2015 NSU Fact Book

Office of Institutional Research

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

**Accreditation Statement**

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate’s, baccalaureate, master’s, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.
This 23rd edition of the Nova Southeastern University Fact Book reflects an expanding body of data and information that provides perspective on the university’s character, growth, and accomplishments. The 2015 Fact Book includes narrative, numeric, and graphic representation of the university, including history, characteristics, and development of the institution. Data are presented in both tabular and graphic formats to provide pertinent detail, and general trends are highlighted.

Last year, Institutional Effectiveness distributed approximately 1,500 copies of the 2014 Fact Book, carrying NSU’s message to a wide and varied audience. Fact Book readers continue to contribute to the usefulness of the document with each publication cycle. The Fact Book is also accessible on the World Wide Web via NSU’s web page or directly at www.nova.edu/ie/factbook.

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

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

Donald J. Rudawsky, Ph.D.
Vice President for Institutional Effectiveness
Vision Statement, Mission Statement, and Core Values

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

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

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

The Mission Statement, Vision 2020 Statement, and Core Values were adopted by the NSU Board of Trustees on March 28, 2011.
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Although I express pride in the accomplishments of NSU’s students, faculty, staff, and alumni each year, my pride grows each year, and 2014 was no exception. We have been diligently planning and making steps toward achieving NSU’s Vision 2020 with our Vision, Mission, and Core Values top of mind. Now it’s time to fly.

With the university’s golden anniversary behind us, all eyes are set on our bright future helping our students, alumni, faculty, and researchers all achieve the power of their potential. To help accomplish this, construction on NSU’s Center for Collaborative Research (CCR) is well under way and is on schedule to be completed in 2016. The CCR will house top researchers working in state-of-the-art wet labs. In addition, as a precursor to a future major teaching/research hospital, HCA East Florida is building an emergency room on our Davie (main) campus that will provide opportunities, educational and clinical, for our students while providing much-needed health care services to the community.

All of this will help foster additional research, such as the work being done at NSU’s Oceanographic Center, which recently received approximately $8.5 million from the Gulf of Mexico Research Initiative for continued research in the area of oil spills and our responses to them. The university also received two Title V grants totaling approximately $7 million to help increase the number of Hispanic and other minority students pursuing degrees in the science, technology, engineering, and math (STEM) fields; prepare them for careers in these growing sectors; and help in related post-baccalaureate degrees.

Lastly, I am pleased to report that Guy Harvey, Ph.D., made a generous gift to NSU that allows students, faculty, and staff at NSU’s Oceanographic Center to enhance their research and academic programs while providing scholarships to undergraduate and graduate students studying marine science. As a result, the facility will be renamed the NSU Guy Harvey Oceanographic Center building.

This Fact Book lays out data supporting the remarkable teaching, research, community service, scholarship, diversity, and innovation that makes me proud to lead NSU toward our Vision 2020. I invite you to read this informative document, learn more about NSU, and see why I believe so deeply in Shark pride.

George L. Hanbury II, Ph.D.
President and CEO
Nova Southeastern University
Overview of the University
Nova Southeastern University (NSU) is a private, not-for-profit, accredited, coeducational university Carnegie-classified as both “high research activity” and “community engaged” university. It was founded in 1964 as Nova University of Advanced Technology. In 1974, the board of trustees changed the university’s name to Nova University. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University. Using 2012 fall-term enrollment as a measure, Nova Southeastern University is the largest private, nonprofit institution of higher education in Florida and the 10th largest nationally. However, NSU is the seventh largest four-year, not-for-profit, private Carnegie research university in the United States.

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

The university’s programs are administered through colleges and schools that offer courses at the Fort Lauderdale campuses as well as at locations throughout Florida, across the nation, and in 11 countries. Despite the geographic diversity of sites where classes are offered. Nova Southeastern University is a major provider of educational programs for Florida residents. Approximately 90 percent of the student body attends classes in Florida. Eighty-eight percent of all students enrolled attend classes in the tricounty area (i.e., Miami-Dade, Broward, and Palm Beach counties). Through its undergraduate, graduate, and professional degree programs, NSU educated approximately 21,000 Florida students in calendar year 2014. With an annual budget in excess of $570 million, Nova Southeastern University also has a significant economic impact on the surrounding community. A recent NSU study revealed that the university and its students and employees contributed approximately $2.6 billion to the Florida economy during fiscal year 2011.

UNIVERSITY LIBRARIES
The university library system is composed of the Alvin Sherman Library, Research, and Information Technology Center; the Health Professions Division Library; the Law Center Library; the Oceanography Library; and the University School Media Center. The 325,000-square-foot Alvin Sherman Library, Research, and Information Technology Center is a joint-use facility with the Broward County Board of County Commissioners. It serves students and faculty and staff members of NSU, as well as residents of Broward County. The five-story structure contains electronic classrooms, group-study rooms, a cafe, and service desks with staff trained and ready to serve library users. Collections of library resources support the research of students and faculty and staff members. A large, spacious atrium houses educational art pieces. The reference desk is located on the second floor, clearly visible to students. It is enhanced by the NSU Glass Garden, created by glass artist Dale Chihuly for the Sherman Library. The 500-seat Rose and Alfred Miniaci Performing Arts Center enriches university curricular support and the improvement of the quality of life in South Florida. Overall, the university’s libraries house more than 1 million items. Interlibrary agreements through organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM), provide broad access to a wide range of materials.
UNIVERSITY FACILITIES
The university offers degree programs and continuing education opportunities on four campuses in the Miami-Fort Lauderdale metropolitan statistical area (MSA).

The Main Campus
The main campus in Davie, Florida, consists of 314 acres with general-purpose athletic fields and NCAA Division II-qualifying soccer and baseball fields. Facilities house the central administration offices; the Health Professions Division; the Farquhar College of Arts and Sciences; the Graduate School of Humanities and Social Sciences; the Graduate School of Computer and Information Sciences; the Shepard Broad Law Center; the Center for Psychological Studies; the H. Wayne Huizenga School of Business and Entrepreneurship; the Mailman Segal Center for Human Development; the University School (grades pre-K–12); the Alvin Sherman Library, Research, and Information Technology Center; the Miami Dolphins Training Facility; the Don Taft University Center; the Rolling Hills Office Center; and University Park Plaza.

During fiscal year 2014, the first floor of the Horvitz Administration Building was transformed into an inviting Welcome Center where students, families, and friends can visit and learn about the university. While they’re there, they can also visit the One-Stop Shop, Student Financial Services, Undergraduate Admissions, and more. Also included in the renovation was the relocation of Career Development and Academic Advising. A remodel to the International Students Department was also done for ease of access. The centralization of services provides for a more student centered facility.

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

The Performing and Visual Arts Wing of the Don Taft University Center is managed by the Farquhar College of Arts and Sciences. It houses the college’s Division of Performing and Visual Arts and includes state-of-the-art classrooms and facilities that support the division’s art, dance, music, and theatre majors. The Performing and Visual Arts Wing features
- a 230-seat performance theater with full staging capacity for recitals, concerts, plays, films, and lectures
- a 100-seat black box theater with flexible seating arrangements for multiple staging options
- academic support facilities for the performing arts, including professional-caliber scene and costume shops; a scenic design lab; dance studios; choral and instrumental rehearsal rooms; music practice studios; and acoustic, percussion, and keyboard technology labs
- visual arts classrooms that support painting, drawing, ceramics, and graphic design
- a gallery for the display of private art collections, photography, and student artwork

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

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

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

University Park Plaza, just to the south of the Health Professions Division (HPD) complex, has 173,000 square feet of space with 137,000 square feet devoted to university office and classroom space. This includes the Lifelong Learning Institute, the Institute for Neuro-Immune Medicine, a 100-station microcomputer laboratory, a videoconferencing room, a state of the art nursing simulation lab, and the NSU Bookstore.
NSU’s Health Professions Division complex is located at the northwest corner of the main campus. The complex includes eight buildings totaling more than 540,000 square feet of space for administrative offices, classrooms, laboratories, the Health Professions Division Library, and a patient-services clinic. Also, there is a 600,000-square-foot parking structure with space for 2,000 vehicles.

Nova Southeastern University is building a revolutionary Center for Collaborative Research (CCR) that will house an IBM supercomputer, one of Florida’s largest wet labs, the NSU Technology Incubator, and some of the world’s most accomplished researchers. NSU is classified as a research university with “high research activity” by the Carnegie Foundation for the Advancement of Teaching. More than 200 research projects are currently underway at the university, including studies on cardiovascular disease, anticancer therapies, chronic fatigue syndrome, autism, coral reef restoration, stem cells, and wildlife DNA forensics, among other subjects.

The Center for Collaborative Research (CCR) will be located at NSU’s main campus in Davie, Florida, consisting of 216,522 square feet. NSU—the nation’s 10th largest private, not-for-profit university—is funding the center using a combination of its own reserves and tax-exempt financing. Construction is expected to be completed in 2016. This project has been registered with the U.S. Green Building Council (USGBC) and will be pursuing LEED Silver Certification. In addition, the facility is being built using Building Information Modeling (BIM) practices.

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

### East Campus

The east campus is located in Fort Lauderdale, six miles from the main campus. The campus is located on 10 acres and has 8 buildings that provide 104,000 square feet of office and classroom space. Facilities house the university’s financial operations, the regional campuses administration, human resources, the university call center, and Alumni Hall.

### North Miami Beach Campus

The 18-acre North Miami Beach campus is home to the Abraham S. Fischler School of Education; dental medicine, family medicine, and optometry clinics operated by the Health Professions Division; the Teacher Imaginarium, a free store for teachers; and the National Institute for Educational Options. Overall, the facility includes four buildings totaling 266,500 square feet.

### Oceanographic Center

The Oceanographic Center occupies 10 acres adjacent to John U. Lloyd State Park at Port Everglades in Hollywood. The center’s facilities are composed of three original buildings and a modular encompassing 27,000 square feet. It also boasts the Center of Excellence for Coral Reef Ecosystems Research—a state-of-the-art, 86,000-square-foot research facility. Space exists for offices, classrooms, a library, and research laboratories. The center’s proximity to the ocean is ideal for field studies.

Partially funded by a $15-million grant from the National Institute of Standards and Technology, the Center of Excellence is the only facility in the country dedicated to the study, research, and preservation of coral reefs. It was completed in September 2012.

### NSU Art Museum Fort Lauderdale

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

The AutoNation Academy of Art and Design of the NSU Art Museum Fort Lauderdale underwent a major expansion during 2011. The facility provides studio space for a curriculum that includes classes in painting, drawing, sculpture, photography, ceramics, design, and computer arts. Classes are geared to adults as well as to elementary and secondary school children. NSU also maintains space in the Museum Tower. The Museum Tower is the home of the Office of Advancement and Community Relations as well as a satellite office for the president.
Technology Facilities

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

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

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

Additional administrative systems include imaging systems; campus card systems; facilities systems; procurement systems; time/effort; and medical, dental, optometry, and mental health clinic systems. Multiple Oracle servers support academic applications and World Wide Web-based tools. Microsoft Exchange email systems support all faculty and staff member email services, while Microsoft Office 365 provides email services to NSU students. Faculty and staff are migrating to Office 365 in the near term to better enable collaboration. Synchronous and asynchronous Web tools are used for the delivery of distance education. Electronic classrooms and microcomputer labs provide hands-on technology support for students and faculty members. Multimedia technology training labs support technology-training opportunities for faculty and staff members.

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

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

Clinical Facilities

In addition to clinical facilities on the main campus, the university provides clinical services to the surrounding community through owned and leased off-campus facilities. The Health Professions Division has outpatient facilities that provide medical, dental, optometry, pharmacy, occupational therapy, and physical therapy services, as well as audiology and hearing and balance services. The Center for Psychological Studies provides mental health services through the Psychology Services Center. The Graduate School of Humanities and Social Sciences provides family therapy services through the Brief Therapy Institute. The Abraham S. Fischler School of Education operates the Clinic for Speech, Language, and Communication, which provides testing and rehabilitation services for schools and individuals. Clinic locations are as follows:
Abraham S. Fischler School of Education
• Clinic for Speech, Language, and Communication
  • 6100 Griffin Road
    Fort Lauderdale, Florida 33314-4416
    (954) 262-7726

Center for Psychological Studies
• Psychology Services Center
  • Maltz Psychology Building
    3301 College Avenue
    Fort Lauderdale, Florida 33314-7796
    (954) 262-5730

Graduate School of Humanities and Social Sciences
• Community Resolution Services
  • Maltz Psychology Building
    3301 College Avenue
    Fort Lauderdale, Florida 33314-7796
    (954) 262-4237

Health Professions Division
• Medical Services
  • Sanford L. Ziff Health Care Center
    3200 South University Drive
    Fort Lauderdale, Florida 33328-2018
    (954) 262-4100

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

• Kids In Distress, Broward County
  819 NE 26th Street
  Wilton Manors, Florida 33305-1239
  (954) 567-5650

• Oakland Park Dental Center
  830 East Oakland Park Boulevard
  Suite 103
  Oakland Park, Florida 33334-2773
  (954) 568-7709

• The Eye Care Institute
  • Sanford L. Ziff Health Care Center
    3200 South University Drive
    Fort Lauderdale, Florida 33328-2018
    (954) 262-4200

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

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

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

• Kids In Distress
  Broward County
  819 NE 26th Street
  Wilton Manors, Florida 33305-1239
  (954) 262-4200

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

• NSU Hearing and Balance Clinic
  • Sanford L. Ziff Health Care Center
    3200 South University Drive
    Fort Lauderdale, Florida 33328-2018
    (954) 262-7750
INSTITUTIONAL ACCREDITATION
Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

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

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

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

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

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

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

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

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

■ The Cardiovascular Sonography program at NSU Tampa is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT), in both Adult Echocardiography and noninvasive Vascular Sonography. Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, Florida 33756, Phone: 727-210-2350 / Fax: 727-210-2354, www.caahep.org

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

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

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

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

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

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

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

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

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

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

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

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

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

University School of Nova Southeastern University is accredited by the Southern Association of Colleges and Schools, by the Florida Council of Independent Schools, by the Florida Kindergarten Council, and by the Association of Independent Schools of Florida. University School is a member of the National Association of Independent Schools, the Educational Records Bureau, the College Entrance Examination Board, the National Association of College Admission Counseling, the National Association of Campus-Based Schools, and the American Camping Association.
Nova Southeastern University goes beyond its primary mission by reaching out to the community with diverse community service programs and resources. Nova Southeastern University is one of only 311 colleges and universities nationally selected for the Carnegie Foundation’s Community Engagement Classification, and only 1 of 37 colleges and universities to hold both community engaged and high research activity designations. The community engagement classification acknowledges significant commitment to and demonstration of community engagement.

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

**Abraham S. Fischler School of Education**
- Accent Modification Services
- Achievement Award Ceremony
- America Reads/America Counts program
- Aural rehabilitation for the hearing impaired
- Autism Speaks
- Bilingual SLP evaluations and treatment
- Black Heritage Council/Carrie P. Meek
- Broward County Voice Resonance Clinic
- Broward Summer Institute: 2-day training on ASD-related topics
- Cervantes Award for Hispanic Educators
- Communication and Autism Network: professional learning community for speech-language pathologists who serve children with ASD and severe communication impairments
- Community SLP services to area charter schools (Charter Schools of Excellence and Somerset Charter School-Davie)
- Deaver Foundation/Enlightenment
- Employment Boot Camp for adults with ASD
- Evaluation of a holistic program for military service members and their families
- Fischler School Title V-B Outreach to Hispanic and Minorities
- Florida Fund for Minority Teachers Inc. (FFMT)
- Florida Power Library School Award
- Impact of Yoga Therapy on Veterans with PTSD
- Issues in Autism: annual conference
- Outstanding Education Leadership
- Parent Workshops: annually, on a variety of ASD-related topics
- Parkinson Support Group
- Robin’s Tree of Learning: webinars on ASD-related topics
- Senior Comp/computer literacy for Older Adults
- Social GAINN: social group for adults with ASD
- Special Gals: social group for girls/young women with ASD
- Speech, Language, and Hearing screenings to area preschools and health fairs
- Speech-Language Pathology Services: individual evaluations and treatment for all types of communication difficulties including Articulation, Language, Fluency, Voice, and Augmentative/Alternative Communication Evaluations
- Speech-Language Services (The Charter School of Excellence/Somerset Academy)
- Support group for caregivers of adults who have had strokes
- Support groups in the area of autism
- Language Links: AAC, communication, and technology
- General Family Support Group
- Behavior Support Group
- Creative A.G.E: for parents of adult children with ASD
- Teacher Imaginarium/seasonal events back to school
- Teacher of the Year events
- Teacher Preparation Advisory Committee (TPAC)
- Teen Time: social group for HS students with ASD
- Together You and I: parent-toddler group
- Title V-PPOHA (Expanding Post baccalaureate educational opportunities and quality by creating warm connections with Hispanic and low-income graduate students
- UM-NSU Card (Center for Autism and Related Disabilities)
- Understanding the Post-Development Experiences of OEF/OIF Marine Corps Veterans: A Phenomenological Study
- Weight of Words Program
Alvin Sherman Library
• Artists for Conservation Collaboration Program
• Asi Somos Dance Performance—IFE-ILE Afro Cuban Dance and Music
• Bharatanatyam to Bollywood: Journey of Indian Dance—Rhythms School of Dance
• Broward County Libraries Exhibits
• Chinese New Year Celebration—CASEC (Chinese Association of Science, Education, and Culture of South Florida)
• Cine Argentino—Adriana Bianco
• City of Lauderdale Lakes Community Resource Fair
• Cultural Demonstration—Morikami Museum and Japanese Gardens
• Davie Fire Rescue Visits Sharkey’s Story time—Davie Fire Rescue
• Elementary School Outreach Programs—Broward County Public Schools/Charter Schools of Excellence
• Florida Humanities Council Lectures
• Freedom Foundation of Valley Forge, Broward chapter lectures
• Genealogical Society of Broward County Programs Gold Coast Watercolor Society Exhibit
• Grant Seeking 101—Foundation Center
• Honorary Slovakian Consulate of Florida Exhibit
• I Love Yarn Day—Southeast Florida Head Huggers
• Identity Theft: Who’s Got Your Number—City County Credit Union
• Jewish Genealogical Society of Broward County Workshops
• LEAPS (Learning and Enrichment Activities for Primary School) Afterschool Program—Hope Outreach Center
• Mortgage Planning and Credit Solutions—Regent Bank
• PACE Collaboration/Educational Programming—Pace Center for Girls—Broward
• Read for the Fun of It Outreach Program—Gloria Dei, Lil Rascals, Creative Child, Children’s World South, Early Education Center, HOPE Outreach Center, YMCA
• Resources for Broward County High Schools
• SCORE: All about Grants Program
• Urban League of Broward County National Achievers Program

Center for Psychological Studies
The Psychology Services Center offers services to children, adolescents, adults, and elderly clients through the following specialty clinics.
• ADHD Assessment and Consultation and Treatment Plan
• Adolescent Drug Abuse Prevention and Treatment Program
• Anxiety Treatment Center
• Biofeedback and Health Psychology Center
• Child, Adolescents, and Family Services
• Child and Adolescent Traumatic Stress Program
• Family Violence Program
• Healthy Lifestyle Guided Self-Change Program
• Intensive Psychodynamic Psychotherapy Center
• Neuropsychology Assessment Center
• Nova Southeastern University Counseling Center for Older Adults (NCCOA)
• NSU OCD and Related Disorders Clinic
• Program for the Seriously Emotionally Disturbed
• Psychology Assessment Center
• School-related Psychological Assessments and Clinical Interventions Clinic
• Trauma Resolution Integration Program
Students provide mental health services in a variety of agencies throughout the tricounty area, including hospitals, community mental health centers, forensic settings, and student counseling centers. Moreover, student organizations provide outreach locally within the South Florida community, as well as internationally in locations such as South Africa and Central and South America.

College of Dental Medicine
• A Day for Children
• Bolivia Mission Trip
• Care to victims of domestic violence in Broward and Miami Dade counties
• Dominican Mission Trip
• Family Café
• Give Kids A Smile
• International Week
• Jamaica Mission Trip
• Nicaragua Mission Trip
• Nova Southeastern University Heart Walk
• Oral Cancer Awareness Walk
• Outpatient Care for children with cleft and craniofacial disorders at Joe DiMaggio Children’s Hospital
• Services for AIDS service organizations located in Broward, Miami-Dade, Palm Beach counties
• Susan G. Komen South Florida Race for the Cure
• Swinging for Smiles Charity Golf Tournament
• Zo’s Family Health & Wellness Groove

**College of Health Care Sciences**
- Foundation for Fighting Blindness
- Health Care Fair: Boomers and Beyond
- Healthy Communities Services for Special Olympic Athletes
- Interprofessional Diabetes Education and Awareness (IDEA) Initiative
- Lunch and Learn Seminars
- Physician Assistant Outreach Missions
- Project HEAT: Health Educators Against Trafficking
- T. Leroy Jefferson—Stars of Tomorrow
- Vision Walk

**College of Nursing**
The College of Nursing participates in rural and urban communities in partnership with various community agencies and organizations to provide health and wellness opportunities.
- A Day for Children
- American Diabetes Association Initiative
- American Heart Association
- Area Health Education Centers
- Boys & Girls Clubs of Broward County
- Broward Community and Family Health Center
- Covenant Village
- Day in the Life of a Nurse
- Florida Rural Medical Reach Fair
- HOPE South Florida
- Jack & Jill Children’s Center
- John Knox Village
- The Light of the World Clinic (Clinica Luz del Mundo)
- Miami Lakes Education Center Health Academic Screenings
- Noble McArtor Adult Day Care
- Relay for Life
- Seventh Avenue Family Health Center
- South Florida Hispanic Community Committee (SFLHCC) Health and Wellness Expo
- Special Olympics, Healthy Communities
- West Kendall Business Association Health Fair
- YMCA of Broward County

**College of Optometry**
- American Cancer Society Taste of Parrot-dise
- American Diabetes Association
- American Heart Association Heart Walk
- Broward 4-H
- ChampionShips, Inc./City of Miramar
- Children’s Services Council of Broward
- Council on American-Islamic Relations
- Dillard High School
- FCO optometric mission to Jamaica
- Florida Heiken Children’s Vision Program at the Miami Lighthouse for the Blind
- Fort Lauderdale Lions Club
- Fort Lauderdale Seventh Day Adventist Church
- Foundation Fighting Blindness VISION WALK
- Holy Cross Hospital and Medical Group
- InfantSee®
- Kids In Distress, Inc.
- Lakeside Elementary School
- Lighthouse of Broward
- Macula Vision Research Foundation
- Memorial Healthcare Systems
- Mourning Family Foundation—Zo’s Family Health & Wellness Groove
- North Broward Hospital District
- NOSA interdisciplinary health mission to Jamaica
- NSU A Day for Children
- Optometry Giving Sight World Sight Day
- PBS KIDS (WPBT Channel 2)
- Seussfest at Alvin Sherman Library
- Southwest Focal Point Community Center
- Special Olympics Opening Eyes/Healthy Athletes
- Stranahan High School
- SVOSH optometric humanitarian mission to Belize
- Walk Now for Autism Speaks
- WPLG Local 10 News

**College of Osteopathic Medicine**
- Afterschool recreation program
- Angel Tree
- Area Health Education Centers/Tobacco Program
- Beach Clean Up
- Big Brother/Big Sister
- Camp Boggy Creek
D.O. Day on the Hill
Florida Rural Medical Outreach (Glades REACH Fair, Hendry/Glades Health Fair)
Gilda’s Club
Habitat for Humanity
Hands on Broward
Heart Walk
High school counselors/mentors
HIV partnership for community
Homeless outreach
Institute for Disaster and Emergency Preparedness
International outreach to Vietnam, Peru, Ecuador, and Jamaica, among other places
Kids In Distress
Lifelong Learning Institute
Medical Explorers
Medical outreach
Outreach (Glades REACH Fair, Hendry/Glades Health Fair)
Participation in health fairs
Peds-Pals
Peer mentors
Pre-Doc Program
Read-on Early Literacy Program
Rural medicine training program
Special Olympics
Women In Distress

College of Pharmacy
- Holds forums that provide information on medications to area seniors, helping them better understand prescription drugs and their side effects
- Through specialized clinical education, course requirements, and student organizations, the college provides service to the community in partnership with local agencies and via various health educational opportunities, and screenings some of which are on the list that follows:
- A Day for Children
- Asthma 101
- Boomers and Beyond
- Cholesterol screenings
- Health and Wellness Education Speakers Bureau
- Health screening activities on public health issues such as osteoporosis, diabetes, and asthma

Department of Athletics
The NSU Department of Athletics, its student-athletes, staff members, and administrators participate and partner with various community groups to provide support to those in need, fulfilling the philosophy of being an NCAA Division II member institution as well as one of the fundamental core values of the university. Below is only a partial list of the many community activities NSU athletics is involved in.
- Broward County Special Olympics
- H.A.N.D.Y. (Helping Abused, Neglected, and Disadvantage Youth)
- International Coastal Cleanup
- Jack and Jill Children’s Center Toy Drive
- Make-A-Wish Foundation
- Miracle League World Series

Division of Student Affairs
- Days of Service with local community affiliates
- Service-based student organizations
- Service Trips (opportunities for student development outside of the South Florida region)
- Student organizations have worked with 125 various community affiliates throughout the region.

Farquhar College of Arts and Sciences
- Climate-Sustainability Lecture Series
- Distinguished Speakers Series
- Faculty Lecture Series
- Mathematics Colloquium Series
- Performing and visual arts events
- Science Alive
- Science Colloquium Series
- Tedx NSU
Graduate School of Computer and Information Sciences
• Cybersecurity Awareness Month
• Douglas Gardens North—Teaching Senior Citizens to Use Computers
• ITPalooza
• Ranger Good Works
• SharePoint Saturday
• South Florida .Net Code Camp
• South Florida Agile Association
• SQL Saturday

Graduate School of Humanities and Social Sciences
• Advanced Bowen Studies Project
• African Working Group
• Brief Therapy Institute (BTI)
• Brief Therapy Institute Community Training Projects
• Brief Therapy Institute Crisis Team
• Campus Diversity Dialogs (Do Something Different)
• Community Resolution Services (CRS)
• Conflict Consultation Group
• Consortium for Narrative Research and Practice
• Credentialed by 26 Project
• Culture and Conflict Group
• Environment Conflict Resolution Group
• Equality Club
• Equine-Assisted Family Therapy Project (in partnership with Stable Foundations)
• Gender and Conflict Group
• Interdisciplinary Collaborative Divorce Fostering Resilience—A Team Initiative
• MI CASA-Middle East and Islamic World Working Group
• Monitoring Issues of Central and South American Research Group
• Needs Assessment and Capacity Building for Land Rights Process in Suriname
• Peace and Conflict Resolution Education Working Group
• PROMISE—Preventing Recidivism through Opportunities, Mentoring, Interventions, Support Education (in partnership with the Broward County School Board)
• Social Justice Roundtable
• Students United with Parents and Educators Promise to Resolve Bullying (SUPERB)
• Systemic Change in Schools

H. Wayne Huizenga School of Business and Entrepreneurship
• 100 Black Men of Greater Fort Lauderdale
• Broward Heart Walk
• Distinguished Lecture Series
• Hope Outreach Center
• Ronald McDonald House
• Teen Challenge

Institute for the Study of Human Service, Health, and Justice
• Broward County Schools
• Broward Sheriff’s Office
• ChildNet
• Children’s Services Council
• Community Foundation of Broward
• Jewish Adoption and Foster Care Options (JAFCO)
• Kids In Distress
• Mission United
• United Way—Commission on Substance Abuse
• University of Miami—NSU CARD
• Veterans Affairs

Mailman Segal Center for Human Development
• Autism Institute
• The Academy at the Mailman Segal Center
• Access Plus
• Autism Consortium
• Baudhuin Preschool
• Kapila Family Foundation Starting Right Program
• Severe Behavior Disorder Program
• Unicorn Children’s Foundation Assessment Clinic
• Community Partners
• A Day for Children
• A. D. Henderson Foundation
• A. L. Mailman Family Foundation
• Autism Speaks
• Broward County Public Libraries
• Broward County Public Schools
• Camp Ramah Darom
• Children Services Council
• Community Foundation of Broward County
• The Dan Marino Foundation
• Florida Developmental Disabilities Council
• Jewish Adoption and Foster Care Options (JAFCO)
LICENSURE AND CERTIFICATION
The university meets regulations that govern the delivery of distance education in Florida and the other states where it offers programs. Although states differ in regulations, the process through which the university obtains state licensure and certification typically involves review at three levels. At the state government level, Nova Southeastern University must qualify as a foreign corporation in order to do business in a specific state. At the higher-education authority level, NSU must complete an extensive application process and a rigorous review by each state. At the accrediting body level, the university must comply with specific requirements concerning distance education programs and general areas such as fiscal stability and student support services for each off-campus program offering. The purposes of this process are the safeguarding of consumer interests and the assurance of quality control. NSU currently has active distance education programs in 11 countries; in Puerto Rico; and in 14 states, including Florida, in full accordance with the regulations of each of those jurisdictions.

DISTANCE EDUCATION AT NSU
Nova Southeastern University is a pioneer in the area of distance education, having initiated distance education programs in 1972. It was the first university in the United States to offer graduate programs in an online format, with the creation of the electronic classroom. NSU has been offering online programs and programs with an online component since 1983. NSU was also the first to use the Unix system to host online courses, and one of the first to use the Internet to support instruction.
At NSU, distance education is delivered using a variety of instructional delivery systems. Modes of delivery to students away from the main campus include online course delivery systems, synchronous meetings in an electronic classroom, traditional classroom instruction with a live instructor on-site, compressed interactive video, and audio teleconferencing.

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

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

Faculty members and students interact in discussion forums via threaded bulletin boards, via real-time electronic classrooms that support graphical presentations and audio, and through online submission of assignments in multimedia formats. NSU provides an email address and a directory for publishing assignments and resources to the Web for all students and faculty members. The Electronic Library provides access to online databases, many of which contain full-text documents.

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

A current list of SREB-approved programs can be found at www.nova.edu/srec. For a more comprehensive listing of online and distance education programs see www.nova.edu/distanceed/.

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

**REGIONAL CAMPUSES**

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

The regional campuses help to sustain an on-campus atmosphere for students by generating diverse opportunities to develop friendships, form study groups, and utilize the full range of the university's telecommunication systems, providing direct and consistent connection with NSU's main campus. Strategically and conveniently located regional campuses are easily accessible for students.
and faculty members in any of the NSU markets. The regional campuses have established high-quality and efficient service, enabling students to finish their degrees successfully, while at the same time, providing them with a real-life experience that contributes to their personal and professional development. In addition to offering degree programs, they offer executive education programs designed to assist participants in career development. Above all, to uphold the excellent quality of our programs, the curricula are delivered by outstanding faculty members who are practicing professionals in their fields.

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

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

Administration Office Hours
Monday–Friday from 8:30 a.m. to 6:00 p.m.
Saturday from 8:30 a.m. to 1:00 p.m.

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

NSU staff member coverage continues during all class sessions.

Locations
The Fort Myers Campus is located on the southeast corner of Colonial Boulevard and Interstate 75. The four-floor, 60,000-square-foot facility houses more than 700 students from Charlotte, Lee, Hendry, Glades, and Collier counties. This campus offers three computer labs, nine videoconferencing suites, and a multimedia teaching environment with Internet connectivity in every room. The campus offers bachelor’s, master’s, and doctoral degrees in physician assistant, education, speech-language pathology, business administration, leadership, counseling, and nursing. www.nova.edu/fortmyers

The Jacksonville Campus is conveniently located near I-95. From its 46,000-square-foot facility, it serves more than 1,100 students in Northeast Florida and Southeast Georgia. This campus offers programs in the areas of business, counseling, education, and health science at the bachelor’s and master’s degree levels. Also offered at the master’s degree level are speech-language pathology and physician assistant. At the doctoral level, students can select from a wide range of concentrations in education. Students are also offered a range of specialist programs in education and psychology. www.nova.edu/jacksonville

The Miami Campus, which is easily accessible from the Florida Turnpike and Kendall Drive, offers more than 75,500 square feet of classroom and meeting space with videoconferencing, voice, and Internet connectivity. This campus serves more than 3,200 students from Miami-Dade and Monroe counties as they pursue bachelor’s and master’s degrees in the areas of business, education, nursing, psychology, and speech-language pathology. Specialist and doctoral programs in education are also offered at this campus. Additionally, the Institute for Neuro Immune Medicine (INIM), directed by Nancy Klimas, M.D., operates within the Miami campus. The INIM is a premier research and treatment center for Chronic Fatigue Syndrome and other related Neuro Immune Disorders. www.nova.edu/miami

The Miramar Campus in the city of Miramar is located within the Town Center, bordered by Red and Hiatus Roads. It is easily accessible from I-75 on the west, and from I-95 or the Florida Turnpike on the east. It serves the residents of Miramar and Pembroke Pines, as well as
commuters from Miami-Dade and Palm Beach counties who work in Miramar. This 21,000-square-foot, wireless facility on the third floor of the city's Library and Educational Center is outfitted with a large computer lab, multimedia classrooms, and videoconferencing rooms. This NSU facility provides a convenient venue for classes, meetings, small conferences, and events to meet the needs of students and the communities it serves. NSU Miramar currently offers master's degrees in the areas of business and education, as well as a variety of executive education programs. www.nova.edu/miramar

The Orlando Campus is conveniently located off I-4 on Millenia Boulevard, approximately one mile from the Mall of Millenia. The 60,000-square-foot NSU Orlando facility provides the perfect venue for classes, meetings, small conferences, and events to accommodate the needs of students and the community. The campus offers its more than 2,300 students degrees ranging from the associate's level to the doctoral level. The diversity of programs in business, education, human services, health sciences, nursing, and the public sector help students meet their educational goals. www.nova.edu/orlando

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

The Tampa Campus is located near I-75 and I-4 and serves the Greater Tampa Bay area, including the counties of Hillsborough, Pasco, Pinellas, Polk, and Manatee. All programs at this 81,500-square-foot campus are offered in accessible formats to accommodate the demanding schedule of its student population of approximately 1,240. The wireless facility offers student lounge/study areas, a multipurpose room, 10 videoconferencing suites, 21 multimedia classrooms, 2 computer labs, an interactive simulation operating room with pre-op and post-op clinical labs, inpatient/outpatient labs, and private patient exam rooms. Programs of study include bachelor's and master's degrees in the areas of business, computer sciences, education, psychology, and health care sciences (including hands-on and simulation training in cardiovascular sonography); specialist programs in the areas of education and psychology; a professional graduate anesthesiologist assistant program; and doctoral-level programs in education, speech-language pathology, and entry-level physical and occupational therapy. www.nova.edu/tampa

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

**SPONSORED FUNDING**

Nova Southeastern University supports administrators and faculty and staff members in their pursuit of sponsored funding from a variety of government and private sources. In FY 2014, the university’s sponsored funding totaled in excess of $68 million.

The university is receiving sponsored funding from 93 different funding entities, with the largest amount of funding, 53 percent, coming from the federal government. State and local government represented 9 and 20 percent of total funding, respectively. Funding from for-profit and other nonprofit corporations, foundations, and other universities round out the funding portfolio.
Of the FY 2014 total, 58 percent, or $39 million, is to support research activities. In addition, the university funds faculty research through the President’s Faculty Research and Development Grant. Under this program, university faculty members compete for awards of up to $15,000 for the support of their scholarly inquiry and research. In the 15-year history of these awards, 841 faculty members and 360 students have shared $3,524,926 in financial support. Grant winners have come from each of the university’s academic units.

Since 2001, the President’s Faculty Research and Development Grants resulted in 432 presentations and 273 published articles or book chapters. The program has also led to 115 external grant proposals, 48 of which were funded for a total of $3,721,538.

The Oceanographic Center is receiving the largest amount of total sponsored research funding followed by the College of Osteopathic Medicine and the Institute for the Study of Human Service, Health, and Justice. The College of Osteopathic Medicine is the leader in sponsored funding for teaching/training projects. Many of the university’s schools, colleges, and centers, also receive sponsored funding to support community service, with the largest total going to the College of Dental Medicine and the Mailman Segal Center for Human Development.

In spite of an increasingly competitive funding environment, sponsored funding received by the university includes support for both new and continuing programs. Among these initiatives are the Institute for Neuro-Immune Medicine, the Center of Excellence for Coral Reef Ecosystems Research, the Division of Applied Interdisciplinary Studies Center for Applied Research on Substance Use and Health Disparities, Area Health Education Centers (AHEC) Programs, the National Coral Reef Institute, and College of Pharmacy breast cancer research. Major funding sources include the U.S. Department of Health and Human Services, National Institutes of Health, National Science Foundation, U.S. Department of Education, and other agencies and foundations. Moreover, many of these, as well as other sponsored projects, include collaborations with other universities, hospitals, and community organizations.
Historical Highlights

1961
The South Florida Education Center (SFEC) was organized to create an educational complex of institutions ranging from pre-elementary to postdoctoral education to invent, implement, evaluate, and disseminate innovative practices in all areas.

1964
Nova University opened offices on Las Olas Boulevard in Fort Lauderdale, Florida. Warren J. Winstead, Ph.D., was named president.

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

1965
The Physical Sciences Center and the Physical Oceanographic Laboratory were established.

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

1967
The Edwin M. and Esther L. Rosenthal Student Center was dedicated on the main campus.

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

1968
The Louis Parker Physical Sciences Center, the Davie Living Complex, and the main campus in Davie were officially opened.

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

1969
The Life Sciences Center was established to offer doctoral and master’s degrees in the biological sciences. The Leo Goodwin Institute for Cancer Research was relocated from Tampa to Nova University.

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

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

1970
The first five Nova University graduates received their Ph.D. degrees.

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

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

1971
Nova University received full accreditation for five years from the Southern Association of Colleges and Schools (SACS).

1972
Nova University initiated its external degree programs with its National Ed.D. Programs in Educational Leadership and Higher Education.

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

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

The Ed.D. Program in Early Childhood Education began.
1973
The Center for Public Affairs and Administration was established.
The Graduate Management Program was implemented.

1974
The Center for the Study of Law was established.
The board of trustees voted to change the university's name to Nova University, Inc.

1975
The Center for the Study of Law received provisional accreditation from the American Bar Association (ABA).
Nova University received full accreditation for a 10-year period from SACS.
The Master's Degree Program in Computer Science was established.

1976
Nova College was established on the main campus.

1977
The first class of the Center for the Study of Law graduated.

1978
Doctoral programs in business administration began within the Graduate Management Program.

1979
The Center for the Study of Law moved to the university's east campus site.
The Institute for Marine and Coastal Studies opened at the Oceanographic Center.

1980
The Center for the Advancement of Education was created.
The Center for the Study of Administration was established. The center was the precursor to the School of Business and Entrepreneurship.
Nova College received accreditation from SACS in December.

1981
The Southeastern College of Osteopathic Medicine admitted its charter class as an independent institution.
The Nova University Mailman-Family Center building was dedicated.
The Florida School of Professional Psychology merged into Nova University, and the Psy.D. degree in clinical psychology was offered.
The Ph.D. Program in Clinical Psychology received full accreditation from the American Psychological Association.

1982
The Center for the Study of Law received full accreditation from the American Bar Association.

1983
A new 90-unit dormitory was opened on the main campus.
The Psy.D. Program in Clinical Psychology received accreditation from the American Psychological Association.
The Master's Degree Program in Speech-Language Pathology was established.
The Doctor of Arts in Information Sciences Program was created and received approval from SACS.
The Ralph J. Baudhuin Oral School was acquired as a part of the Family Center.
1984
The Academic Center for Computer-Based Learning was established.

1985
The university revolutionized distance education with the development and implementation of the electronic classroom for delivery of online courses.
The Master's Program in Speech-Language Pathology was approved by the Florida Department of Education.
The federation between NYIT and Nova University was dissolved by mutual agreement.
Abraham S. Fischler, Ed.D., president, became chief executive officer of the university.
Nova University's SACS accreditation was reaffirmed for a 10-year period.

1986
The Doctor of Science Program in Computer Science was established.
The Behavioral Science Center became the Center for Psychological Studies.

1987
The College of Pharmacy admitted its charter class in association with the College of Osteopathic Medicine.
The School of Social Sciences was established and offered the Ph.D. Program in Family Therapy.
The Center for Computer Science was established to contain both the graduate and the undergraduate computer science degree programs previously housed in the Center for Computer-based Learning.

1988
The newly constructed Joe Sonken Building of the University School Center was opened.
The Nova University Community Mental Health Center predoctoral internship received full accreditation by the APA.

1989
The undergraduate Liberal Studies Day Program was begun with support from the state of Florida.
An inpatient geriatric/homeless facility was established to provide community service and research and training opportunities for students and faculty members.

1990
The Disability Law Institute was established within the Center for the Study of Law to protect the legal rights of disabled people and to provide education about disability issues in the law.
The Center for the Study of Law was renamed the Shepard Broad Law Center in acknowledgment of attorney Shepard Broad's extensive support.
The Shepard Broad Law Center was granted membership in the Association of American Law Schools.
Nova College was renamed the James Farquhar Center for Undergraduate Studies to recognize Farquhar's long-time support.
The Computer-Based Learning Center and the Center for Computer Science were combined to form the Center for Computer and Information Sciences.
Nova University celebrated its 25th anniversary.

1991
Facilities for the Bernice and Jack LaBonte Institute and the Ralph J. Baudhuin Oral School were dedicated.
The Institute for Systemic Therapy became the School of Social and Systemic Studies when degree programs in dispute resolution were added to existing programs in family therapy.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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| 1992 | Stephen Feldman was selected as the third president of Nova University.  
The Leo Goodwin Sr. Hall, new home of the Shepard Broad Law Center, opened on the main campus.  
The Leo Goodwin Sr. Residence Hall, the university's fifth student dormitory, was dedicated.  
Nova University's first building, the Rosenthal Student Center, was expanded to include a dining hall, full kitchen, bookstore, and administrative offices. |
| 1993 | Southeastern University of the Health Sciences added the College of Allied Health and admitted its charter class in the Physician Assistant Program.  
The Dolphins Training Center, a new training facility for the Miami Dolphins, was completed on the main campus.  
A new wing housing the Bernice and Jack LaBonte Institute for Hearing, Language, and Speech was added to the Baudhuin Oral School. |
| 1994 | Southeastern University of the Health Sciences merged with Nova University to form Nova Southeastern University (NSU).  
Ovid C. Lewis was selected as the fourth president of NSU.  
The William and Norma Horvitz Administration Building was dedicated. |
| 1995 | Based on its fall 1995 headcount enrollment, NSU became the largest independent university in the state of Florida.  
The College of Allied Health started a Master of Public Health Program for students working in other health professions.  
NSU acquired 10 acres of land contiguous with the southwest corner of the main campus for future expansion. Initially, the site will be used for a nature trail in a park-like setting. |
| 1996 | The Maxwell Maltz building, housing the Center for Psychological Studies and its Community Mental Health Center, was dedicated.  
Planning began to move the Fischler Center for the Advancement of Education to university facilities in North Miami Beach.  
The board of trustees approved addition of the College of Dental Medicine to HPD.  
The University School was selected as a National Blue Ribbon School of Excellence by the U.S. Department of Education.  
The Oceanographic Center began a cooperative project with the town of Davie to convert a water treatment facility into an aquaculture research farm.  
The Shepard Broad Law Center began a part-time evening division J.D. program. |
| 1997 | The Health Professions Division (HPD) moved from facilities in North Miami Beach to new facilities on the main campus. The new complex encompasses 365,000 square feet of classroom, laboratory, clinic, and office space along with a 470,000-square-foot parking structure.  
The College of Osteopathic Medicine won the 1997 American Medical Student Association's Paul R. Wright Excellence in Medical Education Award, the first osteopathic medical school in the U.S. to be selected.  
The College of Dental Medicine admitted its charter class.  
The Fischler Center for the Advancement of Education moved from leased facilities in Davie to newly renovated university-owned facilities in North Miami Beach.  
Facilities opened in University Park Plaza adjacent to the main campus. The facility houses classrooms, a microcomputer laboratory, the Institute for Learning in Retirement, and the Offices of Licensure and State Relations, Grants and Contracts, and Continuing Education. |
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<tr>
<th>Year</th>
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<td>1998</td>
<td>The board of trustees named Ray Ferrero, Jr., as the university's fifth president. George Hanbury, Ph.D., was appointed executive vice president and chief operating officer by Ray Ferrero, Jr., J.D., NSU president. NSU's regional accreditation was reaffirmed by the Commission on Colleges of the Southern Association of Schools for another 10 years. The Fischler Center for the Advancement of Education changed its name to the Fischler Graduate School of Education and Human Services. The National Collegiate Athletic Association (NCAA) Division II Management Council elected NSU to provisional membership effective September 1, 1998. The board of trustees approved construction of the 325,000-square-foot Library, Research, and Information Technology Center on the main campus.</td>
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<td>1999</td>
<td>Nova Southeastern University celebrated its 35th anniversary. Construction began for the new Library, Research, and Information Technology Center on the main campus. (A joint-use facility with Broward County, it includes a full-service library open to the public, electronic classrooms, an auditorium, and exhibit areas. It represents a unique concept of public/private use with the NSU Board of Trustees and the Broward County Board of County Commissioners each paying half of its costs.) The School of Business and Entrepreneurship was renamed the H. Wayne Huizenga Graduate School of Business and Entrepreneurship and the board of trustees approved construction of a new building for the school on the main campus. The School of Social and Systemic Studies began the first Ph.D. program in dispute resolution offered nationally by distance education. The College of Osteopathic Medicine was ranked 38th out of 144 medical schools nationally in the category of primary care medical schools by U.S. News &amp; World Report.</td>
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<td>2000</td>
<td>President Ferrero received the American Psychological Association's Presidential Citation Award for his efforts to expand and improve mental health services in South Florida. The American Psychological Association reaffirmed the Center for Psychological Studies doctoral program accreditation for another seven years. The 5,000-square-foot Health Professions Division Assembly Building that contains a 310-seat auditorium, computer laboratory, and seminar room was completed. Centralized university call centers were established at University Park Plaza, in the Health Professions Division Clinic, and at the Fischler Graduate School of Education and Human Services. Six shuttle buses were added to NSU's fleet to provide transportation throughout the 300-acre main campus for students and faculty and staff members.</td>
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<td>2001</td>
<td>The 325,000-square-foot Library, Research, and Information Technology Center was dedicated. It is a joint-use facility that resulted from an innovative agreement between NSU and the Broward County Board of County Commissioners. The new facility is the largest library in Florida. The United States Army selected NSU to be an educational partner in eArmyU, a consortium designed to deliver online degree programs to soldiers. The Family Center was renamed the Mailman Segal Institute for Early Childhood Studies. Ground was broken for the Jim &amp; Jan Moran Family Center Village and a $6 million challenge grant to the center was announced by JM Family Enterprises, Inc. The School of Social and Systemic Studies changed its name to the Graduate School of Humanities and Social Sciences. The Shepard Broad Law Center launched the first online master's degree in health law for non-lawyers offered by an accredited law school.</td>
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The board of trustees approved a name change from the Farquhar Center for Undergraduate Studies to the Farquhar College of Arts and Sciences.

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

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

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

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

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

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

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

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

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

Ground was broken for construction of the new 366,000-square-foot University Center. Planned features include a sports arena, fitness facilities, The Student Union and Resource Center, food and beverage services, and a performing arts facility.
NSU’s newest residence hall, The Commons, opened its doors to students on the main campus. This new living and learning facility has a capacity of 525 beds, configured in single and double rooms. It also has 5 classrooms, 2 conference rooms, 16 community living rooms, 16 study rooms. The Office of Residential Life and Housing is located at The Commons, as well.

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

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

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

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

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

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

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

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

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

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

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

A new, state-of-the-art, 87,000-square-foot research facility was approved to be built on the Oceanographic Center campus at John U. Lloyd Beach State Park in Dania Beach, Florida. Partially funded by a $15-million grant from the National Institute of Standards and Technology, the facility will be the only one in the country dedicated to the study, research, and preservation of coral reefs. The new Center of Excellence for Coral Reef Ecosystems Science was opened in September 2012.
The Carnegie Foundation for the Advancement of Teaching awarded Nova Southeastern University the Community Engagement Classification, which acknowledges significant commitment to and demonstration of community engagement. NSU was one of 115 colleges and universities in the United States selected for the Community Engagement Classification award in 2010, and one of only 311 colleges and universities nationally to receive the award since inception of the classification.

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

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

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

In September 2012, the Oceanographic Center used a $15-million federal stimulus grant to open the nation’s largest dedicated coral reef research center—the 86,000-square-foot NSU Center of Excellence for Coral Reef Ecosystems Research. The completed center cost $50 million. Students, scientists, and faculty and staff members can come to the center from all corners of the globe with the common goal of learning from the ocean’s diverse ecosystem of coral reefs and myriad fish and other marine life. The grand opening celebration included a keynote speech by former Vice President of the United States Al Gore. The building is Silver Leadership in Energy, and Environmental Design certified.

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

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

In 2013, NSU excelled not just in academics, but also in athletics. The rowing team captured the program’s first NCAA Division II National Championship. This is the sixth national championship for NSU athletics, all of which have come in a five-year span.
A multimillion dollar “Cooperative Development Grant” totaling approximately $3.9 million was awarded to the university by the U.S. Department of Education. The grant, from the DOE’s Hispanic-Serving Institutions Division, is the single largest Title V award received by the university. NSU is one of only four institutions in the nation to receive the Cooperative Development Grant and the only college or university in the state of Florida to receive this award for FY 2013.

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

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

**2014**

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

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

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

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

Florida’s Agency for Healthcare Administration issued its approval for HCA East Florida’s application to relocate Plantation General Hospital to NSU’s main campus. The hospital will be the anchor tenant in the Academical Village. As a cornerstone of this project, HCA began constructing an emergency room at NSU’s University Park Plaza, which is set to open in mid-2015.
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As of May 2015
In accordance with the bylaws of Nova Southeastern University, the business and property of the university are managed by the NSU Board of Trustees consisting of the president and not more than 35 additional members. The committees of the Board of Trustees include the Executive Committee/Committee on Trustees, the Academic Affairs/Strategic Planning Committee, the Finance/Audit Committee (with subcommittees of Investment and Internal Audit), the Advancement Committee, the Governance Committee, the Research and Technology Transfer Committee, and the Building and Grounds Committee. The specific responsibilities of the board of trustees are

• establishing the mission and ratifying the educational policies of the university

• acquiring, conserving, and developing the corporation’s and university’s resources, and in this regard, acting as custodian of all property of the corporation and university

• electing the officers of the corporation

• authorizing changes and adopting the university’s annual budget

• approving the university’s development plans

• approving the awarding of all degrees, based on the recommendations of faculty members and the president

• accepting and administering gifts of land, bequests, trusts, money, stocks, and other property from public and private sources

• establishing schools, centers, colleges, and divisions of the university upon recommendation of the president

• establishing university educational programs, courses, and curricula, upon recommendation from faculty members and the president, and prescribing conditions of student admission, attendance, and discharge
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President and Chief Executive Officer

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Executive Vice President and Chief Operating Officer

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

Frederick Lippman, R.Ph., Ed.D.
Health Professions Division Chancellor

Lydia M. Acosta, M.A.
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Vice President for Facilities Management and Public Safety

Ray Ferrero, Jr., J.D.
Chancellor

Abraham S. Fischler, Ed.D.
University President Emeritus

As of April 2015
University Councils and Committees

**Academic Computing Committee**  
Chair: Lial Knight, senior executive director, infrastructure, networks, field services. The Academic Computing Committee assists in developing university-wide approaches to the application of computing systems to student learning and in increasing the effectiveness of instruction. The membership includes representatives from academic centers and administrative units.

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

**Academic Review Committee**  
Chair: Joseph Grohman, professor of law and executive dean for faculty development. The purpose of the committee is to review the reports produced from the academic program review process and identify strategies for achieving the university’s goal of academic excellence or eminence in each program, department, or school. Membership is selected from among the university faculty.

**Administrative Student Services Council**  
Chair: Jeanette Magee, director of academic advising, H. Wayne Huizenga School of Business and Entrepreneurship. The Administrative Student Services Council (ASSC) meets monthly and has designated representatives from various academic and administrative units. The council is responsible for making recommendations to develop and improve processes, procedures, and policies that affect university-wide enrollment management and student support services. The council maintains open and regular communications of its efforts throughout the NSU community. Council members are responsible for sharing information with their respective academic and administrative units.

**Budget Committee**  
Chair: Jacqueline A. Travisano, executive vice president and chief operating officer. The committee is composed of Ralph V. Rogers, executive vice president for academic affairs and provost; Alyson Silva, vice president for finance and chief financial officer; and Ginny Pardo, university budget officer. The purpose of the Budget Committee is to review and recommend to the president the annual operating budget, including the establishment of tuition and fee rates.

**Capital Improvement Program Committee**  
Chair: Jacqueline A. Travisano, executive vice president and chief operating officer. The committee is composed of Alyson Silva, vice president for finance and chief financial officer; Jeffrey Lowe, university treasurer; Ginny Pardo, university budget officer; and Peter Witschen, vice president for facilities management. This committee was established to coordinate and combine the collective capital projects of the various schools, colleges, and centers of the university that are funded and constructed during the planning horizon of the next five years. The Capital Improvement Program (CIP) is updated annually and the first year of the plan serves as the current-year capital budget. The CIP is based on the fiscal resources of the university; therefore, it reflects the timing and the fiscal impact of raising these funds through various combinations of contributions, endowments, gifts, current university revenue, or debt. The plan is submitted to the president for review, and after his input, submitted to the board of trustees for adoption.

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

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

Dean’s Council

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

Editorial Board

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

Enterprise Risk Management Committee

Chair: Jacqueline A. Travisano, executive vice president and chief operating officer. This committee is responsible for oversight in the identification and weighting of NSU enterprise risk and monitoring of mitigating activities. The committee membership includes the chief operating officer, the executive director of internal audit, and the executive director of institutional and community engagement.

Faculty Advisory Council

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

Information Technology Steering Committee

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

Institutional Review Board

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

New Program Review Committee

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

**President’s Council**

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

**Quality Enhancement Plan (QEP) Committee**

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

**RAE2020 Executive Governance Committee**

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

**Safety Committee**

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

**Survey Research Committee**

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

**Health Professions Division**

**Board of Governors**
Chair: Royal Flagg Jonas

College of Dental Medicine Board of Counselors
Chair: Mel Rothberg

College of Osteopathic Medicine Dean’s Leadership Council

College of Pharmacy Dean’s Advisory Council

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

Board of Governors
Chair: Paul Sallarulo

Entrepreneur Council
Chair: Yolanda Harris

Real Estate Advisory Board
Chair: Tony Trella

**Library**

Circle of Friends
President: Ray Ballotta

**Museum of Art | Fort Lauderdale**

Board of Governors
Chair: David Horvitz

**Oceanographic Center**

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

**Shepard Broad Law Center**

Board of Governors
Chair: Melanie May

**University School**

Headmaster’s Advisory Board
Chair: Susanne Hurowitz

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**Athletics**

Advisory Council
Chair: Tony Segreto

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**Farquhar College of Arts and Sciences**

Dean’s Council
Chair: George Platt II

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**Health Care Sciences**

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

Anesthesiologist Assistant (Tampa)
Advisory Board
Chair: Robert Wagner

Audiology Advisory Board
Chair: D. Fred Rahe

Cardiovascular Sonography (Tampa)
Advisory Board
Chair: Samuel Yoders

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

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

Occupational Therapy (Fort Lauderdale)
Doctor of Philosophy Advisory Board
Chair: Kris Winston

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

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

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

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

Vascular Sonography Advisory Board
Chair: Sandrine Gaillart-Kenney
The Academic Centers
College and School Deans

Eric Ackerman, Ph.D.
Graduate School of Computer and Information Sciences

Ron Chenail, Ph.D. (Interim)
Abraham S. Fischler School of Education

Jerome Chermak, Ed.D.
University School

Lisa Deziel, B.S.Ph., Pharm.D., Ph.D.
College of Pharmacy

Richard E. Dodge, Ph.D.
Oceanographic Center

Kimberly Durham, Psy.D.
Institute for the Study of Human Service, Health, and Justice

Jon M. Garon, J.D.
Shepard Broad Law Center

Karen Grosby, Ed.D.
Center for Psychological Studies

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

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

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

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

Linda Niessen, D.M.D., M.P.H., M.P.P.
College of Dental Medicine

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

Marcella Rutherford, Ph.D.
College of Nursing

Elaine M. Wallace, D.O., M.S., M.S., M.S.
College of Osteopathic Medicine

Stanley Wilson, PT, Ed.D.
College of Health Care Sciences

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

As of April 2015
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3301 College Avenue • Fort Lauderdale, Florida 33314-7796
   Center for Psychological Studies • (954) 262-5750
   Farquhar College of Arts and Sciences • (954) 262-9002
   Graduate School of Computer and Information Sciences • (954) 262-2000
   Graduate School of Humanities and Social Sciences • (954) 262-3000
   H. Wayne Huizenga School of Business and Entrepreneurship • (954) 262-5000

3305 College Avenue • Fort Lauderdale, Florida 33314-7721
   Shepard Broad Law Center • (954) 262-6100

3200 South University Drive • Fort Lauderdale, Florida 33328-2018
   College of Dental Medicine • (954) 262-7319
   College of Health Care Sciences • (954) 262-1205
   College of Medical Sciences • (954) 262-1301
   College of Nursing • (954) 262-1101
   College of Optometry • (954) 262-1402
   College of Osteopathic Medicine • (954) 262-1400
   College of Pharmacy • (954) 262-1300

7600 SW 36th Street • Davie, Florida 33328-3937
   Mailman Segal Center for Human Development • (954) 262-6900

East Campus
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   Office of Human Resources • (954) 262-4748
   Regional Campus Network and Online Operations • (954) 262-8802

North Miami Beach Campus
1750 NE 167th Street • North Miami Beach, Florida 33162-3017
   Abraham S. Fischler School of Education • (954) 262-8500

Oceanographic Center
8000 North Ocean Drive • Dania Beach, Florida 33004-3078 (Adjacent to John U. Lloyd State Park)
   Oceanographic Center • (954) 262-3600

University School
3375 SW 75th Avenue • Fort Lauderdale, Florida 33314-1400
   Lower School: Grades pre-k–5 • (954) 262-4500
   Middle School: Grades 6–8 • (954) 262-4444
   Upper School: Grades 9–12 • (954) 262-4400
The newest division within the university, the Division of Applied Interdisciplinary Studies (DAIS) is a group of distinct and decisively independent entities that collectively foster collaboration in program development, research initiatives, and service delivery. To date, we are composed of the following units—the Center for Psychological Studies; the Graduate School of Humanities and Social Sciences; the Institute for the Study of Human Service, Health, and Justice; and the Mailman Segal Center for Human Development.

The mission of the Division of Applied Interdisciplinary Studies is to engage the best minds across disciplines to seek solutions to contemporary and emerging challenges in the global community through research, training, and practice. Our faculty members value an integrated model that embraces teaching, practice, and research. Our degrees, structures, and practices honor the blending of research and clinical practice. We intentionally build curricula in which research informs practice. Our undergraduate and graduate students and the professional services we render to the community benefit from our holistic view of health and from our nurturing of the indomitable human spirit.

Within our division, we share faculty expertise to create programs that address mental health, national security, criminal justice, human development, conflict resolution, and life span competency and coping issues that emerge in a complex and ever-changing world. We acknowledge that tackling challenging social questions requires the talents of multidisciplinary teams of professionals working across time.

We are preparing leaders in diverse professional fields who will discover solutions to emerging challenges that have not yet surfaced and those that continue to require our best efforts. The promise of the Division of Applied Interdisciplinary Studies lies in its openness to collaboration across disciplinary lines and in its targeted focus upon applied research that serves the social good.

As a division, we share resources and craft initiatives that turn ideas into action. We are creating national centers of excellence in the treatment of autism and addiction. We are looking to become a national presence in conflict analysis and resolution and in national security affairs. And we are exploring ways to better serve our students and our communities. Do join us. We invite you to investigate what we have to offer. And we invite you to see what you can bring to us.

**Center for Psychological Studies**

The Center for Psychological Studies (CPS), organized in 1967, has distinguished itself nationally through its mission, faculty, and programs and services that integrate training and research. The graduate school is composed of academic programs in psychology and counseling, predoctoral internship programs, a Psychology Services Center, continuing education programs, and scholarly activity including grant funded-research. The school is committed to advancing knowledge and providing services that are intimately tied to society’s pressing needs. The center’s academic programs are offered at the masters, specialist, and doctoral degree levels.

The Ph.D. program in clinical psychology is based on a scientist practitioner model that focuses on the empirical analysis of current topics and problems in clinical psychology. The Psy.D. program in clinical psychology is based on a practitioner informed by science model that prepares students for clinical work and to be lifelong consumers of research. These programs are both accredited by the Commission on Accreditation of the American Psychological Association. Both programs require a three-year, full-time residency and are offered on the main campus in Fort Lauderdale. Program concentrations are available in clinical neuropsychology, clinical health psychology, psychology of long-term mental illness, psychodynamic psychology, and clinical forensic psychology. Tracks on child, adolescent, and family issues and on multicultural psychology are also available.
The center’s doctoral program (Psy.D.) in school psychology is based on a practitioner informed by science model and prepares students to offer empirically supported services in assessment, intervention, and prevention. It complements the specialist program in school psychology (Psy.S.) that prepares students for certification as a school psychologist. Both programs are approved by the Florida Department of Education.

In addition, the specialist program in school psychology holds the designation of national Recognition by the National Association of School Psychologists (NASP) and has been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for this program is awarded to the university through the Fischler School of Education as follows: The Abraham S. Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P–12 educators for professional development, re-licensure, or other purposes.

Other programs offered include master’s degrees in counseling, mental health counseling, school counseling (approved by the Florida Department of Education), and general psychology. In order to make education at this level accessible to full-time, part-time working professional, and returning adult students, these programs are offered in a variety of formats such as evening, weekend, or online, with some also located at NSU’s Student Educational Centers throughout Florida.

The center sponsors a predoctoral internship program accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program offers doctoral candidates in psychology the opportunity to develop professionally, to increase proficiency in psychological assessment and intervention, and to acquire competence in the provision of supervision and consultation. In addition, the Consortium Internship Program, a partnership with community agencies, is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers.

As collaboration is valued, the school participates in many interdisciplinary research projects, programs, and activities. These include the Dual Admission Program with the Farquhar College of Arts and Sciences, the behavioral sciences track in the criminal justice programs, joint degree programs (Psy.D./M.B.A. and Ph.D./M.B.A.) in collaboration with the H. Wayne Huizenga School of Business and Entrepreneurship, sports psychology with the HPD Sports Medicine Clinic, and many other joint research and service projects within NSU and in the community.

The center is also home to two research and clinical training institutes: The Southeast Institute for Cross-Cultural Counseling and Psychotherapy and the Institute on Trauma and Victimization. Finally, the center offers national and state-approved continuing education programs to the professional community.

Integral to the mission to provide empirically supported services to the community, the center operates the Psychology Services Center serving more than 2,000 clients each year. More than 100 doctoral and specialist students receive training within this clinic under the supervision of distinguished faculty members. The services center is home to general outpatient programs and 14 faculty specialty clinical programs. Clients served include individuals with common problems in living, as well as those suffering from serious psychological disorders. Faculty and staff members value diversity and are sensitive to the needs of a multicultural community. Research conducted by faculty members seeks to find the most effective treatments for a variety of populations.

Conducting psychological research and providing assessment and treatment of psychological problems are among the greatest challenges facing modern society. No other class of problems places greater demands on our wisdom and creativity than those associated with the mind and behavior. For the mental health and school professions to advance, there must be an active exchange between those providing services and those engaged in research. Research needs to be responsive to social and community needs. Clinical services must reflect the advances put forth by research. The Center for Psychological Studies is a national leader in providing education and training, advancing...
an understanding of human behavior, and providing clinical services to the community. Our commitment is to continue to make significant contributions to the quality of life in the communities we serve.

**Graduate School of Humanities and Social Sciences**

The Graduate School of Humanities and Social Sciences (SHSS) is committed to inclusive excellence, student success, community partnership, and reflective practice. It offers interdisciplinary graduate programs in both on-campus and distance learning formats. The school also fosters research and outreach to address social issues and human challenges.

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

The Department of Family Therapy offers master's and doctoral degrees. The master's degree program is committed to clinical excellence. It has full accreditation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association of Family Therapy (AAMFT). The master's degree in Family Therapy is also available at various NSU student educational centers. While members of the cohort may reside in geographically distant areas, they have opportunities to interact and share assignments throughout the program. Both master's degree programs fulfill academic requirements for MFT state licensure in Florida and for clinical membership in AAMFT (additional post-master's clinical experience is required for both credentials). The Ph.D. program also is fully accredited by COAMFTE and provides students with the knowledge and expertise necessary to become leaders in the field. Students may select courses that fulfill the academic requirements for becoming a clinical member and approved supervisor in AAMFT. The department also offers a practitioner-oriented doctoral program, the Doctor of Marriage and Family Therapy (D.M.F.T.) degree.

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

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

The 33-credit M.S. in National Security Affairs (NSA) is designed to provide students with theoretical, research, and practitioner skills in the emerging profession of national security affairs. Students in this program will build a core understanding of critical issues in the field of national security today, including the assessment and analysis of the threat of terrorism in the United States and beyond and the analysis of intelligence collection. The M.S. in NSA is offered online worldwide. NSA is one of the fastest growing fields with positions open in the public sector, in
federal, state, and local governments; and in the private sector. This program is designed for professionals in the field seeking career advancement, those who aspire to enter the field, individuals in related professions, and those retired from the military and government seeking consulting and other positions.

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

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

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

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

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

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

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

SUPERB (Students United with Parents and Educators to Resolve Bullying) offers an all-age preventive program designed to meet the specific needs of an individual school or a district to enable the learning center to resolve bullying in their educational environment. By targeting bystanders, SUPERB helps to alter the culture and redefines teasing and tormenting as unacceptable behavior in school. SUPERB teaches students to work together to resolve incidents of bullying and interpersonal violence in schools by educating students, teachers, and parents that teasing and tormenting peers cannot be tolerated as an acceptable part of the school community (http://flgraduates.org/superb-3/).

SHSS publishes the semiannual, peer-reviewed Journal of Peace and Conflict Studies. The Qualitative Report is an online journal dedicated to qualitative research since 1990. The school’s online newsletter is titled SHSS Dialogs (http://shss.nova.edu/dialogs).
The Institute for the Study of Human Service, Health, and Justice

The Institute for the Study of Human Service, Health, and Justice (ISHSHJ) is composed of academic programs, major grant-funded research, and clinical projects focused on some of today's most urgent social challenges. These include substance use and health disparities, the accessibility of services for returning veterans, and the university's postdoctoral residency program. The institute is committed to values-based leadership and to the collaborative spirit of academic work at NSU.

The institute's academic offerings include programs at the bachelor's, master's, and Ph.D. level. The M.S. in Criminal Justice prepares students through a strong core curriculum in criminal justice, and allows for specialty training through various concentrations focused on key issues within the field, including legal perspectives, behavioral science, substance abuse, and strategic community planning, among others. This multidisciplinary structure facilitates choice for students and fosters the development of specialized expertise.

The Master of Human Services in Child Protection provides competency-based child protective services instruction aimed at closing the gap between ground level, on-the-job training and scientifically grounded best practices.

The institute's Ph.D. in Criminal Justice opens opportunities in the areas of research, academia, and management to those who are ready to advance their careers as well as to individuals considering a career change. The program facilitates choice for students and fosters the development of specialized expertise.

The institute's newest academic program, the B.S. in Recreational Therapy, prepares professionals with the therapeutic and evaluation skills necessary to pursue certification as a therapeutic recreation specialist or seek employment in a multitude of settings. In this program, students are able to apply the knowledge they learn in the classroom by participating in a field experience within a therapeutic recreation services agency in the community.

The B.S. in Human Services Administration is designed for a broad range of students and working professionals with an interest in enhancing the quality of life of individuals and families in need through the development and administration of agencies involved in service delivery. Successful degree completion will prepare students for multiple roles within governmental, private, and nonprofit organizations. Human services administration students gain invaluable, hands-on experience during their field placement in areas of interest such as aviation, health care, school administration, social work, and gerontology.

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

The M.A. in Gerontology was developed from the perspective that human beings require meaning and purpose in order to experience life with a sense of well-being as they grow older. The program is designed to prepare future leaders in the field of aging. The program's emphasis is on growing knowledge and skills, while challenging attitudes about aging that limit the potential of older lives in the 21st century.

Four concentrations further prepare students to begin or advance their careers serving older adults. A concentration in Professional Geriatric Care Management prepares students for certification in this emerging and critical area. In addition to the Gerontology M.A., we also offer an 18-credit Certificate in Gerontology comprised of the core curriculum. The certificate is designed for credentialed professionals who are working in the field and desire additional expertise in aging.

The M.S. in Developmental Disabilities is designed to prepare researchers, advocates, administrators, and policy makers to be leaders in community-based or governmental agencies that address the confluence
of issues associated with developmental disabilities throughout the life span. In addition, this degree will provide professionals from disciplines such as nursing and education with the necessary skills to be effective leaders and to advance in their fields.

Professionals from disciplines such as nursing and education are equipped with the necessary skills to be effective leaders and to advance in their fields. This degree provides students with an opportunity to pursue a range of concentration options, including Applied Behavior Analysis (ABA). Upon completion of this program with a concentration in ABA, students are prepared to pursue certification as a Behavior Analyst. In addition, students selecting the Child Life Specialist concentration are eligible, upon graduation, to pursue certification as a Child Life Specialist.

The institute's major grant-funded research and clinical projects include the work of an internationally renowned team of scientists investigating substance use and health disparities. They are the recipients of numerous grants from the National Institutes of Health, among other sources, and are currently managing more than $6 million in federal funding. In addition, the institute received grant funding to work in partnership with the United Way of Broward County's Mission United and the Veterans of Foreign Wars Stone of Hope Project to offer mental health and outreach services to returning veterans and their family members within a community-based wraparound system of care. This program builds upon research in the area of veterans' assistance conducted by ISHSHJ faculty members in collaboration with local organizations, such as Veterans of Foreign Wars Stone of Hope Project, the Fort Lauderdale Vet Center, and Broward County Elderly and Veterans' Services Division.

The institute is also home to the university's postdoctoral residency program, an initiative which allows participants to rotate through several schools and centers so that they can build experience and expertise in a range of academic and clinical areas. The program's philosophy is that sound clinical practice is based upon scientific research and empirical support. Its training model follows the scientist practitioner approach. The postdoctoral residency program is a member of the American Association of Psychology Postdoctoral and Internship Centers (APPIC).

The institute for the Study of Human Service, Health, and Justice places a strong focus on the development of ethical leadership and an improved quality of life. The academic disciplines under its umbrella have become increasingly complex and sophisticated. The institute's dual focus on teaching and learning, as well as on major research and clinical service initiatives, is a superior basis for academic excellence.

**The Mailman Segal Center for Human Development**

The Mailman Segal Center for Human Development (MSC) is a multidisciplinary demonstration and training center for education, research, and the advancement of knowledge in the fields of family studies, early childhood, and autism across the life span. The center is located at the Jim & Jan Moran Family Center Village, situated on five acres of the Nova Southeastern University main campus. The 110,000-square-foot, state-of-the-art complex houses the center's programs and provides professional training for students, faculty members, and researchers, through observations, practicums, internships, and postdoctoral opportunities.

**Early Childhood Institute**

At the core of the Mailman Segal Center are its expansive parenting and early childhood programs. Families with children from birth to five years old participate in a wide range of classes and support programs. More than 300 children participate in the nationally accredited Family Center Preschool and Infant & Toddler Programs. These programs utilize the trademarked 5C Curriculum Framework providing evidence-based educational programming for young children. Through numerous grants and research projects, the programs support the development of new and innovative educational models; create appropriate environments to field test new approaches; and serve as training sites for NSU’s undergraduate and graduate students.

**Autism Institute**

The Mailman Segal Center has a long history of serving individuals with autism and their families. The Autism Institute fosters cutting-edge research, educates professionals, and promotes evidence-based practices through collaborative interdisciplinary activities.
The Baudhuin Preschool is an internationally recognized, model program for children with autism spectrum disorder that serves more than 135 children through a partnership with the School Board of Broward County. MSC also houses The Academy which offers a private, tuition-based program for children with autism spectrum disorder.

The Starting Right program is a caregiver-child program for children ages 18–36 months who have been diagnosed with, or are at risk for, autism and related disorders. The Unicorn Children's Foundation Clinic provides psycho-developmental evaluations for children ages birth through five years who are exhibiting developmental delays or are suspected of having autism spectrum disorder. The clinic also has a specialized program for children ages 3–17 with severe behavioral challenges.

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

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

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

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

Academic Programs
Drawing on more than 30 years of experience in early childhood, family studies, and autism, MSC offers a variety of academic courses for undergraduate and graduate students in collaboration with other centers across the university. Courses are presented in a variety of modalities including on-site, distance technology, and online.

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

The Farquhar College of Arts and Sciences provides a broad education with the aim of preparing students for professional careers and graduate and doctoral study. The college fosters a multidisciplinary community engaged in purposeful, scholarly exploration. This environment is designed to stimulate students’ intellectual curiosity and strengthen their analytical and critical-thinking skills. The college’s core values provide the foundation for lifelong learning.

The college provides coursework, value-added programs, and experiential learning opportunities to traditional students entering from high school, those transferring from other universities, and those beginning or continuing graduate school. It also offers evening, off-campus, and online classes that enable working adult students to complete a college degree.

Academic Programs and Services
The college’s academic offerings include 33 diverse undergraduate majors, more than 50 minors, 2 certificate programs, and 2 graduate degree programs. These programs are housed within the college’s Divisions of Humanities; Math, Science, and Technology; Performing and Visual Arts; and Social and Behavioral Sciences.

All of the college’s courses emphasize high-quality instruction, small class size, and valuable faculty member-student mentorship by an accomplished faculty of noted researchers, authors, artists, and scholars. Students are encouraged to take advantage of this personal attention and access to resources to help meet their educational goals, achieve academic excellence, and enhance personal growth.

The Farquhar College of Arts and Sciences serves all NSU undergraduate students through required general education coursework—including those in the fields of business, education, health care sciences, human services, and nursing. This comprehensive coursework is spread across the areas of composition, mathematics, arts and humanities, social and behavioral sciences, and biological and physical sciences. In addition, the Writing Across the Curriculum initiative requires that written assignments make up at least 25 percent of the final grade for each course offered at the college.

Value-Added Programs
The Farquhar College of Arts and Sciences offers special opportunities for ambitious students to excel. The Dual Admission Program allows a select number of highly motivated students to be accepted simultaneously into both the undergraduate program and their desired NSU graduate school. The Undergraduate Honors Program fosters an interdisciplinary intellectual community through intensive seminars, cocurricular programs, and honors-level classes for outstanding students. The Honors Program also encourages independent, directed study and the completion of a divisional thesis.

The college actively promotes internships, independent study, and other learning experiences beyond the classroom as valuable components of higher education. The Clinic Exploration Program allows undergraduate students to shadow medical professionals at NSU clinics for a first-hand examination of health careers in action. Students taking Travel Study courses spend part of the semester exploring and researching at sites around the world. The annual Undergraduate Student Symposium showcases student research and creative projects. And Digressions, the student-run literary magazine, features original student works of poetry, fiction, and art. Participation in these experiences often leads to student publication, presentations at conferences, and advanced academic work.

Throughout the year, the college hosts many opportunities for students, faculty and staff members, and the local community to gain deeper insight into subjects of great interest. The Distinguished Speakers Series brings notable experts, including authors, artists, researchers, and activists, to campus. The Faculty Lecture Series brings the expertise of the college’s outstanding professors out of the classroom. The college’s Division of Performing and Visual Arts offers inspiring presentations including music recitals, theatrical performances, and gallery events.
exhibitions. The Climate-Sustainability Lecture Series brings together expert speakers and attendees to discuss the scientific, technological, social, and policy aspects of sustainability-related issues. The Psychology Graduate Research Series features presentations and talks by students in the college’s M.S. in Experimental Psychology program and in NSU’s Center for Psychological Studies. The Mathematics Colloquium Series aims to increase awareness of mathematics’ importance and applications in daily life and gives mathematics faculty members and students the opportunity to discuss independent research and share their passion for the subject.

*Quadrivium*, an annual online publication, reflects the diversity of scholarship and creative talent among the college’s faculty and graduate students.

The Farquhar College of Arts and Sciences extends its connection to the community by encouraging students to pursue learning opportunities through off-campus volunteer service, internships, and stimulating work experiences. The college also maintains partnerships with South Florida cultural organizations, which serves both the student participants and the local community.
Nova Southeastern University's Abraham S. Fischler School of Education (FSE) offers a comprehensive variety of programs of study in the fields of education leadership and teacher professionalization—all delivered through high-quality distance education techniques perfected through more than 40 years of expert practice. Working through distance education instructional strategies, the Fischler School serves more than 6,000 students annually, both domestically—throughout the United States and its territories—and in many international locations in North America, South America, the Caribbean, and Asia. Housed on an 18-acre, four-building campus in North Miami Beach, Florida, the Fischler School serves its local and international communities with a commitment to provide services to students, educators, children, and families.

The Fischler School's academic programs offer a variety of educational options with customized program offerings in a wide-range of levels of study including: Associate of Arts (A.A.), Bachelor of Science (B.S.), Master of Arts in Teaching and Learning (M.A.T.L.), Master of Science (M.S.), Educational Specialist (Ed.S.), Doctor of Education (Ed.D.), and Doctor of Philosophy in Education (Ph.D.) degrees; state and local district-recognized certificates; teacher certification/recertification; endorsements in autism, gifted education, Pre-K disabilities, reading, and TESOL; and professional development options. Through diverse methods of delivery formats that are site-based, field-based, online, campus-based, and myriad combinations of these, virtually all of the Fischler School’s degrees and specializations/concentrations are available based on student need. Many courses and programs are customized to meet the unique needs of individual students, school systems, or organizations.

**Associate of Arts and Bachelor of Science Undergraduate Program Offerings**

At the A.A. level, the Fischler School offers an Associate of Arts degree in Early Childhood Education. For students whose career goals include becoming P–12 classroom teachers, the Fischler School offers B.S. programs in Child Development, Elementary Education, Exceptional Student Education, Middle Grades English, Science, Social Studies Education, Secondary Biology, English, Mathematics, and Speech-Language Pathology—many leading to teacher certification/licensure in multiple states, either through primary certification or reciprocal agreement.

**Master’s and Educational Specialist Programs Offered as M.A.T.L., M.S., and Ed.S.**

The Fischler School offers M.A.T.L., M.S., and Ed.S. degree programs, with 5 M.A.T.L. specializations in Curriculum and Instruction, Elementary Reading, Elementary Mathematics, K–8 STEM, and K–12 Technology Integration; 22 M.S. specializations; and 11 Ed.S. major specializations available among multiple degrees. Virtually all of the programs are available in an online or blended (online/on-site) format—offering the widest and most comprehensive possible range of options for students and working professionals anywhere in the world. Among the Master of Arts in Teaching and Learning options is a hybrid program of study, offered jointly with Skylight Professional Development, a division of Pearson Education Publishing, LLC.

**Doctoral Programs Offered as Ed.D., Ph.D., and SLP.D.**

The Fischler School’s Ed.D. program combines the benefits of a common core of research, content area specializations, and applied dissertation project with options for 12 concentrations and 10 minor areas of focus. Widely varied curricular offerings are delivered through a combination of online and blended options. Many Ed.D. courses are offered face to face in local cohorts both domestically and internationally. Ed.D. concentrations include: Curriculum and Teaching, Early Childhood Education, Educational Leadership, Health Care Education, Higher Education Leadership, Human Services Administration, Instructional Leadership, Instructional Technology and Distance Education, Nursing Education, Organizational Leadership, Reading, Special Education, and STEM Education. Minors and electives in the program include: Adult Education, Autism, Brain-Based Leadership, Charter School...
Education, Community College Leadership, Conflict Resolution, Curriculum Development, Early Childhood Education, Human Resource Development, and Urban Education. Additionally, a Ph.D. in Educational Research and Evaluation degree was launched to accommodate students who wish to pursue a degree in educational psychometrics. All Fischler School doctoral programs bring a rich array of highly qualified, full-time, and guest faculty members and educational researchers who benefit the more than 2,900 students actively enrolled in doctoral programs.

**The Fischler School’s Future**

With wide-ranging, student-centered degree and course offerings, National Council for Accreditation of Teacher Education (NCATE) standards applied to all Fischler School certification and teacher education courses, and opportunities to seamlessly connect teacher training and educational leadership from an A.A. to a Ph.D., Nova Southeastern University’s Abraham S. Fischler School of Education is poised to continue its leadership role as one of the nation’s largest contributors to the professionalization of educators, school change-agents, educational researchers, and P–12 school and university practitioners and leaders.
In this era of rapid technological growth, each new day brings demands for increased proficiencies of those whose professions intimately involve computers and information technology, e.g., creation of software or information systems, teaching with or without computing, managing and protecting information and systems, or conducting research. The Graduate School of Computer and Information Sciences (GSCIS) has a critical responsibility to offer programs that are timely, yet provide an enduring foundation for future professional growth. The school also considers it essential to enable working professionals to earn graduate degrees without interrupting their careers.

GSCIS was at the forefront of new technology when it introduced America’s first online graduate degree programs in 1983 and the first electronic classroom in 1984. Thirty years later, the school offers more than 300 online classes annually, with students in all 50 states and more than 20 countries around the world. In 2005, NSU was certified as a National Center of Academic Excellence in Information Assurance education by the National Security Agency (NSA) and Department of Homeland Security. This prestigious certification was renewed in 2008 for the academic years 2008–2014.

GSCIS has earned a stellar reputation for its innovative curricula and renowned faculty members, recognized leaders in their fields outside the classroom. In 2013, GSCIS revealed new course offerings in iOS and Android programming, data visualization, and cloud computing. The school implemented new facilities to offer dynamic courses and opportunities for students to learn practical skills, including a new Mobile Computing laboratory, Cloud Computing and Distributed Systems, and Secure Robust Distributed Systems laboratory.

GSCIS offers programs leading to M.S. degrees in computer science, information security, information technology, management information systems, and software engineering. Graduate certificate programs consisting of 15 credits are offered in business intelligence/analytics, and information security management. Doctoral-level programs include Ph.D. degrees in computer science, information, assurance, and information systems. Most programs offer concentrations in information security, and the NSA has certified the information security curricula for compliance with the requirements of the Committee on National Security Systems Standards.

Master’s degree programs, which are offered on campus and online, require a minimum of 36 credits of coursework (thesis optional) and may be completed in as little as one year. On-campus evening master’s degree programs are tailored to meet the needs of those who reside in South Florida. Online master’s degree programs, which require no campus attendance, are available for part-time or full-time students worldwide. The unique Ph.D. programs require a minimum of 64 credits and are primarily online with limited on-campus participation in courses, seminars, and dissertation counseling. Combined master’s/doctoral degree programs that enable students to earn an M.S. and a Ph.D. degree in a shorter time frame are also available.

The school is a certified member of the Electronic Campus of the Southern Regional Education Board, and all 10 of its programs are offered via this highly successful consortium. It also participates in several federal and military programs including the DANTES Distance Learning Program, and the United States Army’s online initiative, eArmyU.
The Health Professions Division (HPD) is unique in that it has been developed as an interdisciplinary educational center from its inception. The division was founded on the concept that the interdisciplinary approach to education is beneficial to students of all professions. HPD prepares students to work effectively with health care providers from different fields and fosters mutual understanding of the challenges, rewards, and needs specific to each discipline. By encouraging students from various disciplines to learn together, barriers are broken and patient care is enhanced.

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

HPD has a longstanding commitment to promoting service to underserved communities. More than 60 HPD students have received the National Health Service Corps Tuition Scholarship in exchange for service in designated health shortage areas. During 2014–2015, 12 HPD students were National Health Service Corps Scholars.

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

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

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

College of Dental Medicine

The College of Dental Medicine offers an innovative, newly designed curriculum which graduates competent clinicians devoted to primary and comprehensive care for all patients. The college, accredited by the Commission on Dental Accreditation, is closely allied with the College of Osteopathic Medicine and the other colleges of the NSU Health Professions Division, in proximity as well as in academic collaboration. Courses in medicine and basic biomedical sciences prepare students to treat both healthy and medically compromised patients in modern dental facilities in Davie and throughout Broward County.

A unique, six-year program has been developed to address the access to primary health care issues and meet the needs of underserved populations. The College of Dental Medicine and the College of Osteopathic Medicine have structured a curriculum that provides an opportunity for a student to receive a D.M.D. (Doctor of Dental Medicine) degree and a D.O. (Doctor of Osteopathic Medicine) degree. This is the only joint D.O./D.M.D. program in the United States at this time. A graduate of this program will be prepared to provide primary health care that will address preventive medicine and general dentistry.
Dental students also have the opportunity to earn a Masters of Public Health (M.P.H.) degree concurrently with their D.M.D. degree.

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

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

The college serves as a professional community resource for dentists. Through continuing education programs, library services, and other technical and clinical assistance, it helps dental professionals stay current in their fields, even while practicing in remote sites.

The College of Dental Medicine, located in the Health Professions Division of the main campus of NSU, is housed in a 70,500-square-foot, three-story building containing 171 modern dental operatory units, in addition to completely equipped diagnostic, radiographic, and oral-maxillofacial surgical suites. The college also has dental facilities in Oakland Park and at the NSU Pediatric Dental Clinic at Kids In Distress and Joe Di Maggio Hospital, as well as 35 modern dental units at the North Miami Beach campus of NSU.

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

The college has a strong community service mission and provides dental care to low income, underserved, and medically complex patients. Dental students participate in U.S. and international mission trips annually with students from other health professional colleges at Nova Southeastern University.

**College of Health Care Sciences**

The College of Health Care Sciences is committed to preparing quality health care professionals for roles on the health care team. The Physician Assistant Programs, located on the main campus and in Fort Myers, Jacksonville, and Orlando, Florida, are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The programs award a Master of Medical Science (M.M.S.) in Physician Assistant degree.

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

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

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

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

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

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

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

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

The Department of Health Science is an interdisciplinary group of programs designed for the health care professional with a desire to advance both academically and administratively within his or her respective career. Offering distance education from the undergraduate to doctoral level is consistent with the university’s and college’s commitment to lifelong learning. The department offers the following online degree programs: the Bachelor of Health Science, the Master of Health Science, the Doctor of Health Science. A Bachelor of Science in Medical Sonography is offered in Fort Lauderdale and a Bachelor of Science in Cardiovascular Sonography is offered at the Tampa Campus.

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

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

The Audiology Program began in 2000 and offers the Doctor of Audiology (Au.D.) degree, a four-year, post-baccalaureate, first-professional degree. An audiologist is uniquely qualified to provide a comprehensive array of services related to the diagnosis, management, and treatment of individuals across the life span with hearing and vestibular disorders. This program
provides students with the academic foundation and diverse clinical experiences that are necessary for successful independent practice today and in the future. The Audiology Program is dually accredited by the Accreditation Commission for Audiology Education (ACAE) and the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

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

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

**College of Medical Sciences**

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

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

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

**College of Nursing**

With more than 2.7 million registered nurses nationwide, nursing continues to be the largest health care profession in the United States. The U.S. Bureau of Labor Statistics projects that employment for registered nurses (R.N.s) is expected to grow 19 percent from 2012 to 2022.

Most health care services involve some form of care by R.N.s. Although 60 percent of all employed R.N.s work in hospitals, many are employed in a wide range of other settings, including private practices, public health agencies, primary care clinics, home health care, outpatient surgical centers, health maintenance organizations, nursing-school operated nursing centers, insurance and managed care companies, nursing homes, schools, mental health agencies, hospices, the military, and industry. The trend for nurses in outpatient care centers is expected to grow. Other nurses work in careers as college and university educators preparing future nurses, or as scientists developing advances in many areas of health care and health promotion.
The mission of the College of Nursing is to provide quality undergraduate and graduate nursing education within an atmosphere of scholarly inquiry, professional values, interprofessional collaboration, and community service. The college will prepare culturally sensitive and competent nursing leaders who have knowledge and skills based on integrity, creativity, courage, stewardship, and compassion and that are relevant, futuristic, and responsive to the rapidly changing health care trends and environments.

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

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

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

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

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

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

The fifth option for the B.S.N. degree is the R.N. to M.S.N. program. Students in this program complete three terms of B.S.N. coursework and then matriculate into the Non-Clinical M.S.N. program. It is a three-year program of study with students receiving a B.S.N degree and master's degree in nursing (M.S.N.). Three specializations in master's program includes health systems leadership, nursing education, and nursing informatics.

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

The Advanced Practice Registered Nurse (A.P.R.N.) Program provides the opportunity for an R.N. with a baccalaureate degree (B.S.N.) to prepare for advanced-level nursing practice related to the primary care of families and individuals throughout the lifecycle in primary care settings. The program provides preparation for the family nurse practitioner and the gerontological acute care practitioner (FNP), and is offered in a hybrid format at the Palm Beach Campus. Graduates of the program receive an M.S.N. degree.
The Doctor of Nursing Practice (D.N.P.) is a practice-focused terminal degree that prepares graduates to practice at the highest level in a specialty practice or executive leadership. The D.N.P. curriculum builds on current M.S.N. programs by supporting evidence-based practice, quality improvement, and systems thinking. Graduates of this program are prepared to lead and engage in practical, clinically focused scholarship and research utilization.

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

**College of Optometry**

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

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

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

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

Two other unique programs in NSU’s College of Optometry are a one-year preparatory program and a certificate in business management offered in conjunction with the H. Wayne Huizenga School of Business and Entrepreneurship.

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

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

In the third and fourth years, students provide supervised direct patient care in five university-operated optometry clinical facilities jointly known as the Eye Care Institute. The fourth year is entirely clinical, with intensive training within the Eye Care Institute as well as in affiliated primary care, specialty, and medical/surgical care facilities. Students in the fourth year can take advantage of additional opportunities for practical clinical experience by selecting programs from more than 40 external clinic sites affiliated with the College of Optometry.
In addition to the professional program, the college offers postgraduate residency training in a variety of clinical settings, including primary care, pediatric, low vision, cornea, and contact lens optometry residencies within the Eye Care Institute and hospital-based and ocular disease residencies at affiliated clinical sites. The college also offers a master's degree in clinical vision research. This online program equips the optometrist, optometric educator, and other health professionals with the in-depth knowledge necessary to conduct scientific research directed at clinically relevant questions. The program also provides a bridge between clinical care and vision science.

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

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

**College of Osteopathic Medicine**

The College of Osteopathic Medicine, which admitted its charter class in 1981, has a dedicated faculty, well-established affiliations with medical centers and hospitals, a nationally recognized rural and urban program for medically underserved populations, and a mission to educate the finest osteopathic physicians possible. The college, accredited by the American Osteopathic Association and a member of the American Association of Colleges of Osteopathic Medicine, offers a full-time, four-year course of study leading to the Doctor of Osteopathic Medicine (D.O.) degree.

The college also offers a Master of Public Health (M.P.H.) degree, a Master of Science in Biomedical Informatics (M.S.B.I.) degree, and a Master of Science (M.S.) in Disaster and Emergency Preparedness degree. Combined degree programs include the D.O./M.P.H., D.O./D.M.D., D.O./M.B.A., D.O./M.S. (health law), and M.M.S./M.P.H. (physician assistant studies).

The college’s mission is to prepare high-quality, compassionate physicians with an emphasis on primary care disciplines and their vital role in rural, urban, and underserved communities. As a result, a significant percentage of our alumni practice in the primary care disciplines of family medicine, general internal medicine, or general pediatrics. Approximately half of our graduates select other specialties and subspecialties.

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

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

To sustain its place at the forefront of osteopathic medical education, the college consistently reviews and revamps its curriculum by implementing progressive programs and interactive student-learning tools. Over the past several years, NSU-COM has purchased a number of high-fidelity, human-patient simulators to allow its students to further hone their arsenal of clinical skills. The use of standardized patients and various modes of cutting-edge technology, such as Second Life, have offered our students hands-on learning opportunities.

Students and residents receive clinical training at Broward Health; the NSU health care centers and clinics; and in a vast and comprehensive network of affiliated public and private hospitals, medical practices, ambulatory centers, and public health units.

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

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

The college keeps pace with the changing health care system through partnerships with community, health, and educational organizations to better prepare students and residents for their future professional roles. The college has residency programs at affiliated hospitals in anesthesiology, dermatology, emergency medicine, family medicine, general surgery, internal medicine, neuromusculoskeletal medicine, ophthalmology, orthopedic surgery, palliative care, pediatrics, physical medicine and rehabilitation, preventive medicine, psychiatry, and radiology. In addition, postgraduate fellowship programs have been established in addiction medicine, allergy and immunology, cardiology, critical care, correctional medicine, dermatology, endocrinology, forensic pathology, forensic psychiatry, gastroenterology, geriatrics family practice, geriatrics internal medicine, geriatrics psychiatry, gynecologic oncology, hematology and oncology, hospice and palliative care, infectious disease, integrated family practice, neuromuscular medicine, interventional cardiology, psychiatry, pulmonary-critical care, rheumatology, palliative care, psychiatry, sleep medicine, and sports medicine.

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

The M.P.H. Program offers a general Master of Public Health degree, which requires a minimum of 42 credits of study. This consists of 27 credits of required core courses, including a public health field experience (6 credits), and a minimum of 15 credits of public health electives courses. Coursework may be taken on a full-time or part-time basis. M.P.H. students are required to complete their course of study within five years of matriculation. A full-time student may be able to complete the requirements within two years.

The M.P.H. degree may be completed on-site or online. In addition, the program offers an online Spanish-language version. The curricula and competencies for the online and on-site options are identical, although the modality of instruction for each differs. Supervised field-based projects, special studies, and research opportunities are available to students as part of elective course choices. On-site classes are offered in the evenings and are generally scheduled one evening per week. Up to 15 credits of online courses are allowable within the on-site option. An on-site orientation is required of all students in the online program. Culminating experiences of the M.P.H. Program include a public health field experience that culminates in an oral evaluation and a comprehensive examination.

In 2006, the College of Osteopathic Medicine, in collaboration with the NSU Graduate School of Computer and Information Sciences (GSCIS), developed a course of study leading to the Master of Science in Biomedical Informatics (M.S.B.I.) degree. The M.S.B.I. degree program is designed to train future leaders in the development, dissemination, and evaluation of information technology as it relates to the health care environment, such as hospitals and health systems, health information technology system vendors, health companies, insurers, pharmaceutical companies, and academic institutions.

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

The Master of Science (M.S.) in Disaster and Emergency Preparedness, established in 2012, is a 36-credit degree program. The program content is offered in an all-online format that incorporates interactive video and includes two on-site meetings (one at the beginning of the student’s enrollment and another near the program’s conclusion to allow each student to present his or her selected track practicum project and have it evaluated).

The degree program is designed to provide students with the requisite theoretical knowledge and applied skills needed to work in the rapidly growing interdisciplinary field of emergency and disaster preparedness. A community research practicum at the local, state, federal, or international level also is a key component of the program. Four degree tracks are offered: maritime safety and security, cyber security, law enforcement/criminal justice, and public health.

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

**College of Pharmacy**

The professional responsibilities of pharmacists are expanding rapidly to meet the demands of a dynamic health care system. Prospective drug use review and the offering of consultation services are now mandatory in all states. Through the provision of pharmaceutical care, an increasing number of pharmacists are involved with medication therapy management. As pharmacists move more directly into patient care, the technical functions of prescription dispensing are being carried out by technicians and technology, but the ultimate responsibility for what takes place at the drug-patient interface remains with the pharmacist. The College of Pharmacy, accredited by the Accreditation Council for Pharmacy Education, admitted its first class in 1987, becoming the first college of pharmacy in South Florida, and has since graduated more than 4,500 pharmacists.

The Doctor of Pharmacy (entry level) is awarded after successful completion of four years of professional study in the College of Pharmacy and can be completed at the Fort Lauderdale Campus, the Palm Beach Campus, or at the Puerto Rico (San Juan) Regional Campus. The curriculum stresses innovative delivery and assessment methods and is designed so that courses integrate information and build on one another to provide students with skills and the knowledge to be successful in the profession. The first two years build a foundation in the medical and pharmaceutical sciences. Third-year courses focus on application of material learned, the use of drugs in the disease process, and developing skills essential to monitoring drug therapy. The final year of the Pharm.D. curriculum is composed of full-time pharmacy practice experiences where students gain additional experience in the diverse areas of pharmacy practice, including patient care management, clinical pharmacy, medication therapy management, and pharmacy administration.

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

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

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

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

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

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

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

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

The College of Pharmacy facilities are headquartered at the Health Professions Division on the main campus in greater Fort Lauderdale and in regional campuses in Palm Beach, Florida, and San Juan, Puerto Rico. Clinical advanced practice experiences and sites are located throughout Florida and Puerto Rico. However, the college offers experiential opportunities throughout the United States. A pharmaceutical care center is adjacent to the clinic on the main campus. Research sponsored by the National Institute of Health provides opportunities for students to participate in cardiovascular, cancer, and central nervous system research. The Healing and Medicinal Garden, a project spearheaded by the College of Pharmacy and some of Florida’s leading horticulturists and landscape architects, serves as a repository of living medicinal plants and gives students first-hand knowledge of the plants’ properties and roles.

The College of Pharmacy provides opportunities for pharmacy students to complete concurrent degrees in either a Master’s of Business Administration or a Master’s of Public Health with their Pharm.D. curriculum. In conjunction with the H. Wayne Huizenga School of Business and Entrepreneurship, eligible students may take a concurrent Pharm.D. and M.B.A. program or, in conjunction with the College of Osteopathic Medicine, take a concurrent Pharm.D. and M.P.H. program. Pharmacy students at all three campuses are eligible to participate in either program as both the M.B.A. and M.P.H. programs are primarily offered online.

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

The NSU pharmacies and faculty members participate in NSU interprofessional team outreach activities locally and worldwide. They provide educational screening services for patients across the state of Florida and in
Outreach activities include
- AHEC/disaster relief team
- Florida Pharmacists Legislative Days and Health Fair in Tallahassee
- community health fairs and health screenings
- educational speakers program
- rural health pharmacy training program
- seniors education day, providing information on current therapies

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

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

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

The Women's Health Center, located in the Sanford L. Ziff Health Care Center, provides obstetric, prenatal, and postnatal care; nutritional counseling; and other services. Deliveries take place at Broward General Medical Center and other affiliated hospitals. Additionally, available gynecological services include Pap smears, biopsies, colposcopy, screenings for a variety of cancers in female organs, and a range of diagnostic techniques.

In 2013, the College of Osteopathic Medicine established an Employee Health Clinic. This clinic runs as an adjunct to our current Employee Sick Clinic. The Employee Health Clinic is staffed by family medicine and internal medicine physicians (no students or residents are involved). This Employee Health Clinic allows NSU employees to be seen in an efficient and confidential manner. The clinic is open five days a week, and is located in the Ziff Building. The NSU Wellness Program is delivered to all interested employees through this clinic.

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

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

The NSU health care system provides for more than 260,000 patient visits yearly to the communities it serves, and plays an even wider role in the health of the community. Patients of the health care centers benefit from the university's integrated, multispecialty clinics because, with quick and easy referrals under the same roof, patient satisfaction and outcomes are greatly improved. As the clinical providers for a growing segment of the South Florida region, NSU remains committed to enhancing the health and well-being of the extended community.
The H. Wayne Huizenga School of Business and Entrepreneurship is one of only a few business schools in the nation with entrepreneurship in its name. That says a lot about who we are—a school committed to delivering an up-to-date curriculum that fosters the spirit of innovative thinking in the workplace. Our master of business administration in entrepreneurship is designed especially to develop and foster the spirit of entrepreneurship in the workplace. Regardless of program choice, our students learn to face critical issues of today and tomorrow, head on.

More than 40 years ago, the Huizenga Business School pioneered field-based education by developing the cluster concept, making business education accessible to working professionals. Today, our students come from a diverse cross section of society—culturally, demographically, and professionally. Courses are delivered in a range of flexible formats—on-campus, through field-based degree programs, online, and through blended learning combining traditional classroom and online activities. Currently, more than 3,700 students are enrolled in the Huizenga Business School’s bachelor’s, master’s, and doctoral degree programs.

The Huizenga Business School offers a range of 10 optional concentrations to enhance the core M.B.A. curriculum. The entrepreneurship concentration is designed to assist students in gaining the skills, knowledge, and confidence to become successful entrepreneurs. The curriculum and experiential learning process teaches students to think; while the term project and testing process will improve analytical as well as writing skills. The finance concentration provides a broad understanding of corporate finance, securities analysis, portfolio management, and financial institutions and markets. The leadership component of master’s degree programs gives students the skills necessary to effectively lead organizations in today’s dynamic marketplace. The real estate degree provides the skills necessary to be successful in commercial, residential, and other real estate development. Our newest concentrations include process improvement, supply chain management, sport revenue generation, and marketing.

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

The Huizenga Sales Institute at the H. Wayne Huizenga School of Business and Entrepreneurship is a state-of-the-art sales training facility located on the main campus of Nova Southeastern University. This 8,200-square-foot venue provides participants with highly advanced sales training, while serving as an invaluable resource for corporate training, seminars, events, and workshops. The Huizenga Sales Institute boasts myriad technologically advanced teaching, presentation, and meeting venues designed to bring a new level of innovation and sophistication to teaching the art and science of sales and sales management. Companies seeking an effective way to train large or small numbers of employees at one time will truly appreciate these cutting-edge facilities. Working with a Huizenga Business School sales trainer, up to 100 employees can learn a new technique, practice it in the presentation/interview room, and return to the group for review and critique.
Mission: Founded in 1966 and located on a 10-acre site at Port Everglades, 12 miles due east of the main campus, the Oceanographic Center's mission is to carry out innovative basic and applied research and to provide high-quality graduate and undergraduate education in a broad range of marine science and related disciplines. The center serves as a community resource for information, education, and research on oceanographic and environmental issues.

Research Overview: Since formation, Nova Southeastern University Oceanographic Center has a long history of conducting high-quality ocean research in a variety of topics and disciplines. Initially concentrating primarily on physical oceanography, today the Oceanographic Center researchers, faculty and staff members, and students pursue studies and investigations in a variety of oceanographic fields including marine biology, geology, ecology, and physics of the marine realm. Research remains at the forefront of the center’s many initiatives.

The center's faculty and staff members are academics, professors, researchers, and teacher/mentors for their students. Their work is published in peer-reviewed literature. Much research is extramurally funded through grants; cooperative agreements; contracts; awards from federal, state, and local governments; awards from NGOs; and awards from private organizations and foundations.

Regions of interest include not only Florida's coastal waters and the continental shelf/slope waters of the southeastern United States, but also the waters of the Caribbean Sea, the Gulf of Mexico, the Antarctic, and the Atlantic, Indian, and Pacific Oceans.

Some important research focus areas include:

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

Education: Oceanographic Center (OC) graduate students gain classroom, laboratory, and field knowledge to become the next generation of marine researchers, managers, and conservationists. Faculty members specializations include coral reef biology, ecology, and geology; shark, billfish, and fish biology, physiology, ecology, and conservation; invertebrate zoology and taxonomy; fisheries science; genetics, and genomics; deep sea biology and ecology; molecular biology; microbiology; biodiversity; and physical oceanography.

The Oceanographic Center offers a Ph.D. in Oceanography/Marine Biology; M.S. degrees in Marine Biology, Coastal Zone Management (CZM), Marine Environmental Sciences, and Biological Sciences; and an M.A. in Marine and Coastal Studies (online). Traditional, online, blended, and condensed courses are held at our 10-acre, ocean campus. The M.A. is completely online and many M.S. courses (and the full CZM program) are also available online. Masters programs can be completed in as little as 1.5 years. Three graduate certificate programs are also available.

Oceanographic Center faculty members also contribute to the teaching of B.S. degrees in marine biology, biology (premed), and environmental science/studies offered by the Farquhar College of Arts and Sciences.
**Associated Institutes:** Several research-related institutes combine multiple disciplines as focal points for faculty and staff members. The National Coral Reef Institute conducts rigorous scientific research, education, and community service in order to understand, monitor, restore, and manage coral reefs, including those damaged or destroyed by natural or human-induced events. The Guy Harvey Research Institute (GHRI) is a collaboration between the renowned marine artist, scientist, and explorer, Guy Harvey, and Nova Southeastern University’s Oceanographic Center. The mission of the GHRI is to provide the scientific information necessary to understand, conserve, and effectively manage the world’s marine fishes and their ecosystems. In a joint effort with Save Our Seas Foundation, the NSU Oceanographic Center has established the Save Our Seas Shark Center (SOS SC). Scientists from the SOS SC conduct research, education, and conservation projects aimed at identifying and finding solutions to the major threats facing the world’s elasmobranch (shark and ray) populations.

**Facilities:** The Oceanographic Center consists of three main buildings and a modular. These contain conference rooms, classrooms, an electron microscopy laboratory, a machine shop, an electronics laboratory, a coral workshop, a filtered seawater facility, working biology laboratories, a graduate student center, and offices for the faculty and staff members and are all connected with wired and wireless networks. The center has a one-acre marina with associated small research vessels and dive boats. In addition to having laboratories and sophisticated equipment, the center has space for research collaboration, training, and fieldwork staging; a marine science library; and an 85-seat auditorium.

The most recent building is a multidisciplinary facility—the 86,000-square-foot Center of Excellence for Coral Reef Ecosystems Research—that is designed to provide capacity for faculty members, researchers, visiting scientists, postdoctoral fellows, and graduate students to generate information and research products to help understand, conserve, and protect coral reef ecosystems.

The William S. Richardson Library at Nova Southeastern University’s Oceanographic Center is a research-oriented library for all the disciplines of marine and aquatic science. It has 25 current subscriptions to print journals and more than 320 current subscriptions to e-journals with archival rights. The library also has more than 16,000 volumes of books, monographs, and bound journals that can be found in the online NovaCat catalog. Databases include ASFA (Aquatic Sciences and Fisheries Abstracts); Science Direct (full-text Elsevier Journals); Web of Knowledge/Science; Wiley, Taylor & Francis; BioOne; and GeoRef, among many others. These databases can be accessed through NSU’s Electronic Library. Other NSU libraries offer access to additional online databases and print resources, as well as an interlibrary loan service that allows the receiving of books and/or copies of journal articles from other libraries around the country. The Oceanographic Center’s website is [www.nova.edu/ocean](http://www.nova.edu/ocean) and the email is ocadmissions@nova.edu.

The Oceanographic Center has more than 100 faculty members, researchers, staff members, and research assistants. The student body is composed of 200 graduate students.
For more than 40 years, the Shepard Broad Law Center has had a profound influence on South Florida and on the broader legal community. Its alumni include numerous judges, mayors, and other government officials. Alumni are partners in major law firms and serve on community boards and as pro bono volunteers.

The Law Center's tradition emphasizes innovation. Our live-client clinics were added early in the law school's history and today every student is guaranteed a live-client experience through in-house clinics and a wide array of field placements. This highly regarded opportunity provides on-site placements locally, nationally, and globally. Every student can spend an entire semester in one of five full-semester clinics and field placements. Alternative Dispute Resolution, Children and Families Law, Criminal Justice, and Veterans Law provide specialized practice training while the Civil Field Placement Clinic allows a student to participate in the legal field of his or her own choice.

Our Critical Skills Program helps all students succeed in law school and prepare for the bar examination. Our Legal Research and Writing program and wealth of practice-focused workshops come together to provide the knowledge, skills, and values essential for Shepard Broad graduates to take control of their legal practice and provide top quality service to the community. National Jurist has recognized the impact of the Law Center's education, naming Shepard Broad fourth in the nation at preparing law students for the bar exam and practice of law.

The Law Center's faculty and student body reflect the diversity of its community. Included in the 54-member, full-time faculty and instructors for 2014-2015 were 9 black or African Americans, 5 Hispanics, and 2 Asian Americans. Twenty-seven faculty members and instructors are women. The student body is equally diverse. Approximately 56 percent of the students are women; 47 percent are members of minority groups.

Affinity groups representing African American, Asian, Hispanic, Jewish, and LGBT law students are joined by interest groups such as those for business law, health law, entertainment and sports law, and intellectual property. Special programs available at the Law Center include dual-degree programs with other NSU colleges and European law schools, concentrations in health or international law, and degree and semester abroad programs. Many students volunteer for pro bono service through the Public Interest Law Center.

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

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

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

Lower School

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

All students at University School gain experience through hands-on activities and exposure to the arts, athletics, and academic excellence. Students gain social skills and learn about community responsibilities through the Guidance Program and the social environment of University School. One unique component of University School’s Lower School is the Student Academic Support Service (SASS) program which equips students with skills necessary to plan, organize, strategize, pay attention, manage details, and schedule themselves.

Middle School

Middle school is an exciting time for early adolescents as they begin to transition from the intermediate learning levels to high school-level academics. The rigorous academic program addresses individual needs and offers both developmentally appropriate middle school courses and an opportunity for advanced students to accelerate their schedules.

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

Upper School

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

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

Abraham S. Fischler School of Education

A.A. Early Childhood Education
B.S. Education
B.S. Elementary Education
B.S. Exceptional Student Education
B.S. Middle Grades English Education
B.S. Middle Grades General Science Education
B.S. Middle Grades Social Studies Education
B.S. Prekindergarten/Primary Education
B.S. Secondary Biology Education
B.S. Secondary English Education
B.S. Secondary Mathematics Education
B.S. Secondary Social Studies Education
B.S. Speech Language and Communication Disorders
M.S. Education
M.S. Instructional Design and Diversity Education
M.S. Instructional Technology and Distance Education
M.S. Speech-Language Pathology
M.A. Teaching and Learning
Ed.S. Education
Ed.D. Education
Ph.D. Education—Educational Research and Evaluation
SLP.D. Speech-Language Pathology

Graduate School of Humanities and Social Sciences

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

Institute for the Study of Human Service, Health, and Justice

B.S. Human Services Administration
B.S. Recreational Therapy
M.S. Criminal Justice
M.S. Developmental Disabilities
M.A. Gerontology
M.H.S. Human Services—Child Protection
Ph.D. Criminal Justice

Division of Applied Interdisciplinary Studies

Center for Psychological Studies

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

Farquhar College of Arts and Sciences

B.S. Applied Professional Studies
B.A. Art
B.A. Arts Administration
B.S. Athletic Training
B.S. Behavioral Neuroscience
B.S. Biology
B.S. Chemistry
B.A. Communication Studies
B.S. Computer Engineering
B.S. Computer Information Systems
B.S. Computer Science
B.S. Criminal Justice
B.A. Dance
B.A. English
B.S. Environmental Science/Studies
B.S. Exercise and Sport Science
B.S. General Studies
B.A. History
B.S. Human Development and Family Studies
B.A. Humanities
B.S. Information Technology
B.A. International Studies
B.S. Legal Studies (prelaw)
B.S. Marine Biology
B.S. Mathematics
B.A. Music
B.A. Musical Theatre
B.S. Paralegal Studies
B.A. Philosophy
B.A. Political Science
B.S. Psychology
B.S. Public Administration
B.S. Sociology
B.S. Software Engineering
B.A. Theatre
M.S. Experimental Psychology
M.A. Writing

Graduate School of Computer and Information Sciences
M.S. Computer Science
M.S. Information Security
M.S. Information Technology
M.S. Information Technology in Education
M.S. Management Information Systems
M.S. Software Engineering
Ph.D. Computer Information Systems
Ph.D. Computer Science
Ph.D. Computing Technology in Education
Ph.D. Information Systems

HEALTH PROFESSIONS DIVISION
College of Dental Medicine
M.S. Dentistry
D.M.D. Dental Medicine

College of Health Care Sciences
B.S. Cardiovascular Sonography
B.H.Sc. Health Science
B.S. Medical Sonography
B.S. Respiratory Therapy
M.H.Sc. Health Science
M.O.T. Occupational Therapy
M.M.S. Physician Assistant
M.S. Anesthesia
Au.D. Audiology
D.H.Sc. Health Science
Ph.D. Health Science
Dr.O.T. Occupational Therapy
O.T.D. Occupational Therapy (entry level)
Ph.D. Occupational Therapy
D.P.T. Physical Therapy (entry level)
Ph.D. Physical Therapy
T-D.P.T. Physical Therapy (postprofessional)

College of Medical Sciences
M.B.S. Biomedical Sciences

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

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

College of Osteopathic Medicine
M.S.B.I. Biomedical Informatics
M.S. Disaster and Emergency Preparedness
M.S. Medical Education
M.P.H. Public Health
D.O. Osteopathic Medicine

College of Pharmacy
Pharm.D. Pharmacy
Ph.D. Pharmaceutical Sciences
H. Wayne Huizenga School of Business and Entrepreneurship

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

Oceanographic Center

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

Shepard Broad Law Center

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

Dual Admission Programs

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

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

Abraham S. Fischler School of Education

M.S. Education
M.S. Speech-Language Pathology
SLP.D. Doctor of Speech-Language Pathology

DIVISION OF APPLIED INTERDISCIPLINARY STUDIES

Center for Psychological Studies

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

Graduate School of Humanities and Social Sciences

M.A. Cross-disciplinary Studies
M.S. College Student Affairs
M.S. Conflict Analysis and Resolution
M.S. Family Therapy
M.S. National Security Affairs

Institute for the Study of Human Service, Health, and Justice

M.S. Criminal Justice

Graduate School of Computer and Information Sciences

M.S. Computer Information Systems
M.S. Computer Science
HEALTH PROFESSIONS DIVISION

College of Dental Medicine
D.M.D.  Dental Medicine

College of Health Care Sciences
M.H.Sc.  Health Science
M.O.T.  Occupational Therapy
M.M.S.  Physician Assistant
Au.D.  Audiology
D.P.T.  Physical Therapy (entry level)

College of Nursing
B.S.N.  Nursing

College of Optometry
O.D.  Doctor of Optometry

College of Osteopathic Medicine
D.O.  Osteopathic Medicine

College of Pharmacy
Pharm.D.  Pharmacy

H. Wayne Huizenga School of Business and Entrepreneurship
M.Acc.  Accounting
M.B.A.  Business Administration
M.S.  Human Resource Management
M.I.B.A.  International Business Administration
M.S.  Leadership
M.P.A.  Public Administration
M.Tax.  Taxation

Oceanographic Center
M.S.  Marine Biology

Shepard Broad Law Center
J.D.  Law

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

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

The College of Osteopathic Medicine offers a joint D.O./M.P.H. (public health) degree and provides opportunities for students to earn an additional joint degree (D.O./M.S. in Health Law) in conjunction with the Shepard Broad Law Center.

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

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

- The Graduate School of Computer and Information Sciences—J.D./M.S. in Computer and Information Science fields of study

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

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

- The H. Wayne Huizenga School of Business and Entrepreneurship—J.D./M.B.A. and related master's degrees
Student Affairs and the College of Undergraduate Studies

Student Affairs and the College of Undergraduate Studies provides students with numerous services and cocurricular learning opportunities that are conducive to student growth, development, and engagement that leads to retention and graduation. Administered by the Office of the Vice President of Student Affairs and the dean of the College of Undergraduate Studies, the following offices comprise the organization.

Office of Student Leadership and Civic Engagement

The Office of Student Leadership and Civic Engagement provides NSU students with the opportunity to become involved in a variety of leadership programs and volunteer activities in the community. The office also houses NSU’s premier leadership program, Razor’s Edge, a dynamic and intense leadership development opportunity for high-performing student leaders who participate in a four-year curriculum that includes curricular and cocurricular elements.

Office of Residential Life and Housing

The Office of Residential Life and Housing provides students with a total educational experience by facilitating an enjoyable campus-living experience. The residence halls are living/learning centers that provide an environment conducive to student success. Opportunities in a variety of academic, cultural, social, leadership, and recreational activities facilitate personal development. Functions that enhance student growth through the Office of Residential Life include an educational judicial process, crisis intervention, mediation, and counseling referrals. The office provides quality facilities for students who live on campus, and it coordinates the administrative processes of all on-campus housing including assignments, contracts, billing, facilities, and maintenance of the seven on-campus residence halls. On-campus housing consists of a traditional residence hall with private bath facilities for undergraduate students, as well as apartment-style housing for upper-division undergraduate students and graduate students.

Office of Campus Recreation

The Office of Campus Recreation provides programs and services that foster the education and development of the mind, body, and spirit for members of the NSU community. These programs and services include intramural sports, group fitness, special events, instructional opportunities, certification courses, personal training, and fitness assessment and evaluation exams. The office operates the RecPlex, located within the Don Taft University Center. The RecPlex is more than 100,000 square feet of indoor and outdoor recreation and fitness space with 15,000 square feet of strength and cardiovascular training equipment; two indoor basketball courts; three racquetball courts; a rock-climbing wall; a heated, outdoor swimming pool; three multipurpose rooms; and men’s and women’s locker rooms, showers, and saunas. The RecPlex is available to all current, fee-paying NSU students. Faculty and staff members, alumni, family members, and affiliates of NSU also may gain access by becoming members.

Office of Student Activities

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

Office of Special Events and Projects

Housed within the Office of Student Activities, the Office of Special Events and Projects coordinates, hosts, and sponsors university-wide events such as the Student Life Achievement Awards, and CommunityFest. The office also sponsors the Shark Discount program, the 2020 Legacy Scholars Program, and President’s 64 (a group of selected campus student leaders who serve the NSU community).
Office of Student Disability Services

The Office of Student Disability Services provides information, oversight, and coordination for all services and accommodations for students with disabilities who are enrolled at NSU, its regional campuses, and its off-campus programs by collaborating with NSU academic centers, the Office of Residential Life and Housing, Facilities Management, and other NSU offices.

Office of Student Media

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

Office of Student Affairs at the Regional Campuses

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

Office of Student Affairs Assessment and Student Engagement

As part of the ongoing efforts to continually improve its programs, services, and operations, the Office of Student Affairs Assessment and Student Engagement assesses and benchmarks the effectiveness of each office's programs. It also gathers information from students in regard to their impressions, experiences, and aspirations. The office is responsible for leading Student Affairs and the College of Undergraduate Studies in an intentional strategic plan that is targeted to increase student engagement, leading to retention and graduation.

Office of Administrative Services and Marketing

The Office of Administrative Services and Marketing sets the standards for all marketing and communications for the division and works with all offices to produce materials that inform the university community of its activities, programs, and services. The office oversees the Student Poster Printing service by providing complimentary, wide-formatted posters for student organizations and academic units. The office also oversees the Shark Fountain Brick Campaign and publishes an enewsletter, SharkFins, that reaches 26,000 NSU students weekly.

Student Activity Fee Accounts Office

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

Office of Student Career Development

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

Office of Orientation and Commuter Services

The Office of Orientation focuses on providing positive and smooth transitions into the university and college life for new NSU students. Multiple-day programs facilitated by student orientation leaders give new students and their families information and resources that provide a foundation for a successful start to the student's academic pursuits. The office also provides a preorientation experience for students through Shark Camp, an orientation for online students, and programs and resources for commuter students.

Office of Undergraduate Academic Advising

The Office of Undergraduate Academic Advising provides comprehensive academic support services that assist students to achieve their academic goals by giving
them advice on selection of a major, degree requirements, course selection, and registration. The office supports student retention through referral to campus resources that enhance student academic success an orientation for online students, and programs and resources for commuter students.

**Office of Undergraduate Student Success**
The Office of Undergraduate Student Success develops and implements programs and services that increase student engagement, thus leading to academic success and retention among undergraduates. Programs and initiatives include the Super Shark program, Tools for Success workshop series, Student Success Coaching, the Student Success Portal, and Faculty Early Alert.

**Office of Testing and Tutoring**
The Office of Testing and Tutoring supports the academic progress of all NSU undergraduate students. The center provides supplemental learning assistance and an array of testing services. It assists students in meeting their academic goals with tutoring, testing, study resources, and writing services.

**Office of International Students**
The Office of International Students and Scholars (OISS) provides complete support and advisory services. OISS offers immigration assistance for the NSU community and serves as a liaison between its office and the United States Citizenship and Immigration Services (USCIS) in matters related to international students and scholars studying and working here.

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

Student enrollment has grown rapidly since the first class enrolled in 1967. The university grew from a small graduate institution serving 17 Ph.D. students studying oceanography, physical science, and science education to a major university with more than 24,000 students pursuing undergraduate, graduate, and professional degrees in a wide variety of fields in fall 2014.

Historically, the fastest rate of growth was during the university’s first decade of existence, when student enrollments reached more than 8,000. Between 1972 and 1973, enrollments almost tripled, increasing from 571 to 1,483 after the addition of distance education programs in educational leadership and higher education, as well as an M.B.A. program and a Ph.D. program in clinical psychology.

During the next decade, enrollments leveled off, and then once again began to rise. Over the last 10 years, enrollment has fluctuated between 24,000 and 29,000 (Figure 1 and Table 1).

Figure 1

Unduplicated Headcount Enrollment

Fall Term 1967 to Fall Term 2014

Table 1

Change in Fall Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>First-Professional</th>
<th>Total Enrollment</th>
<th>Annual Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>4,699</td>
<td>15,667</td>
<td>3,782</td>
<td>24,148</td>
<td>-6%</td>
</tr>
<tr>
<td>2013</td>
<td>5,156</td>
<td>16,635</td>
<td>3,879</td>
<td>25,670</td>
<td>-4%</td>
</tr>
<tr>
<td>2012</td>
<td>5,739</td>
<td>17,120</td>
<td>3,949</td>
<td>26,808</td>
<td>-6%</td>
</tr>
<tr>
<td>2011</td>
<td>6,397</td>
<td>18,135</td>
<td>3,925</td>
<td>28,457</td>
<td>-1%</td>
</tr>
<tr>
<td>2010</td>
<td>6,174</td>
<td>18,619</td>
<td>3,948</td>
<td>28,741</td>
<td>-1%</td>
</tr>
<tr>
<td>2009</td>
<td>5,868</td>
<td>19,322</td>
<td>3,964</td>
<td>29,154</td>
<td>3%</td>
</tr>
<tr>
<td>2008</td>
<td>5,757</td>
<td>19,000</td>
<td>3,621</td>
<td>28,378</td>
<td>3%</td>
</tr>
<tr>
<td>2007</td>
<td>5,635</td>
<td>18,387</td>
<td>3,496</td>
<td>27,518</td>
<td>6%</td>
</tr>
<tr>
<td>2006</td>
<td>5,413</td>
<td>17,142</td>
<td>3,405</td>
<td>25,960</td>
<td>-1%</td>
</tr>
<tr>
<td>2005</td>
<td>5,453</td>
<td>17,549</td>
<td>3,333</td>
<td>26,335</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: IPEDS Enrollment Survey
Nova Southeastern University has the largest total fall-term enrollment of all private, nonprofit universities in Florida. Moreover, of approximately 1,700 private, not-for-profit institutions nationally, Nova Southeastern University ranks 10th. When compared with the total number of students enrolled at Florida independent five-year institutions in 2013, approximately one of every six students enrolled in private higher education in Florida attended Nova Southeastern University.

**Recent Enrollment Trends:**

After reaching a peak enrollment of more than 29,000 students in fall 2009, changes in the economy, undergraduate admission standards, and educational demands in certain areas have driven a period of steady enrollment reductions to 24,148 students in fall 2014 (Figure 2). Similarly, full-time equivalent (FTE) 1 has also declined from more than 23,300 in fall 2009 to 19,042 in fall 2014 (Figure 3). Undergraduate enrollment declined sharply in 2012 with smaller enrollment reductions in 2013 and 2014 (Figures 2-3). It is expected that the reduction in undergraduate enrollment due to increased admissions standards will begin to dissipate as better prepared undergraduate students are retained at higher levels than past entering classes and new strategic recruiting initiatives are implemented. As shown in Table 3, recent reductions in enrollment at the graduate level have occurred primarily in the Abraham S. Fischler School of Education and the H. Wayne Huizenga School of Business and Entrepreneurship. Professional student enrollment and FTE has declined slightly from just under 4,000 to just under 3,800 over the past five years. This is related to national trends in the reduction of students pursuing law degrees.

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

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

Full-time credit loads are 12 for undergraduates, 9 for graduate students, and 10 for first-professional students.
Cumulative unduplicated headcount\(^2\) and credit hours have both declined by 4 percent from 2009–2010 to 2013–2014 (Figures 3-5), which is less than the declines in fall term headcount and FTE. Cumulative duplicated headcount\(^3\), and annual full-time equivalent enrollment\(^4\) have declined by 6 and 5 percent respectively (Figures 6–7).

---

\(^2\) Cumulative unduplicated headcount is defined as the total number of individual students served in a given academic year. Each student is counted only once, no matter how many terms he or she enrolled in during the academic year.

\(^3\) Cumulative duplicated headcount is the sum of the headcounts for all terms comprising the academic year. In a duplicated headcount, students enrolled in multiple terms during the academic year are counted more than once.

\(^4\) Annual full-time equivalent enrollment (FTE) was calculated using a modification of the formula used by the Florida State University System. Annual FTE is the sum of annual FTE for each degree level. Annual FTE by degree level equals annual cumulative credits by degree level divided by the annual full-time credit load (30 credits for undergraduates and 21 credits for graduate programs). FTE for first-professional programs that do not use credit hours were calculated using unduplicated, annual, full-time enrollment.
Figure 6

Cumulative Duplicated Headcount

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>87,245</td>
<td>85,260</td>
<td>83,632</td>
<td>78,265</td>
<td>73,702</td>
</tr>
</tbody>
</table>

Figure 7

Annual Full-Time Equivalent Enrollment

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>26,733</td>
<td>26,526</td>
<td>25,994</td>
<td>24,131</td>
<td>22,973</td>
</tr>
</tbody>
</table>
Enrollments by Academic Unit and Degree Level

In the fall of 2014, the Health Professions Division had the largest enrollment, followed closely by the Fischler School of Education. These two academic centers account for 52 percent of total fall enrollment (Table 2).

Table 3 shows trends in enrollment by academic center over the past five years. The largest increases in enrollment in the past five years have been 84 percent increase in the Institute for the Study of Human Service, Health, and Justice; 14 percent in the Health Professions Division and 8 percent in the Center for Psychological Studies. The largest decreases in enrollment have been within the Fischler School of Education with 33 percent, the Huizenga School of Business at 29 percent, and Graduate School of Computer and Information Sciences with 24 percent.

Table 2

<table>
<thead>
<tr>
<th>Fall 2014 Enrollment by Academic Center or School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Center/School</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Health Professions Division</td>
</tr>
<tr>
<td>Abraham S. Fischler School of Education</td>
</tr>
<tr>
<td>H. Wayne Huizenga School of Business and Entrepreneurship</td>
</tr>
<tr>
<td>Farquhar College of Arts and Sciences</td>
</tr>
<tr>
<td>Center for Psychological Studies</td>
</tr>
<tr>
<td>Shepard Broad Law Center</td>
</tr>
<tr>
<td>Graduate School of Computer and Information Sciences</td>
</tr>
<tr>
<td>Graduate School of Humanities Social Sciences</td>
</tr>
<tr>
<td>Institute for the Study of Human Service, Health, and Justice</td>
</tr>
<tr>
<td>Oceanographic Center</td>
</tr>
</tbody>
</table>

| **Center/School** | **Centers in Order of Term Credit Hours** |  |
|                   | **Percent of Total Credit Hours** |  |
| Farquhar College of Arts and Sciences | 28% |
| Abraham S. Fischler School of Education | 28% |
| H. Wayne Huizenga School of Business and Entrepreneurship | 20% |
| Center for Psychological Studies | 12% |
| Graduate School of Computer and Information Sciences | 4% |
| Graduate School of Humanities Social Sciences | 4% |
| Institute for the Study of Human Service, Health, and Justice | 3% |
| Oceanographic Center | 1% |

Center/school counts include undergraduate, graduate, and first-professional programs, when applicable.

*The Health Professions Division and Law Center are not included in the credit-hour ranking because their programs are generally not measured in credit hours.
Table 3

<table>
<thead>
<tr>
<th>enrollment Trends in Fall Headcount by Academic Center or School</th>
<th>Fall Term</th>
<th>Fall Head count</th>
<th>Five-Year Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Psychological Studies</td>
<td>2014</td>
<td>1,827</td>
<td>8%</td>
</tr>
<tr>
<td>2013</td>
<td>1,820</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>1,807</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>-18%</td>
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<tr>
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<tr>
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<tr>
<td>2010</td>
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<td></td>
<td></td>
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<td>2%</td>
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<td>265</td>
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<td></td>
</tr>
<tr>
<td>2010</td>
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<td></td>
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<tr>
<td>2010</td>
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<tr>
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<tr>
<td>2013</td>
<td>499</td>
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<td></td>
</tr>
<tr>
<td>2012</td>
<td>441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>356</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>282</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Enrollment Survey
Over the last five years the proportion of female students has remained at approximately 70 percent. (Table 4). First-professional programs enroll almost exclusively full-time students, while the graduate student enrollment is approximately two-thirds part-time students.

### Table 4

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Level</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>3,162</td>
<td>1,537</td>
<td>1,426</td>
<td>3,273</td>
<td>4,699</td>
</tr>
<tr>
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<td>5,923</td>
<td>9,744</td>
<td>4,205</td>
<td>11,462</td>
<td>15,667</td>
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<tr>
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<td>*First Professional</td>
<td>3,546</td>
<td>236</td>
<td>1,681</td>
<td>2,101</td>
<td>3,782</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12,631</strong></td>
<td><strong>11,517</strong></td>
<td><strong>7,312</strong></td>
<td><strong>16,836</strong></td>
<td><strong>24,148</strong></td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>52%</td>
<td>48%</td>
<td>30%</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Level</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Undergraduate</td>
<td>3,452</td>
<td>1,704</td>
<td>1,515</td>
<td>3,641</td>
<td>5,156</td>
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<td>Graduate</td>
<td>6,127</td>
<td>10,508</td>
<td>4,538</td>
<td>12,097</td>
<td>16,635</td>
</tr>
<tr>
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<td>*First Professional</td>
<td>3,811</td>
<td>68</td>
<td>1,791</td>
<td>2,088</td>
<td>3,879</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>13,390</strong></td>
<td><strong>12,280</strong></td>
<td><strong>7,844</strong></td>
<td><strong>17,826</strong></td>
<td><strong>25,670</strong></td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>52%</td>
<td>48%</td>
<td>31%</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Level</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Undergraduate</td>
<td>3,592</td>
<td>2,147</td>
<td>1,733</td>
<td>4,006</td>
<td>5,739</td>
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<tr>
<td></td>
<td>Graduate</td>
<td>6,230</td>
<td>10,890</td>
<td>4,685</td>
<td>12,435</td>
<td>17,120</td>
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<tr>
<td></td>
<td>*First Professional</td>
<td>3,877</td>
<td>72</td>
<td>1,836</td>
<td>2,113</td>
<td>3,949</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>13,699</strong></td>
<td><strong>13,109</strong></td>
<td><strong>8,254</strong></td>
<td><strong>18,554</strong></td>
<td><strong>26,808</strong></td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>51%</td>
<td>49%</td>
<td>31%</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Level</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Undergraduate</td>
<td>4,165</td>
<td>2,232</td>
<td>1,839</td>
<td>4,558</td>
<td>6,397</td>
</tr>
<tr>
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<td>11,252</td>
<td>5,043</td>
<td>13,092</td>
<td>18,135</td>
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<td><strong>Total</strong></td>
<td><strong>14,890</strong></td>
<td><strong>13,567</strong></td>
<td><strong>8,721</strong></td>
<td><strong>19,736</strong></td>
<td><strong>28,457</strong></td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>53%</td>
<td>48%</td>
<td>31%</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Level</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Undergraduate</td>
<td>4,257</td>
<td>1,917</td>
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<td>4,388</td>
<td>6,174</td>
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<tr>
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<td>11,575</td>
<td>5,216</td>
<td>13,403</td>
<td>18,619</td>
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<tr>
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<td>1,793</td>
<td>2,155</td>
<td>3,948</td>
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<td><strong>Total</strong></td>
<td><strong>15,146</strong></td>
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<td><strong>8,795</strong></td>
<td><strong>19,946</strong></td>
<td><strong>28,741</strong></td>
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<tr>
<td></td>
<td>Percent</td>
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<td>47%</td>
<td>31%</td>
<td>69%</td>
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</tr>
</tbody>
</table>

*First-professional programs include Juris Doctor, Doctor of Optometry, Doctor of Osteopathic Medicine, Doctor of Dental Medicine, and Doctor of Pharmacy.

Source: IPEDS Enrollment Survey
Geographic Diversity
Nova Southeastern University is quite diverse geographically, with students meeting in 15 states and 11 countries. Despite the geographic scope of the university locations, the majority of students have permanent residence status in Florida (see Table 5). In calendar year 2014, approximately 65 percent of all students enrolled reported Florida as their state of permanent residence.

Table 5

Permanent Residence of Students
Calendar Year 2014

<table>
<thead>
<tr>
<th>Permanent Residence</th>
<th>Students</th>
<th>Percent of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>21,092</td>
<td>64.66%</td>
</tr>
<tr>
<td>Georgia</td>
<td>1,217</td>
<td>3.73%</td>
</tr>
<tr>
<td>New York</td>
<td>624</td>
<td>1.91%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>591</td>
<td>1.81%</td>
</tr>
<tr>
<td>Puerto Rico</td>
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</tr>
<tr>
<td>Texas</td>
<td>502</td>
<td>1.54%</td>
</tr>
<tr>
<td>California</td>
<td>498</td>
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</tr>
<tr>
<td>Pennsylvania</td>
<td>413</td>
<td>1.27%</td>
</tr>
<tr>
<td>Virginia</td>
<td>402</td>
<td>1.23%</td>
</tr>
<tr>
<td>Maryland</td>
<td>362</td>
<td>1.11%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>322</td>
<td>0.99%</td>
</tr>
<tr>
<td>Illinois</td>
<td>314</td>
<td>0.96%</td>
</tr>
<tr>
<td>Ohio</td>
<td>282</td>
<td>0.86%</td>
</tr>
<tr>
<td>Alabama</td>
<td>272</td>
<td>0.83%</td>
</tr>
<tr>
<td>Mississippi</td>
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<td>0.77%</td>
</tr>
<tr>
<td>Michigan</td>
<td>223</td>
<td>0.68%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>219</td>
<td>0.67%</td>
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<tr>
<td>Massachusetts</td>
<td>206</td>
<td>0.63%</td>
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<tr>
<td>Tennessee</td>
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</tr>
<tr>
<td>Connecticut</td>
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</tr>
<tr>
<td>Nevada</td>
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</tr>
<tr>
<td>Indiana</td>
<td>114</td>
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</tr>
<tr>
<td>Wisconsin</td>
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<tr>
<td>Louisiana</td>
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<tr>
<td>Washington</td>
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<td></td>
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<tr>
<td>Missouri</td>
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<td></td>
</tr>
<tr>
<td>Arizona</td>
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<tr>
<td>Minnesota</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
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</tr>
<tr>
<td>Oregon</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td>31,189</td>
<td>100%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Permanent Residence</th>
<th>Students</th>
<th>Percent of Enrollment</th>
</tr>
</thead>
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</tr>
<tr>
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<td>Utah</td>
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<td>Maine</td>
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<td>Arkansas</td>
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</tr>
<tr>
<td>West Virginia</td>
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<tr>
<td>Delaware</td>
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</tr>
<tr>
<td>District of Columbia</td>
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<tr>
<td>Kansas</td>
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</tr>
<tr>
<td>Rhode Island</td>
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<tr>
<td>Oklahoma</td>
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</tr>
<tr>
<td>Idaho</td>
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<tr>
<td>Vermont</td>
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<tr>
<td>Virgin Islands</td>
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</tr>
<tr>
<td>Nebraska</td>
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</tr>
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<td>Alaska</td>
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<tr>
<td>North Dakota</td>
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</tr>
<tr>
<td>Montana</td>
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<td></td>
</tr>
<tr>
<td>Guam</td>
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<td></td>
</tr>
<tr>
<td>South Dakota</td>
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<td>Canal Zone</td>
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</tr>
<tr>
<td>Unidentified, Other</td>
<td>943</td>
<td>2.89%</td>
</tr>
</tbody>
</table>

Note. This listing includes all NSU students enrolled during calendar year 2014, including non-degree seeking students and special status students.
*State residents represent less than 0.5% of the university head count.
With regard to where students attend classes, 88 percent of all students enrolled during the 2014 calendar year attended classes in the tricounty area that includes Miami-Dade, Broward, and Palm Beach counties (Table 6). Only 2 percent of the university’s total enrollment attend classes at international sites (Table 7). Of all students at international sites, 66 percent attend classes in Mexico, the Dominican Republic, and the Bahamas.

Table 6

Proportion of Students That Attended Classes in Florida and the Tricounty* Area During Calendar Year 2014

<table>
<thead>
<tr>
<th>Center/School</th>
<th>Total Enrollment</th>
<th>Attending Classes in Florida</th>
<th>%</th>
<th>Attending Classes in Tricounty Area</th>
<th>%</th>
<th>Percent of Total Center Enrollment Attending Class in Broward</th>
<th>%</th>
<th>Miami-Dade</th>
<th>%</th>
<th>Palm Beach</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham S. Fischler School of Education</td>
<td>8,466</td>
<td>6,659</td>
<td>79%</td>
<td>5,931</td>
<td>70%</td>
<td>61%</td>
<td>7%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farquhar College of Arts and Sciences</td>
<td>3,325</td>
<td>3,279</td>
<td>99%</td>
<td>3,271</td>
<td>98%</td>
<td>98%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Wayne Huizenga School of Business and Entrepreneurship</td>
<td>5,613</td>
<td>5,473</td>
<td>98%</td>
<td>5,290</td>
<td>94%</td>
<td>89%</td>
<td>4%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions Division</td>
<td>8,249</td>
<td>8,033</td>
<td>97%</td>
<td>7,336</td>
<td>89%</td>
<td>82%</td>
<td>4%</td>
<td>3%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Shepard Broad Law Center</td>
<td>1,434</td>
<td>1,434</td>
<td>100%</td>
<td>1,434</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
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</tr>
<tr>
<td>Center for Psychological Studies</td>
<td>2,345</td>
<td>2,345</td>
<td>100%</td>
<td>2,112</td>
<td>90%</td>
<td>85%</td>
<td>3%</td>
<td>2%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School of Computer and Information Sciences</td>
<td>1,181</td>
<td>1,181</td>
<td>100%</td>
<td>1,181</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School of Humanities and Social Sciences</td>
<td>1,013</td>
<td>1,013</td>
<td>100%</td>
<td>1,013</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Oceanographic Center</td>
<td>296</td>
<td>296</td>
<td>100%</td>
<td>296</td>
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<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute for the Study of Human Service, Health, and Justice</td>
<td>699</td>
<td>699</td>
<td>100%</td>
<td>699</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| University-Wide                                    | 32,621           | 30,412                       | 93%| 28,563                              | 88%| *The tricounty area includes Miami-Dade, Broward, and Palm Beach counties. Enrollments reflect unduplicated counts of students taking classes during calendar year 2014.*

Table 7

Students Attending Classes at International Sites During Calendar Year 2014

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
<th>Percent of International Enrollment</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominican Republic</td>
<td>208</td>
<td>29.34%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Bahamas</td>
<td>150</td>
<td>21.16%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Mexico</td>
<td>112</td>
<td>15.80%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Colombia</td>
<td>65</td>
<td>9.17%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Jamaica</td>
<td>59</td>
<td>8.32%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Korea</td>
<td>31</td>
<td>4.37%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>28</td>
<td>3.95%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>China</td>
<td>27</td>
<td>3.81%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Belize</td>
<td>14</td>
<td>1.97%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>England</td>
<td>6</td>
<td>0.85%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>5</td>
<td>0.71%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Singapore</td>
<td>3</td>
<td>0.42%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Turks and Caicos</td>
<td>1</td>
<td>0.14%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Total International</td>
<td>709</td>
<td>100%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Enrollments reflect unduplicated counts of students taking classes during calendar year 2014.*
Student Demographics
Detailed data concerning student demographics appear in Tables 4–10. Graphical summaries can be found in Figures 8–11. It should be noted that data in the tables and figures below for students from racial/ethnic minorities do not include nonresident aliens classified as minorities.

Table 8 provides detailed demographics for students enrolled in fall 2014. Tables 4, 9, and 10 and figures 8, 9, and 11 present five-year trends of similar data grouped to provide a broader overview of patterns in enrollment.

### Table 8

#### Enrollment Summary by Racial/Ethnic Category for Fall 2014

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>White, Non-Hispanic Men</th>
<th>Women</th>
<th>Black, Non-Hispanic Men</th>
<th>Women</th>
<th>Hispanic Men</th>
<th>Women</th>
<th>Native American or Alaskan Native Men</th>
<th>Women</th>
<th>Asian or Pacific Islander Men</th>
<th>Women</th>
<th>More Than One Race Men</th>
<th>Women</th>
<th>Nonresident Alien Men</th>
<th>Women</th>
<th>Race/Ethnicity Unknown Men</th>
<th>Women</th>
<th>By Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full-time</td>
<td>3,162</td>
<td>5,923</td>
<td>3,546</td>
<td>1,044</td>
<td>2,118</td>
<td>1,586</td>
<td>1,960</td>
<td>1,136</td>
<td>1,136</td>
<td>923</td>
<td>342</td>
<td>564</td>
<td>307</td>
<td>272</td>
<td>746</td>
<td>272</td>
<td>746</td>
</tr>
<tr>
<td>Total by Race/Ethnic Category</td>
<td>3,162</td>
<td>5,923</td>
<td>3,546</td>
<td>1,044</td>
<td>2,118</td>
<td>1,586</td>
<td>1,960</td>
<td>1,136</td>
<td>1,136</td>
<td>923</td>
<td>342</td>
<td>564</td>
<td>307</td>
<td>272</td>
<td>746</td>
<td>272</td>
<td>746</td>
</tr>
<tr>
<td>Percent of Full-time</td>
<td>38%</td>
<td>16%</td>
<td>24%</td>
<td>&lt;1%</td>
<td>9%</td>
<td>2%</td>
<td>5%</td>
<td>7%</td>
<td>32%</td>
<td>68%</td>
<td>27%</td>
<td>30%</td>
<td>70%</td>
<td>32%</td>
<td>68%</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,537</td>
<td>236</td>
<td>1,151</td>
<td>382</td>
<td>1,155</td>
<td>95</td>
<td>141</td>
<td>51</td>
<td>2,751</td>
<td>6,993</td>
<td>15,667</td>
<td>238</td>
<td>3,782</td>
<td>236</td>
<td>3,782</td>
<td>238</td>
<td>3,782</td>
</tr>
<tr>
<td>Percent of Part-time</td>
<td>27%</td>
<td>30%</td>
<td>27%</td>
<td>&lt;1%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>6%</td>
<td>27%</td>
<td>73%</td>
<td>49%</td>
<td>3%</td>
<td>8%</td>
<td>8%</td>
<td>28%</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>Total Grand Total</td>
<td>2,623</td>
<td>5,319</td>
<td>1,644</td>
<td>3,162</td>
<td>5,923</td>
<td>3,546</td>
<td>1,044</td>
<td>2,118</td>
<td>1,586</td>
<td>1,960</td>
<td>1,136</td>
<td>923</td>
<td>342</td>
<td>564</td>
<td>307</td>
<td>272</td>
<td>746</td>
</tr>
<tr>
<td>Percent by Race/Ethnic Category</td>
<td>33%</td>
<td>22%</td>
<td>25%</td>
<td>&lt;1%</td>
<td>6%</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>30%</td>
<td>70%</td>
<td>27%</td>
<td>30%</td>
<td>70%</td>
<td>33%</td>
<td>22%</td>
<td>25%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
Figure 8

Fall Term Racial/Ethnic Distribution

- White, Non-Hispanic
- Black, Non-Hispanic
- Hispanic
- Other Minorities

Percent of Students

Academic Year

Source: IPEDS Enrollment Survey

Figure 9

Trends in Enrollment of Minorities

- Total Minorities
- All Others

Percent of Students

Source: IPEDS Enrollment Survey

Figure 10

Racial/Ethnic Distribution Fall 2014

- Undergraduate
  - Black, Non-Hispanic 18%
  - Hispanic 33%
  - White, Non-Hispanic 32%
  - Unknown 3%
  - Nonresident Alien 5%
  - Other Minorities 9%

- Graduate
  - Black, Non-Hispanic 28%
  - Hispanic 23%
  - White, Non-Hispanic 32%
  - Unknown 9%
  - Nonresident Alien 3%
  - Other Minorities 5%

- First-Professional
  - Black, Non-Hispanic 6%
  - Hispanic 26%
  - White, Non-Hispanic 37%
  - Unknown 6%
  - Nonresident Alien 6%
  - Other Minorities 19%

- All Degree Levels
  - Black, Non-Hispanic 23%
  - Hispanic 25%
  - White, Non-Hispanic 33%
  - Unknown 7%
  - Nonresident Alien 4%
  - Other Minorities 8%

Source: IPEDS Enrollment Survey
### Table 9

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Fall Term</th>
<th>Total Headcount</th>
<th>Total Minorities</th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
<th>*Other Minority</th>
<th>Nonresident Alien</th>
<th>Race/Ethnicity Unknown</th>
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</thead>
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<tr>
<td><strong>Undergraduate</strong></td>
<td>2014</td>
<td>4,699</td>
<td>2,822</td>
<td>1,498</td>
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<td>453</td>
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<td>5,156</td>
<td>3,136</td>
<td>1,604</td>
<td>1,636</td>
<td>1,066</td>
<td>434</td>
<td>253</td>
<td>163</td>
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<td>2012</td>
<td>5,739</td>
<td>3,585</td>
<td>1,629</td>
<td>1,886</td>
<td>1,264</td>
<td>435</td>
<td>319</td>
<td>206</td>
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<td>1,778</td>
<td>2,118</td>
<td>1,502</td>
<td>457</td>
<td>278</td>
<td>264</td>
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<td>1,960</td>
<td>1,569</td>
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<td>5,041</td>
<td>3,627</td>
<td>4,327</td>
<td>804</td>
<td>495</td>
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<td>16,635</td>
<td>9,141</td>
<td>5,708</td>
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<td>4,772</td>
<td>812</td>
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<td>9,274</td>
<td>6,203</td>
<td>3,366</td>
<td>5,109</td>
<td>799</td>
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<td>10,162</td>
<td>7,251</td>
<td>3,516</td>
<td>5,877</td>
<td>769</td>
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<td>761</td>
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<td>2014</td>
<td>3,782</td>
<td>1,918</td>
<td>1,403</td>
<td>989</td>
<td>212</td>
<td>717</td>
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<td>1,526</td>
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<td>219</td>
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<td>915</td>
<td>209</td>
<td>674</td>
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<td>1,685</td>
<td>1,867</td>
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<td>7,942</td>
<td>6,150</td>
<td>5,374</td>
<td>1,974</td>
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<td>2013</td>
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<td>8,538</td>
<td>6,132</td>
<td>6,057</td>
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<td>15,141</td>
<td>9,490</td>
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<td>6,582</td>
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<td>10,228</td>
<td>6,492</td>
<td>7,411</td>
<td>1,901</td>
<td>940</td>
<td>1,485</td>
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<td>15,763</td>
<td>10,815</td>
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<td>7,617</td>
<td>1,846</td>
<td>917</td>
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</tr>
</tbody>
</table>

University total headcounts include students taking courses in foreign countries.

*Includes Native American, Alaskan Native, Asian, Pacific Islander, and students with more than one race. Source: IPEDS Enrollment Survey

### Table 10

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Fall Term</th>
<th>Total Headcount</th>
<th>Total Minorities</th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
<th>*Other Minority</th>
<th>Nonresident Alien</th>
<th>Race/Ethnicity Unknown</th>
</tr>
</thead>
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<tr>
<td><strong>Undergraduate</strong></td>
<td>2014</td>
<td>60%</td>
<td>32%</td>
<td>33%</td>
<td>18%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>61%</td>
<td>31%</td>
<td>32%</td>
<td>21%</td>
<td>8%</td>
<td>5%</td>
<td>3%</td>
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<td></td>
<td>2012</td>
<td>62%</td>
<td>28%</td>
<td>33%</td>
<td>22%</td>
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<td>4%</td>
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<tr>
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<td>2011</td>
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<td>33%</td>
<td>23%</td>
<td>7%</td>
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<td>2010</td>
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<td>27%</td>
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<td>6%</td>
<td>4%</td>
<td>5%</td>
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</tr>
<tr>
<td><strong>Graduate</strong></td>
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<td>56%</td>
<td>32%</td>
<td>23%</td>
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<td>9%</td>
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<td>4%</td>
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<tr>
<td><strong>First-Professional</strong></td>
<td>2014</td>
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<td>37%</td>
<td>26%</td>
<td>6%</td>
<td>19%</td>
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<td>17%</td>
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<td>2014</td>
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<td>33%</td>
<td>25%</td>
<td>22%</td>
<td>8%</td>
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<td>7%</td>
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</tr>
<tr>
<td></td>
<td>2013</td>
<td>55%</td>
<td>34%</td>
<td>24%</td>
<td>24%</td>
<td>8%</td>
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</tr>
<tr>
<td></td>
<td>2012</td>
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<td>23%</td>
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<td>7%</td>
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<td>6%</td>
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</tr>
<tr>
<td></td>
<td>2011</td>
<td>56%</td>
<td>36%</td>
<td>23%</td>
<td>26%</td>
<td>7%</td>
<td>3%</td>
<td>5%</td>
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<tr>
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<td>2010</td>
<td>55%</td>
<td>38%</td>
<td>22%</td>
<td>27%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

University totals include students taking courses in foreign countries.

*Includes Native American, Alaskan Native, Asian, Pacific Islander, and students with more than one race. Source: IPEDS Enrollment Survey
The percent of NSU students from minority populations has steadily risen from 21 percent in 1990 to 55 percent in 2010. Since 2010 the racial/ethnic composition of NSU students has remained relatively constant with approximately 55 percent from minority groups (Figures 8 and 9) (Tables 9 and 10). The largest proportion of minorities is represented among undergraduate students, with the greatest increase over the past five years in enrollment of Hispanic students (Table 9). Between 2010 and 2014, the percentage of minority students in undergraduate programs increased by 2 percentage points, in graduate programs by 4 percentage points, and in professional degree programs by 7 percentage points.

Female students have been in the majority at NSU for more than 10 years, and are currently 70 percent of total enrollment (Table 4 and Figure 11).

Along with ethnicity, age represents an important component of diversity in the student body. NSU has a large number of students of nontraditional college age. This is true at both the undergraduate and graduate levels with 37 percent of undergraduates older than age 25 and 41 percent of graduate and professional students older than age 35. Eighteen-year-old students entering the university directly from high school can study alongside working adults. Similarly, 22-year-old students starting graduate school immediately after completing their bachelor's degree can perform research with seasoned professionals who have returned to school to further their careers.

Many undergraduate and graduate students at Nova Southeastern University did not begin their programs immediately after high school or after graduating from college. With regard to full-time students, 79 percent of undergraduates, 17 percent of graduate students, and 36 percent of first-professional students were under age 25 during the 2014 fall term. A considerable rise in undergraduate-level students under age 25 has been noted, but the fraction of students under age 25 at the graduate-level has changed little in the past five years.

Figure 11

Trends in Enrollment by Gender

![Graph showing trends in enrollment by gender from 2010 to 2014.](source: IPEDS Enrollment Survey)
Table 11 shows the mean and median ages of enrolled students by degree level. The majority (79 percent) of full-time undergraduates were of traditional age (defined here as full-time students between 16–24 years old).

The age distribution of part-time undergraduates was more dispersed with the mean and median ages outside of the traditional student age range. Overall, 63 percent of all undergraduates were of traditional age during the 2014 fall term.

Age distribution patterns for full- and part-time graduate students showed the full-time distribution skewed somewhat toward the traditional graduate-student age group, while the distribution of part-time students was dispersed with only a small proportion of students less than 25 years old. As shown in Table 11, the mean age of graduate students was in the late 30s, with 36 percent of students 40 or older. This is consistent with the fact that most graduate students enrolled at NSU are working adults at various levels in their professional career. Many have returned to school to upgrade their academic credentials, while others are preparing for a career change.

The majority of students (83 percent) attending professional schools at NSU range from 22–29 years old, indicating that most enter immediately, or soon after completing their bachelor’s degree. As shown in Table 11, the median and mean ages of full-time students fall within or near this age range.

### Table 11

<table>
<thead>
<tr>
<th>Average Age of Students Enrolled in Fall 2014</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Part-time</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td><strong>Graduate Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>Part-time</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td><strong>First-Professional Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Part-time</td>
<td>31</td>
<td>29</td>
</tr>
</tbody>
</table>
More than 158,000 people claim Nova Southeastern University as their alma mater. These graduates reside in all 50 states and in more than 100 other countries. Many alumni are in high-level positions in areas such as business, education, health care, law, politics, and public service. NSU graduates have served as presidents, chief executive officers, and vice presidents of leading corporations; college presidents and provosts; superintendents and assistant superintendents in some of the nation’s largest school districts; and as judges, state bar officials, state representatives, city and county commissioners, and mayors.

**Degrees Awarded**

From 2009–2010 through 2013–2014, NSU has awarded between 7,454 and 8,175 degrees annually (Figure 12). NSU has increased the number of bachelor’s degrees awarded by 12 percent during this time (Figure 13).
Figure 14 and Table 12 show the racial/ethnic composition of the most recent group of graduates. It is worth noting that 51 percent of graduates at all degree levels are minorities. In particular, 60 percent of bachelor's degree recipients are minorities. Forty-eight percent of graduate and 45 percent of professional degree recipients are minorities.

Figure 14

Racial/Ethnic Distribution of Degrees Awarded

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

- Analysis of data from the National Center for Education Statistics IPEDS Data Center for four-year, private, nonprofit, degree-granting institutions nationally revealed that in academic year 2013–2014, NSU ranked 11th in total degrees awarded and fourth in the total number of degrees awarded to students from all racial/ethnic minorities combined. NSU ranked first in total degrees awarded to Hispanics and fifth in total degrees to black or African American students. With regard to master’s degrees, NSU ranked fourth overall, fourth in degrees to all minority students, first in Hispanic, and third in black or African American. For combined doctoral and first-professional degrees, NSU ranked first nationally in total degrees awarded, awards to all minorities, and awards to Hispanics. NSU ranked second nationally in awards to black or African American students.

- NSU awarded 21 percent of all doctoral and first-professional degrees that were conferred in Florida in 2012–2013 by the Independent Colleges and Universities of Florida and the Florida public universities combined.

- Nova Southeastern University awarded 22 percent as many master’s and 39 percent as many doctoral or first-professional degrees as the entire state university system of Florida during the 2012–2013 fiscal year.

- Seventy percent of all degrees awarded by Nova Southeastern University in 2013–2014 were awarded to women (Table 12). Approximately half of all the degrees awarded were master’s degrees. Twenty-seven percent of all degrees awarded at NSU were awarded through the Abraham S. Fischler School of Education and an additional 25 percent through the Health Professions Division.

### Table 12

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Specialist</th>
<th>Doctoral</th>
<th>*First-Professional</th>
<th>**All Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>By Gender</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,003</td>
<td>73%</td>
<td>2,878</td>
<td>72%</td>
<td>322</td>
<td>515</td>
</tr>
<tr>
<td>Male</td>
<td>373</td>
<td>27%</td>
<td>1,095</td>
<td>28%</td>
<td>60</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>1,376</td>
<td>100%</td>
<td>3,973</td>
<td>100%</td>
<td>382</td>
<td>765</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By Race/Ethnicity:</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Specialist</th>
<th>Doctoral</th>
<th>*First-Professional</th>
<th>**All Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>435</td>
<td>32%</td>
<td>1,638</td>
<td>41%</td>
<td>165</td>
<td>337</td>
</tr>
<tr>
<td>Hispanic</td>
<td>462</td>
<td>34%</td>
<td>900</td>
<td>23%</td>
<td>40</td>
<td>127</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>257</td>
<td>19%</td>
<td>859</td>
<td>22%</td>
<td>145</td>
<td>196</td>
</tr>
<tr>
<td>Asian</td>
<td>89</td>
<td>6%</td>
<td>113</td>
<td>3%</td>
<td>4</td>
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</tr>
<tr>
<td>Pacific Islander</td>
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<td>&lt;1%</td>
<td>4</td>
<td>&lt;1%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>&lt;1%</td>
<td>1</td>
<td>1 &lt;1%</td>
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<tr>
<td>More than One Race</td>
<td>20</td>
<td>1%</td>
<td>45</td>
<td>1%</td>
<td>8</td>
<td>7</td>
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</table>

<table>
<thead>
<tr>
<th>Nonresident Alien</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Specialist</th>
<th>Doctoral</th>
<th>*First-Professional</th>
<th>**All Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>4%</td>
<td>122</td>
<td>3%</td>
<td>0</td>
<td>0</td>
<td>14</td>
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<tr>
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<td>51</td>
<td>4%</td>
<td>284</td>
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<td>19</td>
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<tr>
<td></td>
<td>1,376</td>
<td>100%</td>
<td>3,973</td>
<td>100%</td>
<td>382</td>
<td>765</td>
</tr>
</tbody>
</table>

| Grand Total       | 1,376      | 100%     | 3,973      | 100%     | 382                 | 765           |

* First-Professional includes Juris Doctor, Doctor of Dental Medicine, Doctor of Optometry, Doctor of Osteopathic Medicine, and Doctor of Pharmacy.

**Four associate’s degrees and 149 certificates awarded not otherwise shown in the table are included in the total for all degrees.

Source: IPEDS Completions Survey
Both the average age of students currently enrolled (Table 11) and their age at time of graduation (Table 14) clearly indicate that Nova Southeastern University serves predominantly older, working adults. Accordingly, the university has structured its academic programs and delivery systems to meet the needs of this population.

Table 13

<table>
<thead>
<tr>
<th>Center/School</th>
<th>Total No. Graduates*</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Specialist</th>
<th>Doctoral</th>
<th>First-Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute for the Study of Human Service, Health, and Justice</td>
<td>134</td>
<td>—</td>
<td>131</td>
<td>—</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Abraham S. Fischler School of Education</td>
<td>2,042</td>
<td>67</td>
<td>1,197</td>
<td>364</td>
<td>376</td>
<td>—</td>
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<tr>
<td>Farquhar College of Arts and Sciences</td>
<td>596</td>
<td>578</td>
<td>8</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>H. Wayne Huizenga School of Business and Entrepreneurship</td>
<td>1,466</td>
<td>255</td>
<td>1,172</td>
<td>—</td>
<td>10</td>
<td>—</td>
</tr>
<tr>
<td>Health Professions Division</td>
<td>1,929</td>
<td>476</td>
<td>539</td>
<td>—</td>
<td>173</td>
<td>692</td>
</tr>
<tr>
<td>Shepard Broad Law School</td>
<td>382</td>
<td>—</td>
<td>98</td>
<td>—</td>
<td>—</td>
<td>282</td>
</tr>
<tr>
<td>Center for Psychological Studies</td>
<td>578</td>
<td>—</td>
<td>484</td>
<td>12</td>
<td>82</td>
<td>—</td>
</tr>
<tr>
<td>Graduate School of Computer and Information Sciences</td>
<td>228</td>
<td>—</td>
<td>146</td>
<td>6</td>
<td>67</td>
<td>—</td>
</tr>
<tr>
<td>Graduate School of Humanities and Social Sciences</td>
<td>201</td>
<td>—</td>
<td>140</td>
<td>—</td>
<td>50</td>
<td>—</td>
</tr>
<tr>
<td>Oceanographic Center</td>
<td>67</td>
<td>—</td>
<td>58</td>
<td>—</td>
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</tr>
<tr>
<td><strong>University-Wide</strong></td>
<td><strong>7,623</strong></td>
<td><strong>1,376</strong></td>
<td><strong>3,973</strong></td>
<td><strong>382</strong></td>
<td><strong>765</strong></td>
<td><strong>974</strong></td>
</tr>
</tbody>
</table>

*Total graduates includes one associate’s degree and 149 certificates awarded not otherwise shown in the table.

Table 14

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
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</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
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<td>22</td>
</tr>
<tr>
<td>Master’s</td>
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</tr>
<tr>
<td>Specialist</td>
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<td>38</td>
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</tr>
<tr>
<td>Doctoral</td>
<td>43</td>
<td>42</td>
<td>27</td>
</tr>
<tr>
<td>First-Professional</td>
<td>29</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>University-Wide</td>
<td>34</td>
<td>31</td>
<td>26</td>
</tr>
</tbody>
</table>
nova Southeastern University has a full-time faculty, as well as a large, well-qualified, and dedicated group of adjunct professors to carry out its educational mission. In addition, other academically qualified university employees working on overload contracts supplement the full-time faculty. Since 2010, the full-time, noninstructional staff increased 2 percent, and the number of full-time faculty members increased by 11 percent (Table 15). From 2010 to 2014, the ratio of FTE students to the total of full-time faculty, administration, and staff members has remained between six and seven to one.

<table>
<thead>
<tr>
<th>Position Type</th>
<th>Full-Time Faculty</th>
<th>Executive/ Administrative/ Managerial</th>
<th>Other Administrative/ Managerial</th>
<th>Secretarial/ Clerical</th>
<th>Technical/ Paraprofessional</th>
<th>Maintenance/ Skilled Crafts</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Headcount</td>
<td>Total Minorities</td>
<td>White</td>
<td>Hispanic</td>
<td>African American</td>
<td>*Other Minority</td>
<td>Nonresident Alien</td>
</tr>
<tr>
<td>Fall</td>
<td>2014</td>
<td>806</td>
<td>396</td>
<td>410</td>
<td>201</td>
<td>557</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>813</td>
<td>396</td>
<td>410</td>
<td>200</td>
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</tr>
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<td>2012</td>
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<td>410</td>
<td>206</td>
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<tr>
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<td>477</td>
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<tr>
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<td>426</td>
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</tr>
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*Includes Native American, Alaskan Native, Asian, and Pacific Islander.
Source: IPEDS Human Resources Survey
This ratio does not include the faculty and staff of the Mailman Segal Center for Human Development and University School.

Consistently, women have been the majority of all university employees, and they have occupied positions at all levels. For example, 51 percent of the faculty, 57 percent of executive/administrative/managerial positions, and 66 percent of the other administrative and professional levels were women (Table 16).

The percentage of employees from minority groups has remained stable since 2010. As a group, the technical/paraprofessional staff had the largest proportion of minorities (59 percent), and the executive/administrative/managerial staff (24 percent).

The data in Tables 15 and 16 do not include 466 full-time employees of the Mailman Segal Center for Human Development and University School. When these personnel are included, the university has a total of 3,853 full-time employees.

### Table 16

<table>
<thead>
<tr>
<th>Position Type</th>
<th>Fall Term</th>
<th>Male</th>
<th>Female</th>
<th>Total Minorities</th>
<th>White</th>
<th>Hispanic</th>
<th>African American</th>
<th>*Other Minority</th>
<th>Nonresident</th>
<th>Race/Ethnicity Unknown</th>
</tr>
</thead>
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<tr>
<td><strong>Full-Time Faculty</strong></td>
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<td>51%</td>
<td>25%</td>
<td>69%</td>
<td>9%</td>
<td>8%</td>
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<td>48%</td>
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<td>12%</td>
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<td>2010</td>
<td>53%</td>
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<td>24%</td>
<td>71%</td>
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<td>6%</td>
<td>7%</td>
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<td>2%</td>
</tr>
<tr>
<td><strong>Executive/Administrative/Managerial</strong></td>
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<td>57%</td>
<td>24%</td>
<td>73%</td>
<td>9%</td>
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</tr>
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<td>2012</td>
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<td>55%</td>
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<td>71%</td>
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</tr>
<tr>
<td></td>
<td>2011</td>
<td>45%</td>
<td>55%</td>
<td>25%</td>
<td>73%</td>
<td>11%</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Other Administrative/and Professional</strong></td>
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<td>34%</td>
<td>66%</td>
<td>38%</td>
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<tr>
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<td>68%</td>
<td>32%</td>
<td>52%</td>
<td>16%</td>
<td>18%</td>
<td>6%</td>
<td>2%</td>
<td>5%</td>
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<td>0%</td>
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<tr>
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</tr>
<tr>
<td><strong>Maintenance/Skilled Crafts</strong></td>
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<td>45%</td>
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<td>0%</td>
<td>5%</td>
</tr>
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<td>50%</td>
<td>46%</td>
<td>18%</td>
<td>29%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>University Total</strong></td>
<td>2014</td>
<td>38%</td>
<td>62%</td>
<td>37%</td>
<td>58%</td>
<td>10%</td>
<td>21%</td>
<td>5%</td>
<td>1%</td>
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<tr>
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<td>62%</td>
<td>40%</td>
<td>55%</td>
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<td>4%</td>
<td>1%</td>
<td>0%</td>
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<tr>
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<td>2012</td>
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<td>62%</td>
<td>42%</td>
<td>54%</td>
<td>18%</td>
<td>19%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>38%</td>
<td>62%</td>
<td>42%</td>
<td>52%</td>
<td>18%</td>
<td>19%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
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<tr>
<td></td>
<td>2010</td>
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<td>62%</td>
<td>40%</td>
<td>54%</td>
<td>16%</td>
<td>19%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Includes Native American, Alaskan Native, Asian, and Pacific Islander.

Source: IPEDS Human Resources Survey
University Finances
Revenues have exceeded expenses by a mean of 8 percent over the past five years with net revenues ranging from approximately 5 to 13 percent. Over the five-year period shown in Figures 15 and 16, revenues increased 13 percent while expenses increased 11 percent.
As shown in Figure 17, expenses per FTE student increased during the last five years. Between 2009–2010 and 2013–2014, there was a 29 percent increase in expenses per FTE.

Figure 17

Expenses Per FTE Student

For the Period July 1–June 30

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses Per FTE</td>
<td>$23,120</td>
<td>$23,222</td>
<td>$26,367</td>
<td>$27,988</td>
<td>$29,881</td>
</tr>
</tbody>
</table>

Uses FTE for the fall term of the corresponding fiscal year.
As shown in Figure 18, the university's primary source of revenue was tuition and fees from educational programs. The majority of expenses (56 percent) was for instruction (Figure 19). Since fiscal year 2009–2010, expenses for research increased by 32 percent.
Figure 19

Fiscal Year 2013–2014 Expenses

Percent of Total Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Millions of Dollars</th>
</tr>
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<tbody>
<tr>
<td>Instruction</td>
<td>$337.7</td>
</tr>
<tr>
<td>Academic Support</td>
<td>84.7</td>
</tr>
<tr>
<td>Student Services</td>
<td>23.6</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>40.8</td>
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<td>Educational Activities</td>
<td>1.5</td>
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<td>Research</td>
<td>11.1</td>
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<tr>
<td>Public Service</td>
<td>5.4</td>
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<tr>
<td>Operation and Maintenance</td>
<td>17.5</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>68.8</td>
</tr>
<tr>
<td>Fund-Raising</td>
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</tr>
<tr>
<td>Student Aid</td>
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</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$598.2</strong></td>
</tr>
</tbody>
</table>

Source: NSU Finance Office