Leadership
- Research and Evaluation
- Supervision
- Technology in Communication Sciences

NSU exhibits broad diversity in terms of ethnicity, gender, and age.

Approximately 50,000 people hold one or more degrees from Nova Southeastern University. Of that group, more than 20,000 are graduates of FCAE programs.

IN-FIELD DEVELOPMENT STUDY AREAS

Degree paths (Au.D. or SLP.D.) require intensive study in their respective professional fields.

Audiology study areas are:

- Advanced Seminar in Hearing Aid Design and Selection
- Amplification Fitting/Selection
- Aural Rehabilitation
- Clinical Differential Diagnosis
- Electrophysiology I
- Electrophysiology II
- Hearing Conservation
- Pediatric Audiology

Speech-Language Pathology study areas are:

- Augmentative and Alternative Communication
- Clinical Differential Diagnosis
- Dysphagia
- Educational and Professional Issues
- Intervention Paradigms
- Neuropathologies of Speech and Language
- Seminar in Pediatric Development

Within each area, the doctoral candidate is challenged to pursue topic(s) of particular interest. In this way, the NSU doctoral student can build versatility in his or her course of study to ensure optimal professional growth and to allow students to pursue specialty areas of interest.

SUMMER INSTITUTES

Two-week summer institutes are conducted for 3 consecutive years per cohort. This is true for on-campus, and National Cohort members. The summer institutes consist of academic instruction and a variety of learning experiences. **Each doctoral candidate must attend all activities of the three summer institutes.** Candidates are responsible for their travel, room, and meal costs.

PROFESSIONAL RESEARCH PROJECTS

Professional research projects in the Au.D. and SLP.D. programs are creative, problem-solving projects designed to utilize the rigor of applied research techniques to improve a situation, program, or product or to answer a clinical or professional question. Candidates become active problem-solvers in their professional settings through strategies designed to address identified problems. The concept of the professional research project stems directly from the belief that leadership in all sectors requires action as well as reflective thought. Professional research projects require identification of a significant problem or clinical question, design of a solution strategy, and implementation and evaluation of the strategy.

One professional research project is required. Instruction in this doctoral component is organized into two weekend sessions and is augmented by PRP sessions offered during summer institutes. Candidates are assigned advisors in their area of interest who provide guidance during the research experience.

PROGRAM TIME LINES

The life of the program varies depending on each student's Plan of Study and ranges from 24-36 months. Candidates who do not complete requirements within 3 years may be granted a fourth year of study by the program faculty. However, they must have an approved proposal for their professional research project by the end of 36 months in order to be granted the fourth year. Candidates may also register for a 6-month extension beyond the fourth year if approved by the doctoral committee.

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the director of doctoral studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the Professional Research Project. Consult the *Professional Research Project Guide* for more information.

Doctoral candidates who officially withdraw may petition the doctoral committee if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Doctoral candidates may reenter the program only once and will follow all regulations that apply to the new cohort.

Doctoral candidates who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a 7-year period from the beginning of the original cohort. No extension is possible beyond this point. The reentering student must adhere to the catalog in effect at the time of reentry.

NSU'S POSTBACCALAUREATE TO SPEECH-LANGUAGE PATHOLOGY DOCTORAL DEGREE

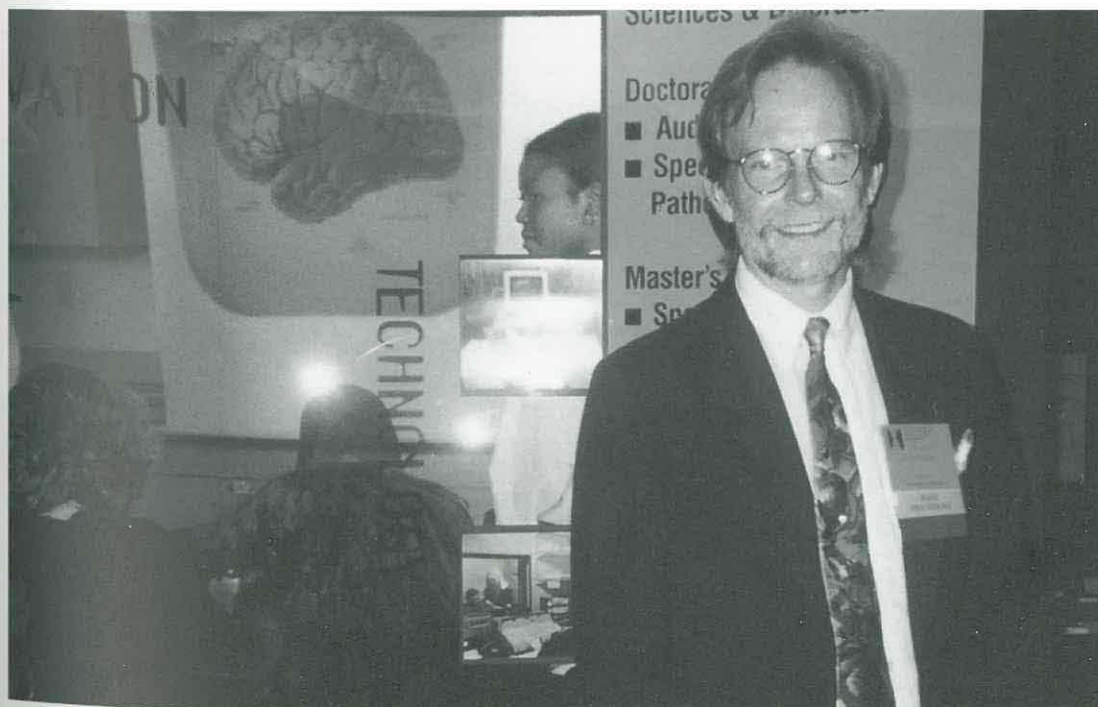
An exciting opportunity exists at NSU for the extremely qualified bachelor's-level student to apply to the postbaccalaureate to SLP.D. degree program. This intensive program will allow the special student to earn an SLP.D. degree in 4 years following his or her bachelor's degree. An application for this doctoral degree program is included in this catalog. Students are admitted to this program annually. The application is due on or before September 30 for a winter semester start date.

For additional information contact:
(954) 262-7749 or 800-986-3223, Ext. 7749
e-mail: packerb@fcae.nova.edu

Admission Criteria

- Strong academic record—3.5 GPA.
- Excellent oral and written communication skills.
- Excellent clinic grades, if applicable.
- Evidence of independent learning style.
- Evidence of computer literacy—be able to wordprocess and collect information electronically.
- Evidence of leadership skills.
- Good problem-solving ability.

According to a 1996 report by the National Research Council, Nova Southeastern University ranked first in the nation in the number of doctoral degrees awarded to African American students.



Since NSU has a large majority of working adult students, the university has structured its academic programs and delivery systems to meet the needs of this population.

PROFESSIONAL DEVELOPMENT STUDY AREA OFFERINGS

ALL DOCTORAL CANDIDATES

	CREDITS
CSD 7000 Technology in Communication Sciences	3
CSD 7010 Clinical Instrumentation	3
CSD 7040 Supervision	3
CSD 7020 Medical Aspects	3
CSD 7030 Gerontology	2
CSD 7050 Research and Evaluation	3
CSD 7060 Genetics	2
CSD 7070 Pharmacology	2
CSD 7075 Counseling	3
CSD 7080 Business Management Practices	3
CSD 7085 Political Advocacy and Leadership	3
AUD 7140 or SLPD 7240 Professional Research Project	6
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IN-FIELD DEVELOPMENT STUDY AREA OFFERINGS

AUDIOLOGY STUDY AREAS

AUD 7100 Advanced Seminar in Hearing Aid Design and Selection	3
AUD 7110 Amplification Fitting/Selection	3
AUD 7130 Pediatric Audiology	3
AUD 7120 Electrophysiology I	3
AUD 7150 Hearing Conservation	2
AUD 7160 Electrophysiology II	3
AUD 7170 Advanced Seminar in Aural Habilitation/Rehabilitation	3
AUD 7180 Differential Diagnosis in Audiology	3
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SPEECH-LANGUAGE PATHOLOGY STUDY AREAS

SLPD 7210 Advanced Seminar in Pediatric Development	3
SLPD 7200 Seminar in Neuropathologies of Speech and Language	3
SLPD 7220 Dysphagia	3
SLPD 7230 Advanced Studies in Clinical Differential Diagnosis in Speech-Language Pathology	3
SLPD 7250 Augmentative and Alternative Communication (AAC)	3
SLPD 7260 Intervention Paradigms	3
SLPD 7270 Educational Issues	3
SLPD 7280 Current Trends in Communication Sciences and Disorders	2
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Professional Development Study Area Credits 36

In-Field Study Area Credits 23

TOTAL CREDITS REQUIRED (WITHOUT QUALIFYING EXAMINATION)

59
 (Audiology or Speech-Language Pathology doctoral candidates)

PROFESSIONAL DEVELOPMENT STUDY AREAS: COURSE DESCRIPTIONS

(All Doctoral Candidates)

CSD 7000 Technology in Communication Sciences (3 credits)

This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, application, and configuration of software for management of client and business issues. Doctoral candidates will explore the impact of emerging technologies in their professional arenas and will be exposed to these advanced technologies.

CSD 7010 Clinical Instrumentation (3 credits)

Principles and application of clinical instrumentation in audiology (analog and digital technology, otoprosthesis, electroacoustics, calibration, standards, troubleshooting, and repair) and speech pathology (acoustics, electricity, transducers, amplifiers and attenuators, tape recorders, spectral analyzers, and instruments for measuring and displaying various speech physiology activities).

CSD 7020 Medical Aspects (3 credits)

This course presents the study of pathophysiology and disease entities of clients with communication disorders through the study of common presenting signs and symptoms. Ethnic/race related diseases will be addressed. Common medical terminology will be presented, as well as the function of various medical disciplines, leading to an understanding of the interfaces between speech-language/hearing professionals and the medical community. Neurodiagnostic techniques such as PET, C-T scans, MRI's, and cerebral blood flow studies will be discussed.

CSD 7030 Gerontology (2 credits)

This study area presents an overview of gerontology with emphasis given to differentiation between normal aging process and pathological changes. Multicultural perspectives of aging will be addressed. Doctoral candidates will develop effective planning and management services for the "older" client with multiple problems. The communication disorders of these clients will be viewed in the context of home health care, community agency resources, recreation, attrition, socioeconomic and psychosocial consequences of aging and illness.

CSD 7040 Supervision (3 credits)

The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

CSD 7050 Research and Evaluation (3 credits)

Doctoral candidates will be exposed to a two-part clinical research model whereby doctoral candidates are prepared as: a) critical consumers of research and b) clinicians utilizing research methodology as an integral part of their diagnostic and treatment procedures. The ability to comprehend, analyze, and critically evaluate professional literature will be emphasized, as well as designing clinically based research to corroborate and monitor clinical hypotheses and treatment efficacy. Principles of research will be covered, with an emphasis on research design, data collection, and analysis and evaluation. A critical evaluation of research in communication sciences and disorders will be included.

NSU spent more than \$14,600 per full-time-equivalent student in FY 1996. Much of this expenditure was devoted to the continued upgrading and expansion of the university's technology infrastructure.

**CSD 7060 Genetics
(2 credits)**

Doctoral candidates will be exposed to a general overview of genetics and will investigate the spectrum of genetic syndromes common to clients with communication disorders. Doctoral candidates will study the embryologic development with an emphasis on normal and abnormal or interrupted development at various stages and outcomes.

**CSD 7070 Pharmacology
(2 credits)**

Doctoral candidates will learn the general principles of drug action, particularly as related to communicative function. The classes of drugs used in clinical practice will be examined with emphasis on activity, mode of action, side effects, toxicity, and drug interactions. Case studies in the fields of speech-language pathology and audiology will be presented.

**CSD 7075 Counseling
(3 credits)**

Doctoral candidates will explore theories of counseling with an emphasis on management of individuals with communication disorders and their families. Doctoral candidates will experiment with different approaches to interacting with clients and their families individually and in groups. Cultural impact on the counseling process will be addressed. Doctoral candidates will be exposed to role-play situations for use with clients demonstrating a variety of audiologic and/or speech-language problems.

**CSD 7080 Business Management Practices
(3 credits)**

Doctoral candidates will learn basic management principles as they relate to the conduct of speech-language or audiology practice in a variety of settings. Legal and ethical issues in practice management will be covered. Doctoral candidates will learn to apply epidemiologic and demographic information to communication disorders as a public health issue including models of health care reform. Other topics to be addressed include billing, client databases, marketing, and public relations.

**CSD 7085 Political Advocacy and Leadership
(3 credits)**

Doctoral candidates preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions. Doctoral candidates develop skills necessary to analyze political processes and their impact on speech-language pathology and audiology services at the local, state, and national levels. Doctoral candidates identify responsibilities of professionals and leaders in the legislative process and suggest methods for instituting change. Political advocacy for culturally diverse populations will be addressed.

**AUD 7140 or SLPD 7240
Professional Research Project
(6 credits)**

Doctoral candidates will select, prepare and design a clinical research or professional research project. Candidates will identify a problem existing in their workplace, propose a solution to the problem, implement the solution strategy, and evaluate the effectiveness of the solution.

**AUDIOLOGY STUDY AREAS:
COURSE DESCRIPTIONS**

**AUD 7100 Advanced Seminar in Hearing Aid Design and Selection
(3 credits)**

This course reviews the design of modern hearing aids to include the functioning and application of special microphones, amplifiers, and receivers. In addition, information is provided on the design and operations of digital hearing instruments. Information on compression amplification and automatic signal processing is included, as well as the practical use of computer-assisted prescriptive fitting methods for hearing aid selection and verification. The final portion of the course concerns the clinical applications of probe-microphone measurements.

AUD 7110 Amplification Fitting/Selection (3 credits)

This seminar reviews the clinical considerations, counseling principles, dispensing practices and follow-up techniques for amplification selection, fitting and dispensing in current audiology practice. Protocols for diagnostic testing, pre- and post-amplification communication function assessment, presentation of amplification options to patients, and a basic review of the business aspects of hearing aid dispensing will be presented. It is assumed that course participants are familiar with contemporary physical characteristics of hearing aids, compression circuitry, programmable and digital hearing aid technology, prescriptive fitting methods, and probe microphone hearing aid fitting verification methods.

AUD 7120 Electrophysiology I (3 credits)

A study of selected neurophysiologic and other objective assessment techniques of the auditory system, including immittance, ECoChG, auditory brain stem response, and otoacoustic emission. Interpretation of test responses will be discussed in relation to underlying anatomy and physiology.

AUD 7130 Pediatric Audiology (3 credits)

Review of normal and abnormal auditory development in children. Principles of assessment of auditory function in neonates, infants, and young children will be discussed. Practical applications for the difficult-to-test child will be explored. Various pediatric cases will be presented in grand-rounds format.

AUD 7150 Hearing Conservation (2 credits)

A study of the impact of noise from a physiological and psychological perspective. There will be a discussion of various service delivery models ranging from industry, schools, military, and other sites. The basic elements of an effective hearing conservation program will be discussed as well as a review of the relevant legislation mandating such programs.

AUD 7160 Electrophysiology II (3 credits)

A continuation of the studies of selected neurophysiologic techniques utilized for assessment of the auditory and vestibular system including middle latency response, late evoked response, electronystagmography, and posturography. Interpretation of test results will be discussed in relation to underlying anatomy and physiology.

AUD 7170 Advanced Seminar in Aural Habitation/Rehabilitation (3 credits)

Various approaches to the teaching of language/communication skills to the hearing-impaired child and rehabilitation of the individual with acquired hearing loss will be discussed. Multicultural issues will be included. Doctoral candidates will participate in case studies and presentation in grand-rounds format of clients participating in aural rehabilitation programs in a variety of settings.

AUD 7180 Differential Diagnosis in Audiology (3 credits)

This course will address special problems in auditory assessment with emphasis on site-of-lesion tests and procedures that require additional information beyond the standard audiometric evaluation. Practical exercises that integrate the anecdotal, subjective, and objective information into a meaningful audiometric interpretation with appropriate intervention strategies will be conducted.

SPEECH-LANGUAGE PATHOLOGY STUDY AREAS: COURSE DESCRIPTIONS

SLPD 7200 Seminar in Neuropathologies of Speech and Language (3 credits)

Neuroanatomical and neurophysiological bases for speech-language disorders will be presented. The emphasis will be a study of neuropathological conditions and the speech-language disorders that result from these conditions.

SLPD 7210 Advanced Seminar in Pediatric Development (3 credits)

Theories of cognitive, social, linguistic, cultural, and perceptual development of children and adolescents will be examined. Information presented will be based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions will be stressed.

SLPD 7220 Dysphagia (3 credits)

Doctoral candidates will have the opportunity to integrate and apply knowledge of dysphagia for diagnostic and treatment planning. Actual experience performing non-instrumental and instrumental swallowing assessment will be provided.

SLPD 7230 Advanced Studies in Clinical Differential Diagnosis in Speech-Language Pathology (3 credits)

Doctoral candidates will participate in an in-depth study of the formal and informal assessment methods for a variety of speech-language disorders and the effect of cultural diversity on the process. Emphasis will be on the synthesis and integration of all components of assessment. Problem-based learning will be utilized to illustrate the various aspects of the diagnostic process. Computer applications relating to assessment and clinical writing will be included.

SLPD 7250 Augmentative and Alternative Communication (AAC) (3 credits)

The study area provides a discussion of the critical issues in augmentative communication and assistive technology with a focus on planning, implementing, and evaluating augmentative communication assessment and intervention programs. Hands-on experience with nonelectronic communication displays, various input devices, and low-tech communication devices, as well as high technology voice-output communication aids (VOCAs) will be presented. A discussion of recent trends and future needs as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included.

SLPD 7260 Intervention Paradigms (3 credits)

Doctoral candidates will participate in advanced study of theoretical and clinical aspects of intervention. Treatment efficacy, ethical issues, and cultural diversity will be included.

SLPD 7270 Educational Issues (2 credits)

This course is the study of the issues facing the communication professional in an educational setting. Discussion of new theories in selected areas such as individual learning styles, collaboration, infusion, transdisciplinary teams, classroom assessment and cross-training, and cultural impact will be addressed.

SLPD 7280 Current Trends in Communication Sciences and Disorders (2 credits)

The doctoral candidate will select an area of academic and clinical interest about which they will conduct an in-depth investigation on the topic with an emphasis on clinical and practical applications. Emphasis will be placed on research that addresses clinical applications and efficacy.

DOCTORAL COURSES

	Goal Areas					Survey: Identified Needs		
	Leadership	Knowledge	Problem Solving	Perspective	Clinical	Business	Technology	Adv. Audio/ Sp-Lang Path
Technology in Communication Sciences	◆	◆	◆			◆	◆	
Clinical Instrumentation	◆	◆	◆			◆	◆	
Supervision	◆	◆	◆					
Medical Aspects		◆	◆	◆			◆	
Gerontology		◆		◆				
Advanced Seminar in Hearing Aid Design and Selection		◆	◆		◆	◆	◆	◆
Amplification Fitting/Selection		◆	◆		◆	◆	◆	◆
Advanced Seminar in Pediatric Development		◆	◆	◆	◆			◆
Seminar in Neuropathologies of Speech-Language Pathology		◆	◆		◆		◆	◆
Research and Evaluation		◆	◆	◆			◆	
Genetics		◆		◆				
Pharmacology		◆		◆				
Counseling		◆	◆	◆	◆			
Pediatric Audiology		◆	◆		◆			◆
Electrophysiology I		◆	◆		◆		◆	◆
Hearing Conservation		◆	◆		◆	◆		◆
Dysphagia		◆	◆		◆		◆	◆
Advanced Studies in Clinical Differential Diagnosis in Speech-Language Pathology		◆	◆	◆	◆			◆
Augmentative and Alternative Communication (AAC)		◆	◆		◆		◆	◆
Business Management Practices	◆	◆				◆		
Political Advocacy and Leadership	◆	◆				◆		
Professional Research Project	◆	◆	◆	◆			◆	
Electrophysiology II		◆	◆		◆		◆	◆
Advanced Seminar in Aural Habilitation/ Rehabilitation		◆	◆	◆	◆			◆
Differential Diagnosis in Audiology		◆	◆	◆	◆		◆	◆
Intervention Paradigms		◆	◆	◆	◆			◆
Educational Issues		◆	◆	◆	◆			◆
Current Trends in Communication Sciences and Disorders	◆	◆		◆		◆		◆

ADMISSIONS: DOCTORAL STUDIES

The doctoral programs in audiology and speech-language pathology seek competent, experienced professionals actively involved in the field.

Applications must be received before June 30 of the calendar year preceding the January of the year of cohort initiation. Admission decisions will be provided on or before November 1. Doctoral candidates will be notified of the decision by mail. The program reserves the right to determine in which cohort a student may enroll.

The admissions committee requires the following:

- Nonrefundable application fee of \$50.
- Completed application.
- Official transcript indicating conferral of a master's degree in audiology and/or speech-language pathology by a regionally accredited institution with a minimum graduate GPA of 3.2.
- Documentation of the Certificate of Clinical Competence or its equivalent (copies of all professional certifications, licenses, or relevant credentialing materials).
- Three years of work experience in the respective field. Will consider candidates with strong qualifications with fewer years of work experience.
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended.
- Three letters of recommendation from individuals who can attest to the applicant's ability to be successful in doctoral studies, e.g., employers, faculty, and professional infield colleagues. Use forms provided.
- Written responses to questions relating to the field of communication sciences and disorders.

An application is considered complete when all required documents have been received. The admissions committee will review the documents and those who qualify will be scheduled for a personal interview. A

clinical exercise may be included as part of the interview process. The final decision to admit a student will be made following the personal interview, and of all supporting documentation.

To make an appointment to visit our campus offices or to obtain program information, contact us 8:30 a.m.-5:00 p.m., Monday-Friday:
Phone: (954) 262-7703
Toll free: 800-986-3223, Ext. 7703,
Fax: (954) 262-3826.
E-mail: packerb@fcae.nova.edu

International Student Admissions: Doctoral Students

The admissions committee reserves the right to require the following:

- An official TOEFL score of 600 (for nonnative English speakers).
- An official TSE score of 50 (for nonnative English speakers).
- Verification of a student I-20 visa or residency status.

International doctoral candidates who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking doctoral candidates and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Any exception is made on a case-by-case basis.

Doctoral candidates living outside the United States who apply to the program MUST complete all of the above prior to arriving here. Housing and financial arrangements must be made in advance by the applicant.

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by a NSU-approved evaluation service. Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8968. The prospective student is responsible for all fees incurred for this evaluation.

TRANSFER CREDIT

A maximum of six semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past 3 years, will be considered toward meeting the doctoral programs' degree requirements. These credits will be evaluated for transfer for a maximum of two study areas. Grades for courses transferred must be at the grade of A or B or equivalent.

Applicants who wish to request evaluation of prior course work for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Programs in Communication Sciences and Disorders. Current doctoral candidates should request and receive prior written approval from the director of doctoral studies before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Doctoral candidates who wish to transfer credit should contact the admissions office of the receiving school for information.

PLAN OF STUDY

Students who have been admitted to the professional doctoral programs in audiology and speech-language pathology may elect to participate in a qualifying examination, which will enable the doctoral committee to determine the student's specific Plan of Study. Participants who do not elect to take the qualifier will automatically be required to complete the total program. All students must complete the Professional Research Project (PRP).

Students must notify the director of doctoral studies, in writing, of their intention to take the qualifying examination. Students should be aware that additional time on campus may be required for this activity. The qualifying examination may be taken only once. Faculty readers will evaluate each

student's examination for an appropriate Plan of Study. Students must achieve a passing grade (B or higher) for the doctoral committee to reduce the total credits in an individual's Plan of Study. The faculty's decision is final. A nonrefundable fee of \$1,200 is required for the qualifying examination.

FINANCIAL AID

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or 800-522-3243.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1998 for the 1998-1999 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1998-1999 is June 30, 1998.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) system helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement



information) simply by entering in your Social Security number and four-digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week; and file information is updated daily. The ATC may be accessed locally at (954) 262-3380 or toll free at 800-522-3243.

General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must:

1. Be a U.S. citizen, be a permanent resident, or be in the United States for other than a temporary purpose and able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

GENERAL POLICIES ON GRADES

Doctoral candidates who receive one FAILURE grade will be terminated from the program and are not eligible for readmission.

Each candidate will be provided a grade report by the registrar's office at the end of each study area. A copy of each report will be placed in the candidate's permanent file, which is maintained by the university.

NSU maintains up-to-date grade reports on each student. The university periodically furnishes each student with a working transcript that shows the current status of grades and earned semester hours for all courses completed and/or attempted.

Transcripts are maintained on a permanent basis after the student is no longer enrolled.

Grading System

The grading system for the doctoral studies programs is as follows:

A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

STUDENT REVIEW COMMITTEE (SRC)

The Programs Student Review Committee is composed of departmental faculty whose responsibility is to review doctoral candidates' academic, clinical, and professional progress on a periodic basis.

The purpose of the SRC is to identify barriers to success in doctoral study, make recommendations for assistance to doctoral candidates, and determine the advisability of a student's continuation in the doctoral program.

WITHDRAWAL POLICY

Doctoral candidates may withdraw from the program at any time. However, they are cautioned to consult the doctoral studies committee to determine the date by which written notification of intent to withdraw must be received if they wish to withdraw without penalty and remain in good standing, with the option of returning to the program at a later date.

REINSTATEMENT

In order to be reinstated after a period of withdrawal, a student must submit to the director of doctoral studies, at least 30 days prior to the appropriate term:

- A letter of intention to reenroll.
- A completed reinstatement form. (This form is sent with the acknowledgment of withdrawal or is available from the central office.)
- A \$250 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form.

Doctoral candidates who are readmitted will be required to pay tuition and fees and to follow the program guidelines in effect at the time of reinstatement.

ABSENCE

Absences are not permitted in this program. The only exceptions are documented causes of extreme circumstances such as medical emergencies. Doctoral candidates must attend all class meetings in each of the study areas, the summer institutes, and the PRP workshops. Regular classroom interaction provides program consistency and content enrichment. Absence from any cohort meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence has been approved, an equal and appropriate make-up experience/assignment, specified by the study area faculty member, is to be completed within a designated period. The student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cohort facilitator a summary of the class notes. The cohort facilitator/administrator should be notified immediately if the student expects to be absent.

If a student is unable to attend a professional research project workshop, the director of doctoral studies should be contacted and a delay in program completion should be expected.

TARDINESS

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the director of doctoral studies and will lead to appropriate administrative action.

DISMISSAL

The program reserves the right to dismiss doctoral candidates at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic or clinical behavior is inappropriate or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Candidates must receive a passing grade in each program component to remain in the program. No opportunity is provided to repeat a study area, infield study area, or professional research project that receives a failing grade. If a candidate is dismissed from the program, he or she cannot be readmitted.

PROGRAM COSTS

Initial tuition payments are based on \$620 per credit for 59 credits of course work. Doctoral candidates register and pay for each component prior to entering that component. Applicants admitted to the doctoral studies program are required to secure their initial enrollment with a \$1,000 deposit that will apply to the first study area's tuition. Failure to enroll in the program will result in a reimbursement of 50 percent of the deposit.

A payment of \$3,550 is charged to doctoral candidates who require all or part of a fourth year in order to complete program requirements. Doctoral candidates may receive a 6-month extension beyond the fourth year with permission of the program director. A fee of \$1,775 is charged for this additional period.

Other Fees

A one-time, nonrefundable application fee of \$50 is required and must accompany the completed application. A \$65 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee. A \$50 registration fee is required three times annually. A nonrefundable \$1,200 fee is required for students electing the qualifying examination.

Additional Program Expenses

Doctoral candidates will be responsible for the purchase of textbooks and for the cost of travel to classes, as well as for other needs typically associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cohort schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50 will be assessed each time a payment date is missed. When a payment is delayed excessively (beyond the midpoint of the study or professional development or infield area), the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the director of doctoral studies. A \$250 reinstatement fee will be charged, and the student will be subject to the rules and regulations in effect at the time of reinstatement. Doctoral candidates who are dismissed from the program for academic reasons may not reenter the program at a later time.

REFUND POLICY

Students are entitled to a full refund of tuition if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session, registration/application fees will not be refunded, and students will receive a prorated refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid: 1. if they do not meet minimum admissions requirements; 2. if a course, seminar, or workshop is cancelled, or a cluster does not begin; 3. if they receive an involuntary call to active military duty; 4. upon the documented death of the student or member of his or her immediate family (parent, spouse, child, sibling); 5. if severe illness of the student (as approved by the institution and confirmed in writing by a physician) precludes completion of the term; or 6. if there are exceptional circumstances approved by the president or his or her designee.

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70 percent of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40 percent). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms, whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1,100.

Based on no. of classes

$9 - 3 = 6$ classes not attended

$6 \div 9 = 67\%$ of the term not completed

$67\% \times \$1,100 = \737 refunded

Based on clock hours

$45 - 15 = 30$ hours not received

$30 \div 45 = 67\%$ clock hours not completed

$67\% \times \$1,100 = \737 refunded

Example #2: Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was \$1,675.

Based on no. of classes

$13 - 5 = 8$ weeks not attended

$8 \div 13 = 62\%$ not completed

$62\% \times \$1,675 = \$1,038.50$ refunded

Based on clock hours

$45 - 17 = 28$ hours not received

$28 \div 45 = 62\%$ clock hours not completed

$62\% \times \$1,675 = \$1,038.50$ refunded

DEGREE REQUIREMENTS

To be eligible for graduation, the student must fulfill the following requirements:

- Completion of all admission requirements.
- Completion of all professional development study areas, infield study areas, professional research project, and summer institute requirements.
- Current status in payments for tuition, fees, materials, and texts
- Submission of a follow-up questionnaire.

At the conclusion of study and upon verification of completion of degree requirements, the candidate's name is submitted by the faculty to the associate provost, the provost, and the board of trustees. The board officially confers the degree. All doctoral candidates who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

DOCTORAL CANDIDACY POLICY

Beginning June 1996, doctoral students must attain candidacy status prior to the FCAE provost's recommendation for graduation to the president and board of trustees. This addition to the graduation requirements for FCAE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a Candidacy Committee made up of doctoral faculty from all FCAE doctoral programs and by demonstrating that the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the *Student Handbook of the Programs in Communication Sciences and Disorders*.

PRIVACY OF RECORDS

Once a student is enrolled, any request for information about admission status or any other program concern must be done in person or in writing. A parent, spouse, or friend will not be given any information.



DOCTORAL FACULTY

Noma Anderson
B.A. Hampton Institute
M.S. Emerson College
Ph.D. University of Pittsburgh

Joseph Barimo
M.B.A. Tampa College
M.S. University of South Florida

Charles Berlin
B.S. New York University
M.A. University of Wisconsin
Ph.D. University of Pittsburgh

Irwin Blake
A.B. Rutgers University
M.A. New York University
Ph.D. New York University

Lawrence Bloom
B.F.A. Carnegie Mellon Institute
M.S. University of Pittsburgh
Ph.D. University of Pittsburgh

Jean Blosser
B.S. Ohio State University
M.A. Kent State University
Ed.D. University of Akron

Robert C. Fifer
B.S. University of Nebraska at Omaha
M.A. Central Michigan University
Ph.D. Baylor College of Medicine

Barry Freeman
B.S. Boston University
M.S. Emerson College
Ph.D. Michigan State University

Richard Goldman
B.S. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

Bonnie Greenberg
B.S. Adelphi University
M.S. Adelphi University
Ph.D. Purdue University

Joseph Gonzalez
B.A.E. University of Florida
M.A. University of Florida
Ph.D. Florida State University

Ronald L. Haun
B.S. Rose Polytechnic Institute
M.D. St. Louis University

William Jones
B.A. Capital University
M.A. Columbia University
Ed.D. Columbia University

Charles Lonegan
B.A. Montclair State College
M.S. Pennsylvania State University
Ph.D. Michigan State University

Maryellen Maher
B.A. Jersey City State College
M.Ed. University of Florida
Ph.D. University of Florida

Maurice Miller
B.A. Brooklyn College
M.A. Brooklyn College
Ph.D. Columbia University

H. Gustav Mueller
B.S. North Dakota State University
M.A. New Mexico State University
Ph.D. University of Denver

Barbara Packer
B.A. Douglas College
M.S. Columbia University
Ed.D. Nova Southeastern University

Jose A. Rey
A.A. Pasco-Hernando Community College
Pharm.D. University of Florida

Allan Ribbler
B.S. James Madison University
M.A. Claremont University
Ph.D. Claremont University

Elizabeth Roberts
B.S. Henderson State University
M.S.E. University of Central Arkansas
Ph.D. University of Southern Mississippi

Elizabeth Sperry
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

Shelley Victor
B.A. State University of New York at
Stonybrook
M.A. University of Miami
Ed.D. Nova Southeastern University

Don Worthington
B.S. Utah State University
M.S. Utah State University
Ph.D. Northwestern University

Carole Zangari
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

LEARNING RESOURCES

LIBRARY RESOURCES

The Albert and Birdie Einstein Library, located in the Parker Building, houses the university's major collection of books and journals in the humanities, business, education, and sciences. Specialized indexes in CD-ROM format are available in-house, and an additional 70 databases, many full text, are available via the Internet and campus network. The Nova Southeastern University libraries' online catalog (NovaCat) is accessible for remote searching, as well as for searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FILL, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document delivery services to students. The Einstein Library is a cooperating library of the Foundation Center in New York, which gives students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone, call 800-541-6682, Ext. 4602 or (954) 262-4602. Use the toll-free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: library@nsu.nova.edu or by Web: <http://www.nova.edu/library>.

The Einstein Library also maintains the East Campus Branch Library. It is located on the second floor of the Tower Building of the east campus. This branch library supports the academic programs at the east campus with reference service, library instruction,

document delivery, and online services. For more information about these services, call (954) 262-4629.

The Health Professions Division Library, located on the main campus, is open 105 hours per week. It contains books, continuations, journals, and audiovisual and other materials pertaining to osteopathic medicine, pharmacy, optometry, physical and occupational therapy, dentistry, and public health, as well as a core collection in the preclinical basic sciences. The librarians maintain an Internet Web site, which allows access to several health-related electronic data bases, many of them full text. Users can also search the integrated NSU catalog; view library publications, tutorials, and class schedules; and generate purchase and interlibrary loan requests online. Membership with the National Library of Medicine and various consortia provides cooperative lending relationships, which afford HPD students and faculty access to international library holdings.

The Shepard Broad Law Center's Law Library and Technology Center houses a collection of nearly 300,000 volumes. The library has over 300 data ports with direct Ethernet connections to the Law Center's network. In addition, a wireless network ensures network access from the library and Law Center classrooms. Students, faculty, and staff can access the network from anywhere in the world. Memberships in SEFLIN and COSELL provide resource-sharing opportunities. The library is a selective U.S. Government Depository and one of only two Florida UN Documents full depository libraries. The Law Center/Law Library and Technology Center's Web page provides access to administrative, student, and research information at www.nsu.law.nova.edu.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

INFORMATION TECHNOLOGY

The Office of Information Technology and Media Services (OIT) provides the university community with technological resources and support to complement teaching, learning, research, and outreach, as well as to serve administrative operations. OIT consists of the departments of:

- Systems and Computing Services
- Network Services
- Telecommunication Services
- MicroLab
- Educational Technology
- Media Services
- Technical Support Services

Systems and Computing Services supports the administrative and academic computer technologies for students, faculty and staff with a variety of hardware and software systems. Several mid-range computer systems, from Digital Corporation, Hewlett-Packard, and Sun Microsystems, provide a modern network computer environment. Systems and Computing services develops and maintains custom computer applications to meet the information needs of the university.

Network Services plans, designs, implements, and manages state-of-the-art data networks on all campuses. Local area networking is supported via fiber-optic networks, digital phone lines, and high-speed dial-up modems. Worldwide networking is supported via AT&T information access service and a T-1 connection to the Internet. Telecommunications Services provides local and long distance telecommunication for voice, video, and data connectivity. The MicroLab provides the hardware and software resources in a microcomputer lab environment for faculty and students based on applied and emerging technologies.

The labs are conveniently located on the main campus and east campus, including the Leo Goodwin Sr. Residence Hall, the Health

Professions Division, and University Park Plaza. The Collaboration and Decision Support Lab has been established at the east campus. The facilities are available to all currently enrolled NSU students. An Open Lab is maintained seven days a week, with lab monitors available to assist students with hardware and software problems.

The multi-lab design of the User Services and the variety of computer systems provide the flexibility to support student and faculty needs in structured class and Open Lab. Available computer systems include Windows, Macintosh, SunOS, and Ultrix. Peripherals such as CD-ROMs, scanners, and touch screens are also located in the labs. The extensive software collection provided for students and faculty ranges from educational application programs to the most sophisticated business applications. Multimedia work stations are also available.

All labs are networked to the university's online computer systems. The online connectivity provides student and faculty access to applications software, electronic mail, the electronic classroom, the Campus-Wide Information System, and the Internet. In addition, User Services provides daily telephone and online help desk functions for faculty, students, and staff.

Educational Technology Services is responsible for the Internet and World Wide Web (WWW) resources throughout the university. Custom programming and WWW development are completed utilizing the latest Internet strategies and resources.

Media Services provides faculty, students, and staff at all Nova Southeastern University locations with instructional tools, develops and produces instructional media, assists faculty in the development of instructional media, and provides consultation on media selection and the effective use of technology.

Media Services staff is dedicated to helping clients overcome personal, psychological, social, and geographic barriers to learning through technology, particularly in the use of full, two-way videoconferencing in distance education.

A fully-equipped video production studio provides service to NSU academic and support centers. In addition to video production, Media Services circulates videotapes and other instructional resources to faculty from an extensive in-house catalog, as well as from other universities and commercial rental sources. Other services offered include:

- Teleconference downlinking
- Equipment scheduling and circulation
- Copyright clearance
- Photography
- Digital film-to-slide production
- Video and audio duplication

STUDENT ACCESS TO TELECOMMUNICATIONS

Graduate Programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the university's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account Form, which is available from their program office. After the form is processed by the user's program, the Fischler Center's Office of Technology will provide account information.

For information about the system's capabilities or answers to technical questions, call the NSU general communications Help Desk at 800-541-6682, Ext. 4357 or (954) 262-4357. Your call will be transferred to the Help Desk and handled by the staff member on duty.

E-mail: help@nsu.nova.edu

Web site: <http://www.nova.edu/help>

*Limited Macintosh Support is available from NSU.

**Modems as slow as 2400 baud may be used.

TEXTBOOKS

Textbooks should be purchased before the first day of class and are available at Nova Books in the Rosenthal Student Center. Students should have their course numbers and site information at hand when they order or request book information.

Nova Books carries an extensive line of reference materials; the latest editions of medical, law, psychology, and teaching reference books; study aids and test preparation guides. Books that are not in stock can be ordered, usually within one week.

Software can be purchased at Nova Books at academic prices (up to 75 percent off retail prices). Customer service can provide a complete catalog of software available at student prices.

Students at off-campus locations can order textbooks by phone, fax, or e-mail. Shipping is done via UPS, usually within 24 hours. Packages cannot be shipped to P.O. Boxes.

Nova Books' hours of operation are Monday-Friday, 8:30 a.m.-6:15 p.m., and Saturday, 10:00 a.m.-1:30 p.m. (Call for information about extended hours during "rush" periods). Nova Books can be reached by phone at (954) 262-4750 or 800-509-BOOK, by fax at (954) 262-4759, or by e-mail at novabook@nsu.nova.edu. Correspondence should be sent to Nova Books at P.O. Box 290670, Fort Lauderdale, Florida 33329.

POLICIES GOVERNING STUDENT RELATIONS

GENERAL

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term "student" as used in this catalog defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

INSTITUTIONAL AND ACADEMIC INFORMATION

Nova Southeastern University and its composite academic units periodically publish bulletins or catalogs describing the university and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

INTERNATIONAL STUDENTS

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7240 or toll free 800-541-6682, Ext. 7240.

VETERANS' BENEFITS

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, Ext. 7241.

NOTICE OF NONDISCRIMINATION

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

The Office of the University Registrar is designated as the policy coordinator to ensure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

GRIEVANCES

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the program's *Student Handbook*.

STUDENT PUBLICATIONS

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university-published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

STUDENT PARTICIPATION IN UNIVERSITY GOVERNANCE

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the president's Student Advisory Committee, which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study subcommittee.

THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. plagiarism;
- b. any form of cheating;
- c. conspiracy to commit academic dishonesty;
- d. misrepresentation;
- e. bribery in an attempt to gain an academic advantage;
- f. forging or altering documents or credentials; and
- g. knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.**

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

- a. theft;
- b. vandalism;
- c. disruptive behavior;
- d. possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
- e. possession, transfer, sale, or use of illicit drugs;
- f. appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- g. violations of housing regulations;
- h. any act or conspiracy to commit an act

which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;

- i. threats of or actual damage to property or physical harm to others;
- j. failure to pay tuition and fees in a timely manner.

Furthermore, Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university).

2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplementary standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary standards will be subject to disciplinary action, including expulsion from the university.

STUDENT CODE OF COMPUTER ETHICS

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of university life, and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern University's Student Code of Computer Ethics, please consult the program's *Student Handbook*.

DRUG-FREE SCHOOLS AND CAMPUSES

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University-owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's *Student Handbook*.

PRIVACY OF RECORDS

Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon

written request to the Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name, (b) address, (c) dates of attendance, (d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

RESERVATION OF POWER

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

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M.B.A. Tampa College
M.S. University of South Florida

CELIA BARREIRO-BLANCO
Program Instructor
B.S. Arizona State University
M.S. Nova Southeastern University

ELAINE S. BLOOM
Coordinator of Student Services
B.S. Emerson College
M.S. Emerson College

TERESA J. BUTTERWECK
Program Instructor
B.A. Keuka College
M.S. Nova Southeastern University

LUCAS DOYLE
Clinical Audiologist
B.S. University of Kentucky
M.S. University of Louisville

HÉLÈNE FISHER
Program Instructor
B.S. University of Cape Town, South Africa
M.A. New York University

BARRY FREEMAN
Program Dean
B.S. Boston University
M.S. Emerson College
Ph.D. Michigan State University

ELANE FRIEDEL
Coordinator of Internships/Audiologist
B.S. Emory University
M.S. Emory University

ERICA FRIEDLAND
Program Instructor
B.A. University of Florida
M.S. Vanderbilt University

JOSEPH GONZALEZ
Program Professor
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

TERI A. HAMILL
Program Professor
B.A. University of Central Florida
M.S. Florida State University
Ph.D. Florida State University

YVETTE HANNA
Program Instructor
B.A. Long Island University
M.S. Nova Southeastern University

BRIAN D. HUMPHREY
Program Instructor
B.A. University of Rochester
M.A. University of Minnesota

SHELLEY KIRCHENBAUM
Program Instructor
B.A. Adelphi University
M.A. George Washington University

SANDRA A.S. MECCA
Program Instructor
B.S. Marywood College
M.A. Kean College of New Jersey

WREN NEWMAN
Coordinator of Clinical Services
B.S. Ithaca College
M.S. University of Oklahoma

BARBARA PACKER
Director of Doctoral Studies and Program Professor
B.A. Rutgers University
M.S. Columbia University
Ed.D. Nova Southeastern University

ROBIN PARKER
Program Instructor
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M.S. Florida State University

RHODA PILELSKY
Program Instructor
B.A. Boston University
M.S. Northwestern University

ELIZABETH ROBERTS
Program Professor
B.A. Henderson State University
M.S.E. University of Central Arkansas
Ph.D. University of Southern Mississippi

ELIZABETH E. SPERRY
Program Professor
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

FRANCINE SPIEGEL
Internship Supervisor
B.A. Montclair State University
M.A. Montclair State University

ALYSSA MILTENBERG-VERTES
Program Instructor
B.A. University of Hartford
M.S. Nova Southeastern University

SHELLEY VICTOR
Associate Dean and Program Professor
B.A. State University of New York
at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University

KRISTY S.E. WEISSLING
Program Instructor
B.S. University of Nebraska-Lincoln
M.A. University of Nebraska-Lincoln

GAIL WILLIAMSON
Program Instructor
B.S. Kent State University
M.A. Kent State University

STEVEN WRAY
Academic Advisor
B.A. McMaster University

CAROLE ZANGARI
Coordinator of Research and Program Professor
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

BARBARA ZUCKER
Program Instructor
B.S. Miami University
M.A. Kent State University

PROGRAMS IN EDUCATION AND TECHNOLOGY

ADELA BECKERMAN
Program Professor
B.S. State University of New York at Stony Brook
M.S.W. State University of New York at Stony Brook
Ph.D. State University of New York at Albany

ROBERT BEGUIRISTAIN
Technology Support Specialist
B.S. Florida International University

ANNE BERENS
Director of Practicums, National Faculty
B.A. University of Colorado
M.A. University of Hawaii
M.A. University of Hawaii
Ph.D. York University, Toronto

MARSHA BURMEISTER
Program Professor, Cluster Coordinator
B.A. Michigan State University
M.A. University of West Florida
M.Ed. University of West Florida
Ed.D. Nova Southeastern University

CLEVELAND O. CLARKE
Program Professor
B.S. Pennsylvania State University
M.Ed. Boston University
Ed.D. Boston University

PHILIP DUCHASTEL
Program Professor
B.A. University of Montreal
M.Sc. Florida State University
Ph.D. Florida State University

SUE FASSANELLA
Coordinator of Administrative Operations

RICHARD GOLDMAN
Distinguished University Program Professor
of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

ROBERT K. GREENE
Practicum Associate
B.A. Florida Atlantic University

JAIME LOPEZ
Coordinator of Technology
B.S. Nova Southeastern University

MARYELLEN MAHER
Program Dean
B.A. Jersey City State College
M.Ed. University of Florida
Ph.D. University of Florida

ABBEY MANBURG
Director of Latin American Programming
A.B. Temple University
M.S. City College of New York
Ed.D. Nova Southeastern University

JOAN M. MIGNEREY
Program Professor
B.S. Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

RAFAEL MOLINA
Graduate Fellow
B.S. Universidad de Montemorelos
M.Ed. Universidad de Montemorelos

GINA PEYTON
Coordinator of Curriculum and Development
B.S. Nova Southeastern University

WILMA J. ROBLES de MELENDEZ
Program Professor
B.A. University of Puerto Rico
M.A. University of Puerto Rico
Ph.D. Universidad Complutense de Madrid, Spain

CHARLES SCHLOSSER
Program Professor
B.A. University of Northern Iowa
M.S. Iowa State University
Ph.D. Iowa State University

MARCIA SKOPP
Director of Student Development and Admissions
B.S. University of Maryland
M.Ed. American International College
Ed.D. Nova Southeastern University

NOREEN WEBBER
Program Professor
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

PROGRAMS IN LIFE SPAN CARE AND ADMINISTRATION

JUDITH BARTMANN
Program Professor and Practicum Advisor
Applied Gerontology
B.S. Colorado State University
M.A. University of Northern Colorado
Ph.D. University of Northern Colorado

RALPH HOGGES
Program Professor and Associate Director
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova Southeastern University

NORMAN W. POWELL, JR.
Program Dean
B.A. The American University
M.Ed. The American University
Ed.D. The American University

KIM RISNEAR
Coordinator of Administrative Operations

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Technology, and Executive Provost

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Chancellor, Health Professions Division

NOVA SOUTHEASTERN UNIVERSITY

DEGREE OFFERINGS

Doctoral and Professional Degrees

Doctor of Audiology (Au.D.)
 Doctor of Business Administration (D.B.A.) in:
 Accounting
 Finance
 Health Services Administration
 Human Resource Management
 Information Technology Management
 International Management
 Management
 Marketing
 Doctor of Dental Medicine (D.M.D.)
 Doctor of Education (Ed.D.) in:
 Adult Education
 Child and Youth Studies
 Computing and Information Technology
 Computing Technology in Education
 Educational Leadership
 Health Care Education
 Higher Education
 Instructional Technology and Distance Education
 Vocational, Technical, Occupational Education
 Doctor of International Business Administration (D.I.B.A.)
 Doctor of Law (J.D.)
 Doctor of Occupational Therapy (Dr.O.T.)
 Doctor of Optometry (O.D.)
 Doctor of Osteopathy (D.O.)
 Doctor of Pharmacy (Pharm.D.)
 Doctor of Philosophy (Ph.D.) in:
 Clinical Psychology
 Computer Information Systems
 Computer Science
 Computing Technology in Education
 Dispute Resolution
 Family Therapy
 Information Science
 Information Systems
 Oceanography
 Doctor of Physical Therapy (D.Sc.P.T.)
 Doctor of Psychology (Psy.D.) in:
 Clinical Psychology
 Doctor of Public Administration (D.P.A.)
 Doctor of Speech-Language Pathology (SLP.D.)

Specialist Degrees

Educational Specialist (Ed.S.) in:
 Education

Master's Degrees

Master of Accounting (M.Acc.)
 Master of Biomedical Sciences (M.B.S.)
 Master of Business Administration (M.B.A.) in:
 Accounting
 Entrepreneurship
 Finance
 Health Services Administration
 Human Resource Management
 International Business
 Management Information Systems
 Marketing
 Medical Management
 Public Administration
 Sports Management
 Master of International Business Administration (M.I.B.A.)

Master of Occupational Therapy (M.O.T.)
 Master of Physical Therapy (M.P.T.)
 Master of Public Administration (M.P.A.)
 Master of Public Health (M.P.H.)
 Master of Science (M.S./M.Sc.) in:
 Applied Addiction Studies
 Applied Gerontology and Administration
 Child and Youth Care Administration
 Coastal Zone Management
 Computer Information Systems
 Computer Science
 Computing Technology in Education
 Dispute Resolution
 Early Childhood Education Administration
 Education
 Family Support Studies
 Family Therapy
 Health Services Administration
 Human Resource Management
 Instructional Technology and Distance Education
 Management Information Systems
 Marine Biology
 Marine Environmental Sciences
 Medical Education
 Mental Health Counseling
 School Guidance and Counseling
 Speech-Language Pathology

Bachelor's Degrees

Bachelor of Arts (B.A.) in:
 Bachelor of Science (B.S.) in:
 Accounting
 Administrative Studies
 Applied Professional Studies
 Business Administration
 Computer Information Systems
 Computer Science
 Early Childhood Education
 Elementary Education
 Exceptional Education
 General Studies
 Hospitality Management
 Legal Assistant Studies
 Legal Studies (prelaw)
 Life Science (premedical)
 Ocean Studies
 Physician Assistant
 Professional Management
 Psychology
 Science and the Business Environment
 Science and the Law
 Secondary Education
 Sports and Wellness Studies

Joint Degrees

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

PROVISIONS

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The university further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the university. Upon dismissal or suspension from the university for cause, there will be no refund of tuition and fees. The balance due Nova Southeastern University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova Southeastern University student has the right to inspect and review his or her educational record. The policy of the university is *not* to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except: to university officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the university decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of disability, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The university registrar and director of human resources have been designated as student and employee coordinators, respectively, to ensure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, Ext. 7241.



Lourdes Gomez receives an award for a poster session at the FLASHA Spring Convention.



NSSLHA students assist at the new building dedication.

APPLICATION AND ADMISSION PACKET

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Programs in Communication Sciences and Disorders.

For the Master's Degree in Speech-Language Pathology:

- Graduate admissions application
- Supplemental application form including essay responses
- Three recommendation forms
- Two transcript request and transmittal forms

For the Audiology Doctorate/Speech-Language Pathology Doctorate:

- Graduate admissions application—due by June 30.
- Supplemental application form including essay responses
- Three recommendation forms
- Two transcript request and transmittal forms
- Article for discussion

For the Postbaccalaureate to Doctoral Degree

- Graduate admissions application—due by June 30.
- Supplemental application form including essay responses
- Three recommendation forms
- Two transcript request and transmittal forms

APPLICATION FOR ADMISSION CHECKLIST

- **Master's (M.S.) Degree Checklist**
 - Graduate admissions application form
 - Supplemental application form
 - Three recommendation forms
 - Two transcript request and transmittal forms
 - Application fee of \$50
- **Audiology Doctorate (Au.D.), Speech-Language Pathology Doctorate (SLP.D.) Checklist**
 - Graduate admissions application form
 - Supplemental application form
 - Three recommendation forms
 - Two transcript request and transmittal forms
 - Article for discussion
 - Current Vita
 - Application fee of \$50
 - Copies of licensure, CCC certificate, and other credentialing materials
- **Postbaccalaureate to Speech-Language Pathology Doctorate (SLP.D.) Checklist**
 - Graduate admissions application form
 - Supplemental application form
 - Three recommendation forms
 - Two transcript request and transmittal forms
 - Application fee of \$50
- **Additional Information to be Provided by All Applicants**
 - Praxis preprofessional skills: Writing Test Scores (master's candidates only)
 - TOEFL and Test of Spoken English test results (for English as a second language applicants)

Notes

- Students may apply at any time during the year; however, delays will occur when all steps are not followed.
 - Enrollment starting dates for the master's degree are September, January, and May.
 - Enrollment starting date for the doctorate is January.
- Applicants who carefully review and follow the criteria for admission will decrease their chances of being disappointed.

The Admissions Committees will do their best to facilitate the admission and enrollment of all qualified applicants.

Send all documents to: Admissions Office-FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Phone: 800-986-3223, Ext. 7745 or (954) 262-7745

MASTER'S DEGREE
APPLICATION
FORMS

Do you intend to request transfer of any graduate-level credits toward your degree? Yes _____ No _____
If yes, list course number, title, institution, and dates:

CITIZEN STATUS:

- ____ U.S. citizen
- ____ Nonresident alien
- ____ Resident alien

INTERNATIONAL STUDENTS:

- Do you require an I-20? Yes _____ No _____
- If you have a visa, indicate status code _____
- Country of citizenship _____
- Native language _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 262-7240.

ETHNIC ORIGIN DATA (this information is requested for reporting purposes only):

Check one of the following:

- ____ White (not of Hispanic origin)
- ____ Black (not of Hispanic origin)
- ____ Native American or Native Alaskan
- ____ Hispanic origin
- ____ Asian or Pacific Islander

FIRST LANGUAGES SPOKEN: _____

PREFERRED LANGUAGE: _____

FLUENT LANGUAGES: _____

APPLICANT STATUS AT TIME OF APPLICATION:

First time attending Nova Southeastern University _____ Yes _____ No

If not, list program in which you were enrolled _____

Dates of attendance _____

TEACHING CERTIFICATION:

State _____

Areas of certification _____ / _____ / _____

FINANCIAL AID:

Have you applied for financial aid? _____ Yes _____ No

Have you filed a Free Application for Federal Student Aid (FAFSA)? _____ Yes _____ No

If yes, when was the FAFSA sent to Iowa? _____ Date _____

I declare that the above information is complete and accurate to the best of my knowledge. I agree to abide by all rules and regulations of Nova Southeastern University. I give Nova Southeastern University permission to publish and use any photos in which I appear. These photos may be taken during class, clinic, or other university activities.

Applicant's signature _____

Date _____

This form must be accompanied by the appropriate supplemental forms. Send all required information to: Office of Admissions, FCAE, Programs in Communication Sciences and Disorders, Nova Southeastern University, 1750 NE 167th Street, North Miami Beach, Florida 33162-3017

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

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION
Office of Admissions
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017 • (954) 262-7745
800-986-3223, Ext. 7745 (U.S. and Canada)
Fax (954) 262-3826

SUPPLEMENT TO APPLICATION FOR MASTER'S DEGREE
Programs in Communication Sciences and Disorders

Name _____ S.S.# _____

Please type and limit your answers to the space provided.

1. How accurately do you believe your grades reflect your abilities to succeed in the field of speech-language pathology?

2. In what volunteer, extracurricular, or non-work-related activities have you participated? List by date:

3. List your work experiences by date:

Programs in Communication Sciences and Disorders

(Supplement to Application for Master's Degree continued)

Essay Question:

Type on this page only.

Why are the following traits crucial to success as a speech-language pathologist?

- Good interpersonal skills
- Ability to take another's perspective
- Ability to problem solve

I hereby testify that the composition and writing on this application are entirely my own.

Signed _____ S.S.# _____

Print or type name _____

Programs in Communication Sciences and Disorders

(Supplement to Application for Master's Degree continued)

Type on this page only.

Describe a problem or challenge you have faced, and describe the *process* you went through to solve the problem.

I hereby testify that the composition and writing on this application are entirely my own.

Signed _____ S.S.# _____

Print or type name _____

2. Evaluation: In comparison with other students in the same field who have the same amount of experience and preparation, I rate this person as follows:

	Top 5%	Top 10%	Top 20%	Upper 50%	Unable to Rate
Performance in evaluator's area					
Ability to grasp new concepts					
Originality, intellectual creativity					
Logical thought					
Oral expression					
Written expression					
Interpersonal relationships with peers					
Interpersonal relationships with teachers and/or employers					
Self-control and poise					
Adaptability					

3. Recommendation: Considering this applicant's academic record, special abilities, ambition, and determination, please indicate your recommendation for the candidate's success in a graduate program.

_____ Recommend strongly

_____ Recommend with reservation

_____ Recommend

_____ Cannot recommend

4. Please add any comments which you feel will assist NSU in evaluating the applicant's potential to pursue graduate studies.

Name of evaluator (please print): _____

Signature: _____ Date: _____

Title: _____ Organization: _____

City, State, ZIP: _____

Phone number (optional): (_____) _____

Do not return this form to applicant.

Please mail this form directly to: NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

2. **Evaluation:** In comparison with other students in the same field who have the same amount of experience and preparation, I rate this person as follows:

	Top 5%	Top 10%	Top 20%	Upper 50%	Unable to Rate
Performance in evaluator's area					
Ability to grasp new concepts					
Originality, intellectual creativity					
Logical thought					
Oral expression					
Written expression					
Interpersonal relationships with peers					
Interpersonal relationships with teachers and/or employers					
Self-control and poise					
Adaptability					

3. **Recommendation:** Considering this applicant's academic record, special abilities, ambition, and determination, please indicate your recommendation for the candidate's success in a graduate program.

_____ Recommend strongly

_____ Recommend with reservation

_____ Recommend

_____ Cannot recommend

4. Please add any comments which you feel will assist NSU in evaluating the applicant's potential to pursue graduate studies.

Name of evaluator (please print): _____

Signature: _____ Date: _____

Title: _____ Organization: _____

City, State, ZIP: _____

Phone number (optional): () _____

Do not return this form to applicant.

Please mail this form directly to: NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

2. **Evaluation:** In comparison with other students in the same field who have the same amount of experience and preparation, I rate this person as follows:

	Top 5%	Top 10%	Top 20%	Upper 50%	Unable to Rate
Performance in evaluator's area					
Ability to grasp new concepts					
Originality, intellectual creativity					
Logical thought					
Oral expression					
Written expression					
Interpersonal relationships with peers					
Interpersonal relationships with teachers and/or employers					
Self-control and poise					
Adaptability					

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_____ Recommend strongly

_____ Recommend with reservation

_____ Recommend

_____ Cannot recommend

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Name of evaluator (please print): _____

Signature: _____ Date: _____

Title: _____ Organization: _____

City, State, ZIP: _____

Phone number (optional): () _____

Do not return this form to applicant.

Please mail this form directly to: NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION
Office of Admissions
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017 • (954) 262-7745
800-986-3223, Ext. 7745 (U.S. and Canada)
Fax (954) 262-3826

TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders
Master's Degree in Speech-Language Pathology

Student: To request that a transcript be sent from your former school to Nova Southeastern University, fill in the blanks in both sections. Mail to your former school.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of all academic work taken while attending your institution. Please return the transmittal with my official transcripts.

A. I attended your school from _____ to _____

B. While in attendance my name on your records was:

Last _____ First _____ Middle/Maiden _____

C. My student identification number was: _____

Thank you for your assistance.

Student: _____ Sincerely,

Address: _____

Signature

TRANSCRIPT TRANSMITTAL FORM

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

Name _____
Last _____ First _____ Middle/Maiden _____

Address _____
Street and number _____

City _____ State _____ ZIP _____

S.S.# _____ / _____ / _____ Date _____

Please send _____ copies to: NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION
Office of Admissions
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017 • (954) 262-7745
800-986-3223, Ext. 7745 (U.S. and Canada)
Fax (954) 262-3826

TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders
Master's Degree in Speech-Language Pathology

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Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of all academic work taken while attending your institution. Please return the transmittal with my official transcripts.

A. I attended your school from _____ to _____

B. While in attendance my name on your records was:

Last _____ First _____ Middle/Maiden _____

C. My student identification number was: _____

Thank you for your assistance.

Student: _____

Sincerely,

Address: _____

Signature

TRANSCRIPT TRANSMITTAL FORM

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

Name _____
Last _____ First _____ Middle/Maiden _____

Address _____
Street and number _____

City _____ State _____ ZIP _____

S.S.# _____ / _____ / _____ Date _____

Please send _____ copies to:

NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

DOCTORAL DEGREE
APPLICATION
FORMS

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

Office of Admissions

Programs in Communication Sciences and Disorders

1750 NE 167th Street

North Miami Beach, Florida 33162-3017 • (954) 262-7745

800-986-3223, Ext. 7745 (U.S. and Canada)

Fax (954) 262-3826

Center-AE
Cluster-SLD FT LAUFLMC
Major- E837 E836
Degree-DSL DOA
AP-RF AC-GST AA- AT-GR__
Semester Start__

INITIAL/DATE:
AP FEE PD: CHK# _____

GRADUATE ADMISSIONS APPLICATION
Programs in Communication Sciences and Disorders

Doctoral Degree Application

Academic Goal: SLP.D.____ Au.D._____

This application must be accompanied by a \$50 non-refundable fee.

(PLEASE PRINT OR TYPE)

S.S.# _____ / _____ / _____ Sex () M () F Date of birth _____ / _____ / _____
Mo. Day Year

Last name

First name

M.I.

Maiden name

Legal/permanent address

Street and number

Apartment

_____ () _____ () _____

City

State

ZIP

Home telephone

Business phone

Mailing address, if different from above, while attending Nova Southeastern University

E-mail address: _____ Fax number: () _____

EMERGENCY CONTACT:

Name

Street and number

Apartment

_____ () _____ () _____

City

State

ZIP

Home telephone

Business phone

APPLICATIONS WILL NOT BE PROCESSED UNTIL ALL DOCUMENTS ARE RECEIVED.

(Official transcripts, three letters of recommendation, and supplemental application)

Please list all colleges and universities attended. Official transcripts from all institutions are required.

Send them to: NOVA SOUTHEASTERN UNIVERSITY
 Office of Admissions, FCAE
 Programs in Communication Sciences and Disorders
 1750 NE 167th Street
 North Miami Beach, Florida 33162-3017

Complete Name of College	State	Start Date (Mo./Yr.)	Date End (Mo./Yr.)	Major Field	Degree Awarded (BS/MS)	GPA

Please complete information on back.

Do you intend to request transfer of any graduate-level credits toward your degree? Yes _____ No _____
If yes, list course number, title, institution, and dates:

CITIZEN STATUS:

____ U.S. citizen
____ Nonresident alien
____ Resident alien

INTERNATIONAL STUDENTS:

Do you require an I-20? Yes ___ No ___
If you have a visa, indicate status code _____
Country of citizenship _____
Native language _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 262-7240.

ETHNIC ORIGIN DATA (this information is requested for reporting purposes only):

Check one of the following:

____ White (not of Hispanic origin) ____ Hispanic origin
____ Black (not of Hispanic origin) ____ Asian or Pacific Islander
____ Native American or Native Alaskan

FIRST LANGUAGES SPOKEN: _____

PREFERRED LANGUAGE: _____

FLUENT LANGUAGES: _____

APPLICANT STATUS AT TIME OF APPLICATION:

First time attending Nova Southeastern University ____ Yes ____ No

If not, list program in which you were enrolled _____

Dates of attendance _____

TEACHING CERTIFICATION:

State _____

Areas of certification _____ / _____ / _____

FINANCIAL AID:

Have you applied for financial aid? ____ Yes ____ No

Have you filed a Free Application for Federal Student Aid (FAFSA)? ____ Yes ____ No

If yes, when was the FAFSA sent to Iowa? _____ Date _____

I declare that the above information is complete and accurate to the best of my knowledge. I agree to abide by all rules and regulations of Nova Southeastern University. I give Nova Southeastern University permission to publish and use any photos in which I appear. These photos may be taken during class, clinic, or other university activities.

Applicant's signature

Date

This form must be accompanied by the appropriate supplemental forms. Send all required information to: Office of Admissions, FCAE, Programs in Communication Sciences and Disorders, Nova Southeastern University, 1750 NE 167th Street, North Miami Beach, Florida 33162-3017

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

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Programs in Communication Sciences and Disorders

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Fax (954) 262-3826

SUPPLEMENTAL TO APPLICATION FOR DOCTORAL STUDIES
Programs in Communication Sciences and Disorders

Name _____ S.S.# _____

DEGREE PATH (Check one) Au.D. _____ SLP.D. _____

Please type and limit the answers to the space provided.

PROFESSIONAL INFORMATION

1. Present position (job title) _____

2. Work setting: Hospital _____ Skilled nursing facility _____ Private practice _____ Physician's office _____

School _____ Rehabilitation setting _____ University _____ Other _____

3. Area of clinical expertise:

4. In which clinical area(s) would you like additional preparation and/or experience?

5. List supervisory and/or teaching experience:

6. Why do you want to pursue doctoral studies? What are your professional goals?

NARRATIVE SECTION

Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 and a maximum of 500 words, and must be typewritten on separate sheets of paper. Answers to these questions will be assessed for content, organization, and critical thinking and writing skills, and will be taken as an indication of your potential to perform successfully in this program. **Submit all three responses with the Supplement to Application for Doctoral Studies cover sheet.**

1. The attached article, "Treatment Efficacy Research: A Path to Quality Assurance," by Lesley B. Olswang, presents the notion that treatment efficacy studies are crucial to the growth and success of our professions. Apply the ideas discussed to your own work setting.
2. People in leadership positions must assume the role of change agent. Reflect on your own work setting. Describe a situation that needs improvement and discuss what you visualize yourself doing to effect positive change.
3. The fields of communication sciences and disorders are undergoing rapid change. From the perspective of your area of specialization, discuss current trends and their implication for the future of services to clients and families. Substantiate your responses with references to current literature. **Please include citations.**

ACKNOWLEDGMENT OF PROGRAM REQUIREMENTS:

I understand that the broad requirements for the program include passing each of the study and specialty areas, successfully performing and reporting on a professional research project, and attending summer institutes.

I declare that the above information, to the best of my knowledge, is complete and accurate. I hereby testify that the composition and writing on this application are entirely my own. I agree to abide by all rules and regulations of Nova Southeastern University.

Name (please print) _____ S.S.# _____

Signature _____ Date _____

Mail the completed supplemental application and your narrative responses to:

NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Treatment Efficacy Research: A Path to Quality Assurance

Lesley B. Olswang

Lesley B. Olswang is an associate professor in the department of speech and hearing sciences, Seattle, Washington.

Research in the discipline of communication sciences and disorders, like many other disciplines, traditionally has embarked along two avenues: basic and applied. Because the boundaries separating these research endeavors are not always clear, definitions acknowledging differences between the two are offered. *Basic research* is described as scientific research "directed toward the development of knowledge per se," versus *applied research*,

Clinical research
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issues of
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which is "undertaken to solve some problem of immediate social or economic consequences" (Ventry & Schiavetti, 1986). Applied research can be conducted for the purpose of better understanding the nature of communication disorders (i.e., exploring differences between normal and disordered populations), or for better understanding the clinical processes of assessment and treatment associated with communication disorders. Because this latter type of applied research (hereafter called "clinical research") focuses directly on investigating some aspect of the clinical process, the outcomes of such studies can also increase our knowledge concerning the nature of communication disorders and, as with basic research, can contribute to our understanding of scientific theories. Of particular significance in this paper is the focus in clinical research on treatment outcomes, that is, research documenting how well treatment works. This research has also been termed *treatment efficacy research* and/or *patient-outcomes research*

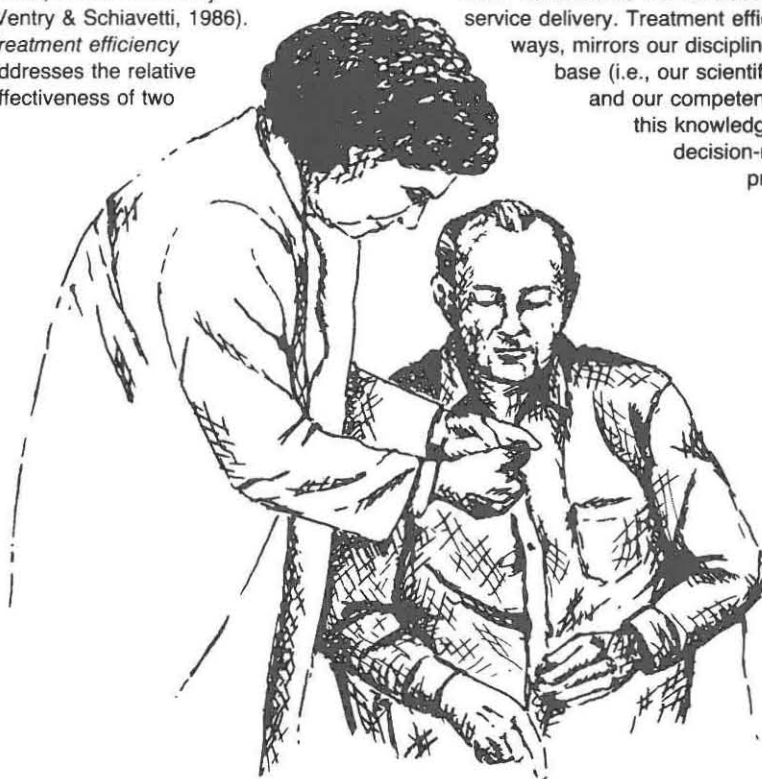
and is gaining wide recognition in all health-related professions (Ludtke, 1989). The discussion that follows will explore the meaning of treatment efficacy and the need for increased efforts in this type of clinical research.

Clinical research has been motivated in part by issues of accountability. Practitioners are asked to document the efficacy of their treatments, proving that what they do makes a difference in their clients' communicative functioning. Clinicians in school settings, health care settings, and private practice are asked to evaluate the efficacy of their services, to demonstrate that their efforts are worthwhile.

Efficacy is a term that encompasses several aspects of accountability: effectiveness, efficiency, and effects (Kendall & Norton-Ford, 1982). *Treatment effectiveness* refers to issues of validity, specifically addressing whether a particular treatment works or not. *Treatment effectiveness* studies investigate a particular treatment, documenting that the treatment and not some other external cause is responsible for behavior change, in other words, threats to validity (Ventry & Schiavetti, 1986). *Treatment efficiency* addresses the relative effectiveness of two

or more treatments within a given time frame. Specifically, treatment efficiency research asks if one treatment works better than another, for example, whether goals are accomplished more completely using one treatment, or one treatment is more cost-effective than another. Finally *Treatment effects* refers to issues of multiple behavior change as a result of treatment. Studies of treatment effects explore the phenomenon of change in communication, asking in what ways the treatment alters behavior, specifically examining which aspects of treatment differentially influence which behaviors. This aspect of efficacy focuses on generalization, exploring ways in which behaviors change in relationship to each other as an outcome of treatment. As should be apparent, treatment efficacy is a complex concept, and not simply one reflecting the documentation of client change pre- and post-treatment using standardized tests.

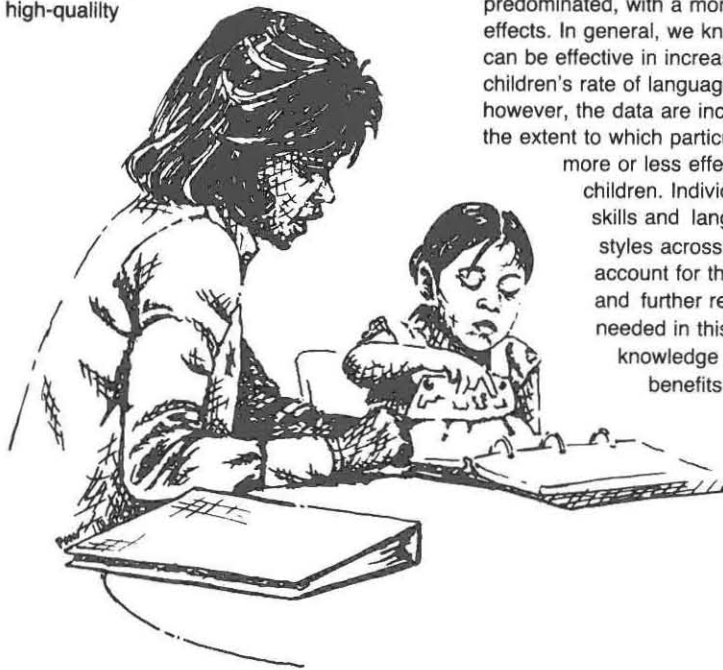
The more we learn about treatment efficacy (i.e., the effectiveness, efficiency, and effects of our treatments), the more we will know about the phenomenon of communication disorders, and in turn, the more accountable we will become in our service delivery. Treatment efficacy, in some ways, mirrors our discipline's knowledge base (i.e., our scientific foundation), and our competence in applying this knowledge to clinical decision-making in the profession. As



Minifie (1989) has noted, "The profession of speech-language pathology and audiology is the application of the knowledge from the discipline in the diagnosis and amelioration of communication disorders."

Clearly a major focus of ASHA and its membership is on the profession. According to the 1989 Omnibus Survey, 91.8% of ASHA members provide clinical service; 74.6% define this as their primary professional activity (Shewan, 1989). The dedication of the profession to clinical activities would suggest that efficacy research should be a high priority. Is this the case? In 1989, at the American Speech-Language-Hearing Foundation-sponsored Conference on Treatment Efficacy, Leija McReynolds reported data reflecting a sample of our profession's efforts in this regard. McReynolds tabulated the percentage of articles published in the *Journal of Speech and Hearing Disorders* and the *Journal of Speech and Hearing Research* that were studies evaluating treatments within the context of controlled experimental designs. The data from each journal were analyzed in blocks of 5 years and are presented in Table 1. The difference between the two journals in numbers of publications could reflect how the content of each journal is viewed. Researchers may believe that applied studies are more appropriate for *JSHD*, and thus do not submit such work to *JSHR*. The result may be that even though treatment efficacy research is on the rise, the positive trend is only apparent in *JSHD*.

Given the efforts in clinical research, where is the profession in terms of its knowledge base concerning the efficacious delivery of treatment? As a profession that is committed to the delivery of high-quality



5-Year Blocks	<i>JSHD</i>	<i>JSHR</i>
1960-1964	8	4
1965-1969	1	11
1970-1974	4	13
1975-1979	15	14
1980-1984	12	9
1985-1988	20	6

(McReynolds, 1989)

treatment for communicatively impaired individuals, what do we know to be true about our treatment outcomes? Illustrative of the state of the art of intervention research is the aggregate of studies regarding developmental language disorders. The following discussion examining a decade of child language intervention provides an exemplar of our knowledge base in intervention.

As part of a 1987 Report to the U.S. Congress on Learning Disabilities, treatment efficacy research with specific language-impaired children was reviewed. The results of this review indicated that language intervention research has focused primarily on three areas: examining whether a particular procedure is effective in teaching a new behavior and the extent to which the procedure has generalizable effects, determining what behaviors change under what conditions, and exploring which aspects of the normal language acquisition process seem to apply to impaired children in their language learning during treatment. Effectiveness and efficiency questions have predominated, with a more recent interest in effects. In general, we know that intervention can be effective in increasing impaired children's rate of language acquisition; however, the data are inconsistent regarding the extent to which particular procedures are more or less effective with particular children. Individual variations in skills and language learning styles across children may account for these inconsistencies, and further research is definitely needed in this area. Although the knowledge base regarding the benefits of intervention with

language-impaired children has grown during the last decade, several areas continue to be in need of research. They include determining whether clinicians are capable of teaching compensatory learning strategies (e.g., tools for improving attending and discriminating), underlying concepts (e.g., the cognitive and social concepts underlying the use of requesting), and/or linguistic rules (e.g., which lexical verbs take objects.)

Clinical research has contributed greatly to the advancement of clinical practice, and yet many aspects of how treatment alters the language acquisition process remain unknown. Unfortunately, research data have provided clinicians with few proven principles on which to rely in making critical clinical decisions. Similar conclusions probably could be reached regarding the knowledge base in other communications disorders, suggesting the need for more treatment efficacy research across the profession. Indeed, this state of the art is no doubt apparent in other health-related professions.

We can no longer make our decisions based primarily on assumptions and good clinical judgment.

To be accountable in our service delivery and to both assess and assure quality of care, a greater emphasis needs to be placed on clinical research. The profession needs a broader and deeper scientific base for making valid clinical decisions. The need for data demonstrating the efficacy of our treatments means that research efforts must be increased. As clearly reflected in the report by the ASHA Task Force on Research (Asha, 1989), support for clinical research needs to become a priority for the discipline and the profession.

Efficacy research can come from at least two sources: clinical researchers in laboratory settings and practitioners in clinical settings. Although clinical researchers in laboratory settings have the opportunity for experimental control that practitioners may not, this does not mean that the practitioner cannot conduct valid, reliable research. The practitioner needs to recognize the limitations placed on his/her efforts. All clients cannot be considered research subjects, but select cases may be of particular interest for investigation.

Practitioners need to take advantage of their encounters with unique clients, situations, and so forth. Practitioners must recognize their ability and responsibility to contribute to the discipline. Asking practitioners to conduct research may be considered burdensome, but the need for increased knowledge may necessitate this request. Research conducted by practitioners may be more readily served by methodologies utilizing single subject experimental designs and case studies (Crystal, 1987; Kazdin, 1981; McReynolds & Kearns, 1983), which allow for research to be blended with ongoing clinical activities. Practitioners can make important contributions to the research pool; the challenge lies in making this an achievable endeavor (McReynolds, 1989).

Clinical research can be driven by either theory and/or consumer need. Theory-driven clinical research may be more likely conducted in a laboratory setting. A theoretical question is generated and studies are designed to address the hypotheses. Theory-driven research is often programmatic in design, where a series of studies are conducted, each study leading systematically to another. The set of studies contributes to answering the theoretical question. (See for example Connell, 1986, 1987). Theory-driven clinical research contributes to our understanding of normal and impaired communication and is

essential for advancing the discipline. Consumer-

The need for data demonstrating the efficacy of our treatments means that research efforts must be increased.

driven research is more directly related to documenting the effectiveness of a popular treatment. Issues of accountability typically prompt consumer-driven research; therefore, this research often originates in clinical settings. The focus of consumer-driven research is on clinical application, and is not necessarily designed for the purpose of addressing a theoretical question regarding the knowledge base of speech, language, or hearing. The motivation behind the creation of an investigation is what discriminates theory- and consumer-driven research. Both are critical sources of data for enhancing the profession's accountability.

Whether research originates in the laboratory or the clinical setting, is theory- or consumer-driven, the emphasis needs to be on valid, reliable data that contribute to the discipline's knowledge base. The profession is in need of a richer scientific foundation supporting clinical decision-making. We need more data to help clinicians decide who and what to treat, which therapeutic approach to employ, and when a client has made maximum gains. To be accountable to clients and their families, school systems, third-party payors, and so forth, clinicians must have greater confidence in their service delivery. Accountable service delivery and quality assurance in the profession require advancement of our scholarly knowledge concerning the treatment of communication disorders. We can no longer make our decisions based primarily on assumptions and good clinical judgment. A goal for the future needs to be an increase in treatment efficacy research and an increase in the training of individuals skilled in conducting this research. The growth and success of the discipline and the profession depend on it.

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RECOMMENDATION FORM
Programs in Communication Sciences and Disorders
Doctoral Studies

The below named individual has applied for entrance into a professional doctoral studies program at Nova Southeastern University.

Please complete this portion of the recommendation form *before* giving it to your source of reference.
 Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
 I DO I DO NOT waive the right to inspect and review this completed recommendation.

Applicant's name (<i>print</i>) _____		Signature _____			
Street address _____	Apartment _____	City _____	State _____	ZIP _____	
S.S.# _____		Date _____			
Employer (or institution/organization) _____					

Consider this applicant in relationship to the following dimensions.
 Please indicate your rating by checking (✓) the appropriate box using the following scale and **return this form directly to us**.
 Thank you.

- | | | |
|-----------------------|-----------------------|-------------------------|
| 5=Extremely competent | 4=Very competent | 3=Competent |
| 2=Less than competent | 1=Much less competent | 0=No basis for judgment |

	5	4	3	2	1	0
CONTROL - Establishes procedures to monitor and/or regulate processes, tasks, or activities. Takes action to monitor the results of delegated assignments or projects.						
PLANNING AND ORGANIZING - Establishes a course of action for self to accomplish a specific goal; plans appropriate allocation of time and resources.						
DECISIVENESS/JUDGMENT - Readily makes decisions, renders judgments, takes action, or makes commitments. Develops alternative courses of action for self and makes decisions which are based on logical assumptions and which reflect information.						
SENSITIVITY - Acts in a manner that indicates a consideration for the feelings and needs of others.						
LEADERSHIP - Utilizes appropriate interpersonal styles and methods in guiding clients, families, and/or peers toward tasks' accomplishment.						
INITIATIVE - Actively attempts to influence events to achieve goals; self-starting rather than passive acceptance. Takes action to achieve goals; originates action.						
ANALYSIS - Relates and compares data from different sources, identifying issues, securing relevant information, and identifying relationships.						
TOLERANCE FOR STRESS - Demonstrates stability of performance under pressure and/or opposition to ideas; maintains high level of performance under pressure due to time deadlines, difficult working environment, schedule disruptions, too many responsibilities.						
TECHNICAL/PROFESSIONAL PROFICIENCY - Demonstrates a level of performance in technical/professional area. Translates complex concepts to appropriate level, applies policies appropriately, and maintains records appropriately.						
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WRITTEN COMMUNICATION - Demonstrates well-written documentation of client records, and/or other professional correspondence or documentation.						
INTERPERSONAL SKILLS - Demonstrates effective and appropriate interpersonal skills with others, including peers, clients, family members.						

This assessment covers the period between 19____ to 19 _____;

I have known the applicant _____ years, _____ (months)
in the capacity of _____ .

Would you hire/rehire this individual? ____ Yes ____ No

In summary, please indicate your recommendation: _____ Recommended strongly
_____ Recommended
_____ Recommended with reservation
_____ Cannot recommend

ADDITIONAL COMMENTS PLEASE:

Please include a phone number where you can be reached to verify this reference () _____

Date: _____
Print name: _____
Signature: _____
Title: _____
Address: _____

Do not return this form to applicant. Please mail your statement directly to: NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

OFFICIAL USE ONLY
Telephone follow-up on this reference:

By: _____

Date: _____

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Student: To request that a transcript be sent from your former school to Nova Southeastern University, fill in the blanks in both sections. Mail to your former school.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of all academic work taken while attending your institution. Please return the transmittal with my official transcripts.

A. I attended your school from _____ to _____

B. While in attendance my name on your records was:

C. My student identification number was: _____

Thank you for your assistance.

Student: _____

Sincerely,

Address: _____

Signature

TRANSCRIPT TRANSMITTAL FORM

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

Name _____

Last

First

Middle/Maiden

Address _____

Street and number

City

State

ZIP

S.S.# _____ / _____ / _____ Date _____

Please send _____ copies to:

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Last First Middle/Maiden

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Address: _____

Signature

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Name _____
Last First Middle/Maiden

Address _____
Street and number

City State ZIP

S.S.# _____ / _____ / _____ Date _____

Please send _____ copies to:

NOVA SOUTHEASTERN UNIVERSITY
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

POSTBACCALAUREATE TO
DOCTORAL DEGREE
APPLICATION
FORMS

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION
 Office of Admissions
 Programs in Communication Sciences and Disorders
 1750 NE 167th Street
 North Miami Beach, Florida 33162-3017 • (954) 262-7745
 800-986-3223, Ext. 7745 (U.S. and Canada)
 Fax (954) 262-3826

OFFICE USE ONLY

Cluster Code	_____
AP Status	_____
Apply Class	_____
Admit Action	_____
Admit Type	_____
Degree Obj:	MSL SLPD AUD
Academic Unit:	Speech-Lanaguagte
INITIAL/DATE: _____	
AP FEE PD:	CHK# _____

GRADUATE ADMISSIONS APPLICATION
Programs in Communication Sciences and Disorders

Postbaccalaureate to Doctoral Degree Application

Academic Goal: SLP.D. _____ Au.D. _____

This application must be accompanied by a \$50 non-refundable fee.

(Please print or type.)

S.S.# _____ / _____ / _____ Sex () M () F Date of birth _____ / _____ / _____
 Mo. Day Year

_____ Last name First name M.I. Maiden name

_____ Legal/permanent address Street and number Apartment

_____ () ()
 City State ZIP Home telephone Business phone

Present mailing address and phone number, if different from above.

_____ () ()
 City State ZIP Home telephone Business phone

E-mail address: _____ Fax number: () _____

EMERGENCY CONTACT:

_____ Name Street and number Apartment

_____ () ()
 City State ZIP Home telephone Business phone

APPLICATIONS WILL NOT BE PROCESSED UNTIL ALL DOCUMENTS ARE RECEIVED.
 (Official transcripts, three letters of recommendation, and supplemental application)

Please list all colleges and universities attended. Official transcripts from all institutions are required.

Send them to: NOVA SOUTHEASTERN UNIVERSITY
 Office of Admissions, FCAE
 Programs in Communication Sciences and Disorders
 1750 NE 167th Street
 North Miami Beach, Florida 33162-3017

Complete Name of College	State	Start Date (Mo./Yr.)	Date End (Mo./Yr.)	Major Field	Degree Awarded (BS/MS)	GPA

Please complete information on back.

Do you intend to request transfer of any graduate-level credits toward your degree? Yes _____ No _____
If yes, list course number, title, institution, and dates:

CITIZEN STATUS:

____ U.S. citizen
____ Nonresident alien
____ Resident alien

INTERNATIONAL STUDENTS:

Do you require an I-20? Yes _____ No _____
If you have a visa, indicate status code _____
Country of citizenship _____
Native language _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 262-7240.

ETHNIC ORIGIN DATA (this information is requested for reporting purposes only):

Check one of the following:

____ White (not of Hispanic origin) ____ Hispanic origin
____ Black (not of Hispanic origin) ____ Asian or Pacific Islander
____ Native American or Native Alaskan

FIRST LANGUAGES SPOKEN: _____

PREFERRED LANGUAGE: _____

FLUENT LANGUAGES: _____

APPLICANT STATUS AT TIME OF APPLICATION:

First time attending Nova Southeastern University ____ Yes ____ No

If not, list program in which you were enrolled _____

Dates of attendance _____

TEACHING CERTIFICATION:

State _____

Areas of certification _____ / _____ / _____

FINANCIAL AID:

Have you applied for financial aid? ____ Yes ____ No

Have you filed a Free Application for Federal Student Aid (FAFSA)? ____ Yes ____ No

If yes, when was the FAFSA sent to Iowa? _____ Date _____

I declare that the above information is complete and accurate to the best of my knowledge. I agree to abide by all rules and regulations of Nova Southeastern University. I give Nova Southeastern University permission to publish and use any photos in which I appear. These photos may be taken during class, clinic, or other University activities.

Applicant's signature

Date

This form must be accompanied by the appropriate supplemental forms. Send all required information to: Office of Admissions, FCAE, Programs in Communication Sciences and Disorders, Nova Southeastern University, 1750 NE 167th Street, North Miami Beach, Florida 33162-3017

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

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Office of Admissions

Programs in Communication Sciences and Disorders

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SUPPLEMENT TO APPLICATION FOR POSTBACCALAUREATE TO DOCTORAL DEGREE
Programs in Communication Sciences and Disorders

SLP.D. Au.D.

Name _____ S.S.# _____

Please type and limit your answers to the space provided.

1. Briefly describe your volunteer, extracurricular, or non-work-related activities.

2. List your work experiences by date:

Programs in Communication Sciences and Disorders

(Supplement to Application for Postbaccalaureate to Doctoral Degree continued)

Essay Question:

Discuss the characteristics that predict success in a rigorous doctoral program. Provide examples of how you meet these specified qualifications. Your typed response should be a minimum of 400 words and a maximum of 500 words.

I hereby testify that the composition and writing on this application are entirely my own.

Signed _____ S.S.# _____

Print or type name _____

Programs in Communication Sciences and Disorders

(Supplement to Application for Postbaccalaureate to Doctoral Degree continued)

Essay Question:

Your typed response should be a minimum of 400 words and a maximum of 500 words.

Discuss the role of clinical research in communication sciences and disorders. Substantiate your response with appropriate references.

I hereby testify that the composition and writing on this application are entirely my own.

Signed _____ S.S.# _____

Print or type name _____

2. **Evaluation:** In comparison with other students in the same field who have the same amount of experience and preparation, I rate this person as follows:

	Top 5%	Top 10%	Top 20%	Upper 50%	Unable to Rate
Performance in evaluator's area					
Ability to grasp new concepts					
Originality, intellectual creativity					
Logical thought					
Oral expression					
Written expression					
Interpersonal relationships with peers					
Interpersonal relationships with teachers and/or employers					
Self-control and poise					
Adaptability					

3. **Recommendation:** Considering this applicant's academic record, special abilities, ambition, and determination, please indicate your recommendation for the candidate's success in a graduate program.

_____ Recommend strongly

_____ Recommend with reservation

_____ Recommend

_____ Cannot recommend

4. Please add any comments which you feel will assist NSU in evaluating the applicant's potential to pursue graduate studies.

Name of evaluator (please print): _____

Signature: _____ Date: _____

Title: _____ Organization: _____

City, State, ZIP: _____

Phone number (optional): (_____) _____

Do not return this form to applicant.

Please mail this form directly to: NOVA SOUTHEASTERN UNIVERSITY
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2. **Evaluation:** In comparison with other students in the same field who have the same amount of experience and preparation, I rate this person as follows:

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Ability to grasp new concepts					
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TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders
Postbaccalaureate to Doctoral Degree

Student: To request that a transcript be sent from your former school to Nova Southeastern University, fill in the blanks in both sections. Mail to your former school.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of all academic work taken while attending your institution. Please return the transmittal with my official transcripts.

A. I attended your school from _____ to _____

B. While in attendance my name on your records was:

_____ Last _____ First _____ Middle/Maiden _____

C. My student identification number was: _____

Thank you for your assistance.

Student: _____ Sincerely,

Address: _____

Signature

TRANSCRIPT TRANSMITTAL FORM

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

Name _____
Last _____ First _____ Middle/Maiden _____

Address _____
Street and number _____

City _____ State _____ ZIP _____

S.S.# _____ / _____ / _____ Date _____

Please send _____ copies to:
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Signature

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Last

First

Middle/Maiden

Address _____

Street and number

City

State

ZIP

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