Programs in Communication Sciences and Disorders

Speech-Language Pathology

Audiology

Catalog 1996-1997
Includes Application and Admission Forms
ADDENDUM TO CATALOG

POLICY UPDATE
JANUARY 15, 1998

All students must earn grades of B or better in all American Speech-Language and Hearing Association (ASHA) required pre-requisite courses. Students who have earned grades below a B will be required to repeat the course or courses prior to or when he/she enters the master’s program.

The Praxis I: Pre-Professional Skills Test (writing) is required. Students are responsible for taking the test prior to enrolling in their first semester. Scores must be sent to the program. Students who score below the accepted level will be advised to seek assistance in writing.

Students who earn a grade below 3.5 in clinical practicum hours, with any given client will not receive credit towards ASHA clinical clock hours required for certification.

Finger printing is not required by the program. However, off campus clinical sites may require finger printing prior to the student’s off campus placement.
### SPEECH-LANGUAGE PATHOLOGY COURSES

#### PREREQUISITE COURSES:

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

#### GRADUATE COURSES (CORE COURSES)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 6000</td>
<td>Diagnosis of Language and Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6010</td>
<td>Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6015</td>
<td>Clinical Processes</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6020</td>
<td>Language Disorders in Adults</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6025</td>
<td>Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6030</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6040</td>
<td>Fluency</td>
<td>2</td>
</tr>
<tr>
<td>SLP 6055</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6060</td>
<td>Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6070</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6075</td>
<td>Seminar in Professional Issues</td>
<td>2</td>
</tr>
<tr>
<td>SLP 6091</td>
<td>Multicultural and Counseling Issues</td>
<td>3</td>
</tr>
<tr>
<td>AUD 6310</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
</tbody>
</table>

#### GRADUATE COURSES (ELECTIVE COURSES)

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

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 6005</td>
<td>Diagnostics Lab</td>
<td>1</td>
</tr>
<tr>
<td>SLP 6101</td>
<td>Clinical Lab - 1</td>
<td>1</td>
</tr>
<tr>
<td>SLP 6102</td>
<td>Clinical Lab - 2</td>
<td>1</td>
</tr>
<tr>
<td>SLP 6110</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>SLP 6120</td>
<td>School Internship, K-12</td>
<td>1</td>
</tr>
<tr>
<td>AUD 6301</td>
<td>Audiology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
SPEECH-LANGUAGE PATHOLOGY COURSES

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 5001</td>
<td>Anatomy and Physiology of Vocal and Hearing Mechanisms</td>
<td>3</td>
<td>Introduction to the anatomy and physiology of the auditory and vocal mechanisms.</td>
</tr>
<tr>
<td>SLP 5002</td>
<td>Phonetics</td>
<td>3</td>
<td>History, theory, and application of phonetics, including sampling and transcription techniques.</td>
</tr>
<tr>
<td>SLP 5003</td>
<td>Neuroanatomy and Physiology</td>
<td>3</td>
<td>Introduction to the anatomy and physiology of the developing and mature human nervous system.</td>
</tr>
<tr>
<td>SLP 5004</td>
<td>Hearing and Speech Science</td>
<td>3</td>
<td>Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.</td>
</tr>
<tr>
<td>SLP 5005</td>
<td>Speech and Language Development</td>
<td>3</td>
<td>Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of developmental and cultural variations in speech and language.</td>
</tr>
<tr>
<td>SLP 5007</td>
<td>Directed Observation</td>
<td>1</td>
<td>Students must observe 25 clock hours of evaluation and management. Observation hours must precede clinical assignments and be completed under direct supervision in the Communication Disorders Clinic.</td>
</tr>
<tr>
<td>SLP 5008</td>
<td>Evaluation of Speech-Language Disorders</td>
<td>3</td>
<td>Principles of screening and evaluation of clients typically seen in clinic and school settings, including administration of specific evaluation instruments.</td>
</tr>
<tr>
<td>Prerequisite: SLP 5002, 5005, 5007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 5009</td>
<td>Evaluation Practicum</td>
<td>1</td>
<td>Participation in speech-language screenings and observation and participation in full diagnostic evaluations with clients. A minimum number of contact hours required.</td>
</tr>
<tr>
<td>Prerequisite: SLP 5008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 5010</td>
<td>Treatment of Speech and Language Disorders</td>
<td>3</td>
<td>Overview of treatment strategies used in management of communication disorders.</td>
</tr>
<tr>
<td>Prerequisite: SLP 5002, 5005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 5011</td>
<td>Treatment Practicum</td>
<td>1</td>
<td>Participation in clinical management of clients having communication disorders. A minimum number of contact hours required.</td>
</tr>
<tr>
<td>Prerequisite: SLP 5010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUD 5300</td>
<td>Audiology</td>
<td>3</td>
<td>Instruction in test administration and interpretation of standard and specialized tests of auditory function.</td>
</tr>
<tr>
<td>Prerequisite: SLP 5001, 5003, 5004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
<td>Credits</td>
<td>Course Description</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SLP 6000</td>
<td>Diagnosis of Language and Speech Disorders</td>
<td>3</td>
<td>Procedures, techniques, and instrumentation to assess speech and language status. *A non credit lab is required.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 5002, 5005, 5008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6010</td>
<td>Language Disorders in Children</td>
<td>3</td>
<td>Evaluation and treatment of disorders affecting infants through adolescence, including developmental and acquired problems.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 5005, 5008, 5010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6015</td>
<td>Clinical Processes</td>
<td>3</td>
<td>Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEP’s, treatment summaries, S-O-A-P notes, etc.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 6010, and one of the following: 6020, 6030, 6040</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6020</td>
<td>Language Disorders in Adults</td>
<td>3</td>
<td>Evaluation and treatment of disorders of language of adults including aphasia, closed head injury, and dementia.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 5003, 5008, 5010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6025</td>
<td>Augmentative and Alternative Communication</td>
<td>3</td>
<td>Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 6010, 6020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6030</td>
<td>Voice Disorders</td>
<td>3</td>
<td>Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 5001, 5003, 5004, 5008; 5010, 6000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6040</td>
<td>Fluency</td>
<td>2</td>
<td>Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 5010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6055</td>
<td>Dysphagia</td>
<td>3</td>
<td>Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing, current issues, provides hands-on experience with videofluoroscopic evaluation.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 6050 or 6051</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6060</td>
<td>Phonological Disorders</td>
<td>3</td>
<td>An analysis and comparison of systematic distinctive features and phonologic processing theory and application.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SLP 5002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6070</td>
<td>Research Methods in Speech-Language Pathology</td>
<td>3</td>
<td>Exposure to critical analysis of the field’s literature with respect to research design and statistical application.</td>
</tr>
<tr>
<td>SLP 6075</td>
<td>Seminar in Professional Issues</td>
<td>2</td>
<td>History, current professional issues, and trends in the field; management and operation of clinics in a variety of settings; ethical and legislative concerns.</td>
</tr>
<tr>
<td>SLP 6091</td>
<td>Multicultural and Counseling Issues</td>
<td>3</td>
<td>This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be discussed.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Clinic Lab Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUD 6310</td>
<td>Aural Rehabilitation Procedures for the Hearing Impaired</td>
<td>3</td>
<td>Remediation of communication problems resulting from hearing impairment; use of amplification and assistive devices.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: AUD 5300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## GRADUATE COURSES (ELECTIVE COURSES)

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

* Nine credits must be selected, three of them must be in a Motor Speech Disorders course.
## GRADUATE COURSES (LABS AND INTERNSHIPS REQUIRED)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 6005</td>
<td>Diagnostics Lab</td>
<td>1</td>
<td>Emphasis on analysis and interpretation of data and their impact on differential diagnosis.</td>
</tr>
<tr>
<td>Prerequisites: SLP 6000, 6010, 6020, 6060</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6101</td>
<td>Clinical Lab - 1</td>
<td>1</td>
<td>Supervised clinical practice in the evaluation and treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Weekly class meetings are required.</td>
</tr>
<tr>
<td>Prerequisites: SLP 6000, 6010, 6020, 6060</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6102</td>
<td>Clinical Lab - 2</td>
<td>1</td>
<td>In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self analysis of clinical skills and enhancement of acquired skills will be emphasized. Weekly class meetings are required.</td>
</tr>
<tr>
<td>Prerequisite: SLP 6101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6110</td>
<td>Internship</td>
<td>1</td>
<td>Off-campus placement in a non-school setting (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the scheduled required by the facility to which the student is assigned. Class meetings are scheduled periodically.</td>
</tr>
<tr>
<td>Prerequisite: SLP 6101, 6102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6120</td>
<td>School Internship, K-12</td>
<td>1</td>
<td>Must be taken by student seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings.</td>
</tr>
<tr>
<td>Prerequisite: SLP 6101, 6102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUD 6301</td>
<td>Audiology Lab</td>
<td>1</td>
<td>Practice in hearing testing. The student must accrue a minimum of 15 clock hours (concurrent with or following AUD 6300 or its equivalent).</td>
</tr>
</tbody>
</table>
Policies and programs set forth in this catalog become effective July 1, 1996. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

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

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

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education, the Council of Great City Colleges of Education and the Council of Graduate Schools.

The Speech-Language Pathology Program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (10801 Rockville Pike, Rockville, Maryland 20852-3279, telephone 301-897-5700).
Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, NSU has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, “Even if you’re on the right track, if you just sit there you’ll get run over.”

Given our commitment to providing educational opportunities that prepare tomorrow’s professionals to optimally serve their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow’s professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and social values—but also the capacity to utilize contemporary technology, to apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern’s goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.
THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 227-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 14 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

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

From the beginning, the University has distinguished itself by its innovative outlook, unique programs that provide both traditional and nontraditional choices in educational programs, and research in many fields aimed at solving the problems of immediate concern to mankind.

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

“The Nova Southeastern Plan” stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

THE MISSION

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.
EDUCATION PROVOST'S MESSAGE

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

Nova Southeastern University's commitment to making changes in the professions and society led to its creation of the Doctoral Programs in Audiology (Au.D.) and Speech Language Pathology (SLP.D.). These professional doctoral programs combined with our accredited M.S. Program in Speech and Language Pathology are model programs for working professionals whose goals focus on the improved health education and functioning of our society.

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

Good luck with your graduate studies and career. Thank you for considering Nova Southeastern University and its Programs in Communication Sciences and Disorders.
THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

THE MISSION

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

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

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

Overview of the Fischler Center for the Advancement of Education programs:

**Graduate Teacher Education Program** offering:
- Various Majors in Teaching (M.S. and Ed.S.)
- Modified Core Program in Educational Leadership (M.S. and Ed.S.)
- Initial Certification (M.S.)
- Nondegree Endorsement and Certification Renewal Options

**Life Span Care and Administration** offering:
- Applied Addiction Studies (M.S.)
- Child and Youth Care Administration (M.S.)
- Early Childhood Education Administration (M.S.)
- Elder Care Administration (M.S.)
- Family Support Studies (M.S.)

**National Ed.D. Program for Educational Leaders** offering:
- Educational Leadership (Ed.D.)

**Programs for Higher Education** offering:
- Adult Education (Ed.D.)
- Computing and Information Technology (Ed.D.)
- Health Care Education (Ed.D.)
- Higher Education (Ed.D.)
- Vocational, Technical, Occupational Education (Ed.D.)

**Programs in Communication Sciences and Disorders** offering:
- Audiology (Au.D.)
- Speech-Language Pathology (M.S. and SLP.D.)

**Programs in Education and Technology** offering:
- Instructional Technology and Distance Education (M.S. and Ed.D.)
- Child and Youth Studies (Ed.D.)
The 1996-1997 academic year marks the 13th year of the Master of Science Program and the first year of the Doctoral Programs in Audiology and Speech Language Pathology for the Programs in Communication Sciences and Disorders. The success and respect generated by Nova Southeastern University's masters graduates within the professional community attests to the quality of the graduate education. The addition of the two professional doctoral programs will strengthen the entire curriculum and add a new dimension of scientifically-based clinical study.

If you elect to pursue a graduate degree in some area of communication sciences and disorders, you are preparing yourself for a profession related to the fields of education, medicine and psychology. The faculty is committed to preparing you for a profession where scientific information and human compassion are merged into one.

For the master's candidate who enjoys working with and changing the quality of life for clients, the role of a speech-language pathologist can offer a very fulfilling and economically rewarding professional life. Doctoral candidates in either audiology or speech-language pathology will be able to broaden their knowledge base, enhance clinical skills, integrate the scientific approach to service delivery and address financial management and political issues in a pro-active manner.

The faculty members welcome your inquiries about any aspect of the programs.

THE MISSION

The LaBonte Institute for Communication Sciences and Disorders is dedicated to the education and continuing support of audiologists, speech-language pathologists and the clients and families who receive services. Faculty provide a scientifically-based curriculum, broad in scope, incorporating models of best practice, and fostering critical thinking skills. The Institute's philosophy is committed to client and family-centered care, a transdisciplinary approach, and treatment efficacy monitored through clinically based research and outcome measures. The Institute fulfills a commitment to society by providing practicing clinicians a variety of forums to keep their knowledge base current, a flexible schedule for obtaining graduate education, and by nurturing the development of future leaders. To anticipate the hearing, language and speech needs of future generations, the Institute utilizes current and projected demographic data as a basis for curriculum revision, program planning, and participation in local, state, and national professional organizations. The Institute, to fulfill its mission as an exemplary model of clinically applied behavior and basic science research, must create an environment which embraces "... people of all cultures, races, ethnic backgrounds, and religions in a manner that recognizes values, affirms, and respects the worth of individuals, and protects and preserves the dignity of each" (quotation from the Child Welfare League of America).
PROGRAM FACULTY

JOE BARIMO, M.B.A., M.S., CCC-SLP
Coordinator, Clinic Business Services

CELIA BARREIRO, M.S., CCC-SLP
Clinical Supervisor

DONALD BENDER, Ph.D., CCC-A
Associate Director

ELAINE BLOOM, M.S., CCC-SLP
Academic Advisor

ELANE FRIEDEL, M.S., CCC-A
Coordinator of Internships/Audiologist

GARY FRIEDMAN, M.S., CCC-A
Clinical Audiologist

JOSEPH F. GONZALEZ, Ph.D., CCC-SLP
Associate Director

MONA GRIFFER, M.S., CCC-SLP
Clinical Supervisor

BRIAN D. HUMPHREY, M.A., CCC-SLP
Clinical Supervisor

SHELLEY KIRCHENBAUM, M.A., CCC-SLP
Clinical Supervisor

NANCY MOSKAL, Ph.D., CCC-A
Program Professor

WREN NEWMAN, M.S., CCC-SLP
Coordinator of Clinical Services

BARBARA PACKER, Ed.D., CCC-A
Coordinator of Doctoral Studies

ROBIN PARKER, M.S., CCC-SLP
Clinical Supervisor

ELIZABETH ROBERTS, Ph.D., CCC-SLP
Program Professor

SHELLEY VICTOR, Ed.D., CCC-SLP
Coordinator of Curriculum

KRISTY WEISSLING, M.S., CCC-SLP
Clinical Supervisor/Internship Supervisor

CAROLE ZANGARI, Ph.D., CCC-SLP
Coordinator of Research

BARBARA ZUCKER, M.S., CCC-SLP
Clinical Supervisor
ADDITIONAL FACULTY

TOM McOSKER,  
M.A., CCC-SLP  
Clinical Supervisor

RHODA PILELSKY,  
M.A., CCC-SLP  
Clinical Supervisor

ELIZABETH SPERRY,  
Sc.D., CCC-SLP  
Program Professor

PROGRAM SUPPORT STAFF

PAT ACOSTA  
Secretary

JAIME ARANGO, B.S.  
Student Services Specialist

KIM COREY, B.S.  
Billing Clerk

SANDY DISBROW  
Administrative Assistant,  
Communication Disorders Clinic

ROCHELLE KLEIN, B.A.  
Clerical Assistant

MARIYNN RUSSO  
Coordinator of Billing,  
Communication Disorders Clinic

ELISA SERIO  
Coordinator of  
Administrative Operations,  
Communication Disorders Clinic

MARIYNN SHAFFER  
Clerical Assistant

IVETTE SOTO  
Receptionist
### Contents

**Master's Degree in Speech-Language Pathology**
- Program Objectives ........................................ 1
- Admissions .................................................. 2
- Speakers of English as a Second Language ................. 3
- Privacy of Records ........................................ 3
- Required Entrance Tests for all Newly Enrolled Students .. 3
- Transfer of Graduate Academic Credit ...................... 3
- Degree Requirements ....................................... 3
- Grades ..................................................... 4
- Policies Governing Academics and Professional Behavior . 4
- Advising and Registration ................................... 5
- New Student Orientation/Registration ....................... 5
- Evaluation of Academic and Clinical Progress .......... 6
- Financial Information ....................................... 6
- Student Insurance ......................................... 7
- Financial Aid ............................................. 7
- Payment Policy ............................................ 8
- Refund Policy ............................................. 8
- Speech-Language Pathology Courses ....................... 9
- Course Descriptions for the Master's in Speech-Language Pathology ................. 10
- Annual Calendar ........................................... 14
- Summary of Facts About the Master's of Speech-Language Graduate Program .... 15
- Graduation Procedure ..................................... 16
- Outline of the Standards for the Certificates of Clinical Competence ........ 17
- Employment Opportunities ............................... 18

**Doctoral Studies**
- Professional Doctoral Degrees in Audiology and Speech-Language Pathology 19
- The Cohort Concept ....................................... 20
- Professional Development Study Areas ..................... 20
- In-Field Development Study Areas ......................... 21
- Summer Institutes ......................................... 21
- Professional Research Projects .......................... 21
- Program Timelines ........................................ 21
- Professional Development Study Areas ..................... 23
- In-Field Study Areas ..................................... 23
- Year One .................................................. 24
- Professional Development Study Areas ..................... 24
- Audiology Study Areas .................................... 24
- Speech-Language Pathology Study Areas .................. 24
- Year Two .................................................. 25
- Professional Development Study Areas ..................... 25
- Audiology Study Areas .................................... 25
- Speech-Language Pathology Study Areas .................. 25
- Year Three ................................................ 26
- Professional Development Study Areas ..................... 26
- Audiology Study Areas .................................... 26
- Speech-Language Pathology Study Areas .................. 26
- Clinical Component ....................................... 27
- Admissions: Doctoral Studies ............................ 29
- International Student Admissions: Doctoral Students .... 29
- Transfer Credit ............................................ 30
- Financial Aid ............................................. 30
- General Policies on Grades ................................ 30
- Student Review Committee (SRC) ........................ 31
- Withdrawal Policy ......................................... 31
- Reinstatement ............................................. 31
- Absence ................................................... 31
- Tardiness .................................................. 31
- Dismissal ................................................... 32
- Program Costs ............................................ 32
- Refund Policy ............................................. 32
- Degree Requirements ...................................... 33
- Doctoral Candidacy Policy ................................ 33
- Privacy of Records ........................................ 33
- Doctoral Faculty .......................................... 34

**The Code of Student Conduct and Academic Responsibility**
- Policies Governing Student Relations ..................... 35
- Non-Discrimination ....................................... 38

**Learning Resources**
- Education Faculty and Administrative Staff ............... 41
- NOVA Southeastern University Board of Trustees and Administration ........ 46
- NOVA Southeastern University Degree Offerings ........... 47

**Application and Admission Packet**
- 51

---

*This catalog provides the framework for the program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog. Catalogs are reviewed and updated annually. All students are required to adhere to the policies of the current catalog, NOT THE CATALOG UNDER WHICH THEY ENTERED THE PROGRAM.*
MASTER'S PROGRAM
MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY

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

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

The program operates year round. Students may be admitted to the program in any given semester. Students may enter the program in September, January or May. Call for program information:

(954) 475-7075
Call toll free in the
United States and Canada
800-986-3223, Ext. 7075
Fax: (954) 452-1476
E-mail: slpinfo@fcae.nova.edu
URL: http://www.nova.edu/fcae

PROGRAM OBJECTIVES

ACADEMIC OBJECTIVES

The program is designed to prepare students to analyze and synthesize information critical to their functioning as professionals. To satisfy this goal, Nova Southeastern University graduates must complete a course of study including the following:

1. The history and development of the speech-language-hearing professions.
2. The requirements for state DOE certification, licensure, and ASHA-CCC.
3. The present issues and positions held by the profession as represented through the profession’s governing body, ASHA.
4. Past and present state and federal mandates.
5. The Code of Ethics of ASHA.
6. The basic information in psychology, sociology, mathematics, general science, and human anatomy prerequisite to the study of communication disorders.
7. The anatomical and physiological bases for normal development and use of speech, language, hearing, and swallowing.
8. The physical bases and processes of normal and abnormal production of speech, language, hearing, and swallowing.
9. The linguistic and psycholinguistic variables related to normal development of speech, language, and hearing.
10. The process of critical evaluation and the utilization of research procedures in speech, language, hearing, and swallowing.
11. The pathologies and etiologies associated with disorders of speech, language, hearing, and swallowing.
12. The skills necessary to interact and cooperate with other disciplines such as medicine, psychology, education, and allied health groups.
13. The process for formulating, designing, and implementing or replicating investigation in a given area of study.
14. Multilingual and multicultural information relating to human communication.
15. Introduction to the study and management of dysphagia and augmentative communication.

CLINICAL OBJECTIVES

The Master’s in Speech-Language Pathology is designed to prepare students to be competent clinicians. Students will apply knowledge gained through course work in clinical settings. The clinical portion of the training program includes the following:

1. Theories underlying procedures, approaches, methodologies, and practices in the evaluation and management of disorders of speech, language, hearing, and swallowing.
2. The various types of disorders of communication and swallowing and how they are manifested, evaluated, classified, and remediated.
3. Instrumentation used to assess and treat disorders of voice, fluency, phonology, language, hearing, and swallowing.
4. The broad range of diagnostic policies and procedures used in the practice of speech-language pathology.
5. The variety of service delivery models.
6. Normal and abnormal human behavior and services available from allied professions.
7. The interview process and how to utilize information obtained during interviews.
8. The process for preparing diagnostic and treatment reports, including short and long range goals for client management.
9. The process for integrating information from history, observation, and evaluation to formulate a treatment plan.
10. Treatment approaches, methodologies, and procedures utilized in the practice of speech-language pathology.
11. Strategies to work with individuals across the life span in the practice of speech-language pathology.
12. Habilitation/rehabilitation procedures for speech and language problems associated with hearing impairments.
13. The pathologies of the auditory system and assessment of auditory disorders for interpretation of the findings.
14. The process of establishing and managing caseloads in a variety of settings.
15. Techniques to enable students to self evaluate their clinical skills.
16. The skills necessary to participate in collaborative endeavors with other disciplines.
17. The skills necessary to relate effectively to clients, staff, peers, and supervisors.
18. The process for applying current research findings to the practice of speech-language pathology.
19. An awareness of the necessity to remain current in the field.

ADMISSIONS
APPLICATION PROCEDURE

Applications are accepted at any time. Students will be notified of the admission decision by mail after a review of the documents and/or an oral interview have been completed. Students enroll in one of three semesters, beginning in September, January, or May. Enrollment starting date is assigned on a space available basis.

STEP ONE

An application is considered complete when the following have been received:
• Application.
• Application fee.
• Three letters of recommendation from individuals who can attest to the candidate’s ability to be successful in graduate school and the profession.
• Official final transcripts.*

STEP TWO

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

STEP THREE

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

*For students completing an undergraduate degree an official transcript of courses completed to date AND a statement from a college advisor or other official stating anticipated date of graduation must be submitted. An official FINAL transcript posting the degree conferral date must be received prior to actual enrollment.

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

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

ADMISSION REQUIREMENTS

Applications are reviewed by the Faculty Admissions Committee. The most qualified students are selected to fill the available openings. Factors affecting the decisions are:
• A cumulative undergraduate GPA of 3.0 or better.
• Undergraduate record in the major with a minimum 3.0 GPA.
• Written essays.
• Oral interview.
• Letters of recommendation.

INTERNATIONAL STUDENT ADMISSIONS

Individuals holding degrees from outside the United States must submit:
1. Completed admissions application and application fee.
2. Three letters of recommendation.
3. Verification of student visa or residency status.
4. Logs of any observations or clinical clock hours obtained under the supervision of a Speech-Language Pathologist holding ASHA-CCC.

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

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

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

International students who intend to reside in the United States and who are required to obtain an I-20 must be full time, degree-seeking students. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 452-7240. Any exception is made on a case by case basis.

Students living outside the United States who apply to the program MUST complete all of the above prior to arriving here. Housing and financial arrangements must be made in advance by the applicant.
SPEAKERS OF ENGLISH AS A SECOND LANGUAGE

All applicants are required to take:
1. An official TOEFL score of at least 600.
2. An official TOEFL Test of Spoken English score of at least 50.

PRIVACY OF RECORDS

Once a student applies, any request for information about any program concern must be done in person or in writing. A parent, spouse, or friend will not be given any information. (See section on PRIVACY OF RECORDS, page 37.)

REQUIRED ENTRANCE TESTS FOR ALL NEWLY ENROLLED STUDENTS

• Hearing and speech screenings. Students who fail a screening will be scheduled for a full evaluation in the identified area. Following the evaluation, the student will be contacted to develop a plan which will allow him/her to demonstrate communication skills at an acceptable performance level to function as a speech-language pathologist. Students will be advised regarding the potential impact of an identified communication difference/disorder on their clinical performance within the university and in future employment settings.
• The PRAXIS Writing Test is required. Students are responsible for taking the test prior to enrolling in the first semester. Students who score poorly will be required to seek assistance in writing.

TRANSFER OF GRADUATE ACADEMIC CREDIT

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

DEGREE REQUIREMENTS

CREDITS

Students holding a Bachelors degree in Speech-Language Pathology or Communication Disorders will complete 48 credit hours.

Students holding a Bachelors degree in a field other than Speech-Language Pathology will complete 19 prerequisite credits prior to beginning the 48 credit hour sequence.
CLOCK HOURS

Students obtain a minimum of 350 clinical clock hours under supervision of ASHA certified professionals. The first 60-75 clinic clock hours must be obtained during the time the student is enrolled in Diagnostics II and Clinical Labs. Students who fail to achieve an acceptable level of clinical competency during Diagnostics II or either semester of Clinic Lab will be required to repeat the course and will be automatically placed on academic probation. After successful completion of Clinic Lab, students will be required to complete two semesters of off-campus internship. Off-campus internships must be arranged for and approved by the program faculty.

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

GRADES

Students must earn a grade of B or better in all prerequisite and graduate courses.

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

POLICIES GOVERNING ACADEMICS AND PROFESSIONAL BEHAVIOR

STUDENT REVIEW COMMITTEE (SRC)

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

PROBATION

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

- A grade of C or less is earned in any course.
- A grade of C or less is earned in any clinical rotation.
- Inappropriate or unprofessional behavior is exhibited.
- Violation of the Code of Ethics of ASHA.

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

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

- Students may be placed on and removed from probation only one time during enrollment in the program. If a student is placed on probation a second time for any reason, the student is dismissed from the program.
- Failure to satisfy the conditions of the probationary contract will result in automatic dismissal from the program.

Prior to enrollment in the program, all students are required to join the National Student Speech, Language and Hearing Association and to purchase liability insurance. Membership and insurance must be renewed annually. NSSSLHA has a Code of Ethics by which students must abide. Failure to purchase insurance or violation of the ethics code may result in suspension from the program. It is the student's responsibility to make certain that proof of insurance is on file in the program's office.

DISMISSAL

Students who fail to comply with the recommendations of the SRC after having been placed on probation will be dismissed from the program. Students will be notified of their dismissal by both certified and regular mail.

APPEALS PROCESS

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

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

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

ADVISING

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

SEMESTER CALENDAR

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

REGISTRATION

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

TIME LIMITATION

Students are expected to complete the master's degree within five years from the time graduate courses have begun. Students must submit written requests for interruptions in their course of study to the academic advisor of the program. Failure to submit such written notification may mean that a student is ineligible for readmission to the program in the future.

Students who interrupt studies for one year or more must formally apply for readmission to the program. If reaccepted, he/she will be bound to follow the guidelines in the catalog in place at the time of readmission. Students who exceed the five year time limitation may apply for an extension to the SRC. Such requests will be taken under special consideration by the committee and may not be approved.

MANDATORY MEETINGS

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

NEW STUDENT ORIENTATION/REGISTRATION

New students are required to attend a MANDATORY orientation meeting on campus the Saturday before classes are to begin. During the meeting students will be oriented to Nova Southeastern University, the Communication Sciences and Disorders Program, have their speech and hearing screened, and meet the faculty. Students will have had their plans of study completed, submitted their registration and tuition, and purchased the required publication manual of the American Psychological Association (APA), Fourth Edition prior to the orientation meeting. Students will be given the Student Handbook and are responsible for familiarizing themselves with all of the departmental policies and procedures.
EVALUATION OF ACADEMIC AND CLINICAL PROGRESS

GRADING

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

<table>
<thead>
<tr>
<th>Numerical Points</th>
<th>Grade Letter</th>
<th>Grade Equivalent Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>80 - 90</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

GRADE REPORTS

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

INCOMPLETES

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

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

WITHDRAWALS

- Students may withdraw from a course, lab or internship up to the ninth week of the semester. Students dropping a course/class must obtain a Student Course Withdrawal Form from the academic advisor. The form must be completed by the student and signed by the appropriate faculty member before the 'drop' is entered into the computer. The grade the student has earned up to the date of withdrawal will be reflected on the student's transcript as either "withdraw/passing" (W/P) or "withdraw/failing" (W/F). The W/F will be figured into the GPA as a grade of F.
- Students who need to withdraw from the program must submit written notification to the academic advisor. Failure to file a written withdrawal notification will jeopardize re-entry into the program. Students may re-enter the program one time only. Students will be expected to follow all rules in place at the time of re-entry.
- Students may request a leave of absence for up to one year. The request must be submitted in writing to the academic advisor as early as possible. Plans of study will need to be revised. Students must notify the academic advisor no later than midterm term of the semester before they wish to return to the program.

ATTENDANCE POLICY

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

VIDEO TAPING/AUDIOTAPING POLICY

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

FINANCIAL INFORMATION

TUITION AND FEES

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

FEES

Application:
A one-time, nonrefundable fee of $50 must accompany the application for admission.

Registration:
$50 per registration

Late Charge:
$100 per late registration

Lab:
Students enrolling in Clinical classes (SLP 6005, 6100, 6101, 6102, 6110, 6120, AUD 6301 and AUD 6311) pay a $135 fee per class.

Change of Registration:
$50 per transaction (Service fee)

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

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

Tuition for all classes in the Programs in Communication Sciences and Disorders (including prerequisites) is $585 per credit hour. Students who take graduate classes in other departments of Nova Southeastern University pay the tuition rate set by each specific department.

DEPOSIT POLICY

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

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

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

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

STUDENT INSURANCE

All students are required to purchase liability insurance for the duration of enrollment in the Programs in Communication Sciences and Disorders (including prerequisite courses). A current copy of the insurance premium must be in the students file in the programs' office in order to register for all courses and labs. Students must join the National Student Speech-Language and Hearing Association (NSSLHA) in order to purchase the required liability insurance. Applications for NSSLHA and Insurance are available in the program's office.

FINANCIAL AID

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 452-3380 or 800-522-3243.

The department offers a limited number of graduate student assistantships. Applications are available in the Programs in Communication Sciences and Disorders during semester registrations. Scholarships are available through a Florida Department of Education tuition differential grant for in-state residents only. Applications are available from the Programs in Communication Sciences and Disorders during semester registrations.

WHEN TO APPLY FOR FINANCIAL AID

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1996 for the 1996-1997 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1996-1997 is June 30, 1997.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps students access information regarding financial aid applications. General financial aid information may be
obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 452-3380 or toll free at 800-522-3243.

GENERAL ELIGIBILITY REQUIREMENTS

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

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

PAYMENT POLICY

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

REFUND POLICY

Students are entitled to a full refund of tuition (excluding registration/application fees of $100 or less) if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session there will be no refund of the registration/application fees and a prorata refund of the tuition.

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

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

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

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

## PREREQUISITE COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 5000</td>
<td>Introduction to Hearing, Speech, and Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5001</td>
<td>Anatomy and Physiology of Vocal and Hearing Mechanisms</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5002</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5003</td>
<td>Neuroanatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5004</td>
<td>Hearing and Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5005</td>
<td>Speech and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5007</td>
<td>Directed Observation</td>
<td>1</td>
</tr>
</tbody>
</table>

## GRADUATE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 6000</td>
<td>Diagnosis of Language and Speech Disorders Part 1: Tests</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6005</td>
<td>Diagnosis of Language and Speech Disorders Part 11: Applications</td>
<td>2</td>
</tr>
<tr>
<td>SLP 6010</td>
<td>Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6020</td>
<td>Language Disorders in Adults</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6025</td>
<td>Augmentative Communication</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6030</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6040</td>
<td>Fluency</td>
<td>2</td>
</tr>
<tr>
<td>SLP 6050</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6055</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6060</td>
<td>Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6070</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SLP 6075</td>
<td>Seminar in Professional Issues</td>
<td>2</td>
</tr>
<tr>
<td>SLP 6080</td>
<td>Directed Research</td>
<td>2</td>
</tr>
<tr>
<td>SLP 6090</td>
<td>Counseling</td>
<td>2</td>
</tr>
<tr>
<td>AUD 6300</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>AUD 6310</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
</tbody>
</table>

## LABS AND INTERNSHIPS REQUIRED:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 6100</td>
<td>Clinical Methods</td>
<td>1</td>
</tr>
<tr>
<td>SLP 6101</td>
<td>Clinical Lab-1</td>
<td>1</td>
</tr>
<tr>
<td>SLP 6102</td>
<td>Clinical Lab-2</td>
<td>1</td>
</tr>
<tr>
<td>SLP 6110</td>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>SLP 6120</td>
<td>School Internship, K-12</td>
<td>2</td>
</tr>
<tr>
<td>AUD 6301</td>
<td>Audiology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

## TOTAL CREDITS REQUIRED (ACADEMIC, LABS, AND INTERNSHIPS) FOR GRADUATION

48
# Course Descriptions for the Master's in Speech-Language Pathology

## Prerequisites

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 5000</td>
<td>3</td>
<td>Introduction to Hearing, Speech, and Language Disorders</td>
<td>Understanding of speech, language, and hearing disorders and their classifications, manifestations, and etiologies.</td>
</tr>
<tr>
<td>SLP 5001</td>
<td>3</td>
<td>Anatomy and Physiology of Vocal and Hearing Mechanisms</td>
<td>Introduction to the anatomy and physiology of the auditory and vocal mechanisms.</td>
</tr>
<tr>
<td>SLP 5002</td>
<td>3</td>
<td>Phonetics</td>
<td>History, theory, and application of phonetics, including sampling and transcription techniques.</td>
</tr>
<tr>
<td>SLP 5003</td>
<td>3</td>
<td>Neuroanatomy and Physiology</td>
<td>Introduction to the anatomy and physiology of the developing and mature human nervous system.</td>
</tr>
<tr>
<td>SLP 5004</td>
<td>3</td>
<td>Hearing and Speech Science</td>
<td>Physical bases and process of the production and perception of hearing, language, and speech; use of instrumentation.</td>
</tr>
<tr>
<td>SLP 5005</td>
<td>3</td>
<td>Speech and Language Development</td>
<td>Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods to developmental and cultural variations in speech and language.</td>
</tr>
<tr>
<td>SLP 5006</td>
<td>3</td>
<td>Linguistics</td>
<td>Historical, descriptive, and sociolinguistic components of language (elective).</td>
</tr>
<tr>
<td>SLP 5007</td>
<td>1</td>
<td>Directed Observation</td>
<td>Students must observe 25 clock hours of evaluation and management. Observation hours must precede clinical assignments and be completed under direct supervision in the Communication Disorders Clinic.</td>
</tr>
<tr>
<td>Course Number</td>
<td>Credits</td>
<td>Course Title</td>
<td>Course Description</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>--------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>AUD 6300</td>
<td>3</td>
<td>Audiology</td>
<td>Instruction in test administration and in interpretation of standard and specialized tests of auditory function.</td>
</tr>
<tr>
<td>AUD 6310</td>
<td>3</td>
<td>Aural Rehabilitation Procedures for the Hearing Impaired</td>
<td>Remediation of communication problems resulting from hearing impairment; use of amplification and assistive devices.</td>
</tr>
<tr>
<td>Prerequisite: AUD 6300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6000</td>
<td>3</td>
<td>Diagnosis of Language and Speech Disorders Part I: Tests</td>
<td>Procedures, techniques, and instrumentation used to assess speech and language status. *A non-credit lab is required.</td>
</tr>
<tr>
<td>SLP 6005</td>
<td>2</td>
<td>Diagnosis of Language and Speech Disorders Part II: Applications</td>
<td>Emphasis on analysis and interpretation of data and their impact on differential diagnosis.</td>
</tr>
<tr>
<td>Prerequisites: SLP 6000, SLP 6010, SLP 6020, SLP 6060</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6010</td>
<td>3</td>
<td>Language Disorders in Children</td>
<td>Evaluation and treatment of disorders of language affecting infants through adolescence, including developmental and acquired problems.</td>
</tr>
<tr>
<td>SLP 6011</td>
<td>3</td>
<td>Language and Learning Disabilities</td>
<td>Discusses overall characteristics and implications of language learning disabilities in the school-aged child and approaches to the evaluation and management of speech, language, and academically related domains (elective).</td>
</tr>
<tr>
<td>SLP 6020</td>
<td>3</td>
<td>Language Disorders in Adults</td>
<td>Evaluation and treatment of disorders of language of adults including aphasia, closed head injury, and dementia.</td>
</tr>
<tr>
<td>SLP 6025</td>
<td>3</td>
<td>Augmentative Communication</td>
<td>Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals across life span with little or no functional speech (elective).</td>
</tr>
<tr>
<td>Prerequisite: SLP 6010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6030</td>
<td>3</td>
<td>Voice Disorders</td>
<td>Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance.</td>
</tr>
<tr>
<td>Course Number</td>
<td>Credits</td>
<td>Course Title</td>
<td>Course Description</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SLP 6040</td>
<td>2</td>
<td>Fluency Disorders</td>
<td>Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions.</td>
</tr>
<tr>
<td>SLP 6055</td>
<td>3</td>
<td>Dysphagia</td>
<td>Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing, current issues; provides hands on experience with videofluoroscopic evaluation.</td>
</tr>
<tr>
<td>SLP 6060</td>
<td>3</td>
<td>Phonological Disorders</td>
<td>An analysis and comparison of systematic distinctive features and phonologic processing theory and application.</td>
</tr>
<tr>
<td>SLP 6070</td>
<td>3</td>
<td>Research Methods in Speech-Language Pathology</td>
<td>Exposure to critical analysis of the field's literature with respect to research design and statistical application.</td>
</tr>
<tr>
<td>SLP 6075</td>
<td>2</td>
<td>Seminar in Professional Issues</td>
<td>History, current professional issues, and trends in the field; management and operation of clinics in a variety of settings; ethical and legislative concerns.</td>
</tr>
<tr>
<td>SLP 6080</td>
<td>2</td>
<td>Directed Research</td>
<td>Independent research directed by faculty; applied research culminating in written documentation of project.</td>
</tr>
<tr>
<td>SLP 6090</td>
<td>2</td>
<td>Counseling in Communication Disorders</td>
<td>Exploration of theories of counseling; emphasis on communication disorders with different approaches to working with clients and families.</td>
</tr>
<tr>
<td>SLP 6201</td>
<td>1</td>
<td>Selected Topics in Communication Disorders</td>
<td>Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective—may be taken for credit, CEU, or recertification).</td>
</tr>
<tr>
<td>SLP 6202</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP 6203</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Credits</td>
<td>Course Title</td>
<td>Course Description</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AUD 6301</td>
<td>1</td>
<td>Audiology Lab</td>
<td>Practice in hearing testing. The student must accrue a minimum of 15 clock hours (concurrent with or following AUD 6300).</td>
</tr>
<tr>
<td>AUD 6311</td>
<td>1</td>
<td>Aural Rehabilitation Lab</td>
<td>Clinical practice in the management of hearing impaired children and adults; use of amplification, speech reading, and auditory training techniques. Students must accrue a minimum of 15 clock hours.</td>
</tr>
<tr>
<td>SLP 6100</td>
<td>1</td>
<td>Clinical Methods</td>
<td>Provides a base of knowledge of the prerequisite skills needed for positive transition into the clinical practicum.</td>
</tr>
<tr>
<td>SLP 6101</td>
<td>1</td>
<td>Clinical Lab I</td>
<td>Supervised clinical practice in the evaluation and treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Weekly class meetings are required.</td>
</tr>
<tr>
<td>SLP 6102</td>
<td>1 *</td>
<td>Clinical Lab II</td>
<td>In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self analysis of clinical skills and enhancement of acquired skills will be emphasized. Weekly class meetings are required.</td>
</tr>
<tr>
<td>SLP 6110</td>
<td>2</td>
<td>Internship</td>
<td>Off-campus placement in a non-school setting (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. Class meetings are scheduled periodically.</td>
</tr>
<tr>
<td>SLP 6120</td>
<td>2</td>
<td>School Internship, K-12</td>
<td>Must be taken by students seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings.</td>
</tr>
</tbody>
</table>
### ANNUAL CALENDAR 1996-1997

#### FALL SEMESTER - 1996
- **September 7**: Orientation for New Students
- **September 9**: Classes Begin
- **December 9-13**: Exam Week
- **December 14**: Last Day of Semester

#### WINTER SEMESTER - 1997
- **January 4**: Orientation for New Students
- **January 6**: Classes Begin
- **April 7-11**: Exam Week
- **April 12**: Last Day of Semester

#### SPRING /SUMMER SEMESTER
- **April 26**: Orientation for New Students
- **April 28**: Classes Begin
- **August 4-8**: Exam Week
- **August 9**: Last Day of Classes

#### OFFICIAL HOLIDAYS - UNIVERSITY CLOSED
- **September 2**: Labor Day
- **September 14**: Rosh Hashanah
- **September 23**: Yom Kippur
- **November 28 & 29**: Thanksgiving
- **December 25**: Christmas
- **January 1**: New Years Day
- **January 20**: Martin Luther King Day
- **March 28**: Good Friday
- **May 26**: Memorial Day
- **July 4**: Independence Day

#### PROGRAM VACATION PERIODS
- **Fall, 1996**: December 16-January 5 No classes
- **Winter, 1997**: April 12-28 No classes (except intercession)
- **Spring, 1997**: June 16-20 No Classes (except intercession)
- **Summer, 1997**: August 10-September 8 No Classes

#### INTERCESSIONS (INTENSIVE CLASS SESSIONS) 1997
- **April 14-18**: Augmentative Communication
- **June 16-20**: Classes may or may not be scheduled during intercessions. Watch for Course Schedule of Classes for details.

#### MAJOR CONFERENCES
- **October 24-25**: Autism - Fort Lauderdale, FL
- **November 21-24**: ASHA - Seattle, WA
- **March 7-8**: Gold Coast - Fort Lauderdale, FL
- **May 8-11**: FLASHA - Orlando, FL
SUMMARY OF FACTS
ABOUT THE MASTER'S
OF SPEECH-LANGUAGE
GRADUATE PROGRAM

ACREDITATION
1. American Speech-Language Hearing Association. The Programs in Communication Sciences and Disorders have been accredited by the Council on Academic Accreditation since December 1990. Graduates meet all requirements for individual certification (CCC-SLP).

2. Florida Department of Education program approval granted since 1985.


TIME AND RESIDENCY
REQUIREMENTS
- May be completed in eight semesters.
- All students complete clinical practicum at the Communication Disorders Clinic (CDC) in the LaBonte Institute.
- Master's degree must be completed in 5 years.

ADVISING AND REGISTRATION
Registration for classes is held approximately two months before the beginning of the term.

Exact dates will be announced each semester. In order to make any changes to the Plan of Study students must make an appointment with an academic advisor.

CLINICAL PRACTICA
The Communication Disorders Clinic is located at the LaBonte Institute on the Nova Southeastern University campus. Students will have an opportunity to work with clients in the on-campus clinic and in various satellites.

Students must complete the first 25 clinical clock hours on campus. Approximately 150 off-campus sites are affiliated and used for off-campus internship placements. Students are not permitted to make their own internship arrangements.

FACULTY
Faculty is comprised of 24 full time, including 9 doctoral-level, and 15 master's level professionals. All hold Certificates of Clinical Competence and have many years of academic and clinical experience.

FACILITIES
Bernice and Jack LaBonte Institute for Communication Sciences and Disorders is made up of two divisions—the Communication Disorders Clinic and the Programs in Communication Sciences and Disorders. The Communication Disorders Clinic provides a continuum of exemplary diagnostic and therapeutic services for clients of all ages—infants through adulthood. Clients presenting with all types of hearing, language, and speech disorders receive services at the Clinic.

The Programs in Communication Sciences and Disorders is a department within the Fischler Center for the Advancement of Education. Students in this program are involved in an intensive academic curriculum designed to provide the background information necessary for a clinical career. The rigorous, supervised clinical experience that the students receive in the Communication Disorders Clinic brings the academic instruction to life. Graduates of the program carry this quality clinical service across Florida and the nation and to other countries.

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

The LaBonte Annex was incorporated in January 1995 to add classrooms, offices, therapy rooms, a Voice Science Lab, and Augmentative Communication Lab.
GRADUATION PROCEDURE

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

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

Completed items required at the final interview include:

- Nova Southeastern Degree application (and fee)
- ASHA application for membership and certification
- NESPA test score
- Florida application for licensure
- All course work, all grades entered in database
- Signed copies of all clinical clock hours

COMMENCEMENT

All graduates are encouraged to participate.
OUTLINE OF THE STANDARDS FOR THE CERTIFICATES OF CLINICAL COMPETENCE

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

II. Academic Course Work:
75 semester hours (s.h.)

A. Basic science course work (27 s.h.):
• 6 s.h. in biological/physical sciences and mathematics.
• 6 s.h. in behavioral and/or social sciences.
• 15 s.h. in basic human communication processes, to include the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic/psycholinguistic aspects.

B. Professional course work (36 s.h.)
30 of the 36 s.h. in courses for which graduate credit was received; 21 of the 30 s.h. must be in the professional area for which the certificate is sought.

1. 30 s.h. in speech-language pathology to include:
   • 6 in speech disorders*
   • 6 in language disorders*

2. 6 s.h. in audiology to include:
   • 3 in hearing disorders and hearing evaluation*
   • 3 in habilitative rehabilitative procedures*

III. Supervised Clinical Observation and Clinical Practicum:
375 clock hours (c.h.)

A. Clinical observation (25 c.h.) prior to beginning initial clinical practicum.

B. Clinical Practicum (350 c.h.):
   • 250 c.h. at the graduate level in the area in which the certificate is sought.
   • 50 c.h. in each of three different clinical settings on the graduate level.

CCC-SLP
   • 20 c.h. in each of the following 8 categories:
     1. Evaluation: speech** disorders in children
     2. Evaluation: speech** disorders in adults
     3. Evaluation: language disorders in children
     4. Evaluation: language disorders in adults
     5. Treatment: speech** disorders in children
     6. Treatment: speech** disorders in adults
     7. Treatment: language disorders in children
     8. Treatment: language disorders in adults
   • Up to 25 c.h. in the major professional area may be in related disorders.
   • 35 c.h. in audiology to include:
     • 15 in habilitation/rehabilitation***
     • 15 in diagnosis/evaluation
     • 5 floating hours

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

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

ABC Speech and Language Therapy
Achievement Rehab.
Advanced Rehab.
Alachua County Public Schools
All Children’s Hospital-Sarasota and St. Petersburg
Ambilingual Associates
Ann Stork Center
A.R.C. of Broward County
A.R.C. of Palm Beach County
Baptist Hospital of Miami
Bethesda Memorial Hospital
Betty BACAC Rehabilitation Hospital, New Jersey
Boca Raton Community Hospital
Boca Raton Rehabilitation Center
Boca Raton Speech and Language Center, Inc.
Bon Secours Hospital
Brenda Van Wie, S.L.P.
The Bridge at (CMRC) Comprehensive Medical Rehabilitation Center
Broward County Public Schools
Brown, Donna S., M.A. and Associates
Buffalo Speech and Hearing Center, New York
Center for Bilingual Speech-Language Disorders
Center for Speech and Language, Treasure Coast
Center for Pediatric Therapy
Center for Speech and Language
Charitho Schools, Rhode Island
Children’s Rehabilitation Network
Children’s Specialized Hospital, New Jersey
Cleveland Clinic Hospital
Clover Lakes Health Care and Rehab. Center, NY
CMS Therapies, Inc.
Coral Springs Speech and Language
Cranston Public Schools, RI
Dade County Public Schools
Davies Medical Center, CA
Debbie School
DeKalb General Hospital, Georgia
Dimensions, Broward and Dade
Duval County Schools
Easter Seal Society of Broward County
Easter Seal Society of Dade County
Easter Seal of Volusia and Flagler Counties
Epsilon Medical Corporation
Fleming, Kim, S.L.P.
Florida CORF, Daytona
Florida Hospital-Orlando
Florida Institute for Neurologic Rehabilitation, Wachula
Functional Abilities
Greenbriar Rehabilitation Institute
Gulf Coast Center, Fort Myers
Hardee Physical Therapy and Rehabilitation Service, Sebring
H.B.A. Rehab.
HCA LW Blake Hospital, Bradenton
Health South Regional Rehabilitation
Health South Sunrise
Hearing and Speech Center of Florida
Highlands County Public Schools
Hillhaven Rehabilitation Center, Tampa
Hillsborough County Schools
Holyoke Regional Medical Center
Holtsman Therapy Associates
Holy Cross Hospital
Horizons
Impact for Developmental Education
Indian River County Schools
Jackson Memorial Hospital
Jonas Therapy Associates, Inc.
Jupiter Medical Center
Kendall Speech and Language Center
Lee County Public Schools
Lee Memorial Hospital, Fort Myers
Leon County Schools
Lifelines Rehabilitation, Indiana
Lorre Torres and Associates
Mailman Center for Child Development
Manatee Memorial Hospital, Bradenton
Martin County Public Schools, California
Martin County Public Schools
Martin Memorial Medical Center, Stuart
Medical Center Hospital
Mediplex Rehab. Bradenton
Miami Children’s Hospital
Miami Fluency Clinic
Millard Fillmore Hospital, Buffalo
Moffitt Cancer Center, Tampa
Morristown Memorial Hospital
Morton Plant Hospital
Mt. Sinai Medical Center
Naples Community Hospital
National Health Corporation, L.P.
New England Hospital and Rehab. Center, ME
Nova Care, Inc.
Orange County Public Schools
Our Lady of Victory Hospital, New York
Pacific Speech and Language Center
Palm Beach County Public Schools
Paragon Rehab.
Parkway Regional Medical Center
Pediatric Therapy Associates
Fee Dee Speech and Hearing, SC
Fennecrest Hospital
Pinnacle Rehab.
Fenimore Orthopedic Center
Professional Health Care Services
The Queens Medical Center, Honolulu
Raleigh Pediatric Therapy
Rehabilitation Center for Children and Adults
Rehabilitation Center of the Palm Beaches
Rehabilitation Institute of Sarasota
Rehability Inc.
Rehab. Plus
Rehab. Works of Florida
St. Joseph’s Hospital, Tampa
St. Mary’s Hospital
Staten Island University Hospital
Step by Step Child Development Center
Stephanie Stryker, Ph.D., and Assoc.
SunCoast Hospital-Largo
Sundance Rehab.
Symphony Rehab.
The Hearing and Speech Agency of Metropolitan Baltimore
TheraTx
Treasure Coast Rehab. Hospital, Vero Beach
University of Florida Health Sciences, Gainesville
University of Pittsburgh Medical Center, PA
United Cerebral Palsy Center of Miami
University of Miami-Dept. of Otolaryngology
University of Miami-Mailman Center, Diagnostic Team
Vanderbilt Rehabilitation Center at Newport Hospital, Rhode Island
Vencor Hospital
Venice Hospital
Veteran’s Administration Medical Center, Miami, Atlanta, Palm Beach
West Gables Rehabilitation Hospital
Westchester Assisted Living Residence
Doctoral Studies
DOCTORAL STUDIES
PROFESSIONAL
DOCTORAL DEGREES
IN AUDIOLOGY AND
SPEECH-LANGUAGE
PATHOLOGY

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

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

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

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

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

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

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

THE COHORT CONCEPT

The Au.D. and SLP.D. Programs represent an innovative, practical, and realistic approach to professional doctoral studies. Formal instruction takes place during weekend seminars. Students participate in faculty-directed independent reading and writing assignments between class meetings. Each cohort is a group of 20 to 30 speech-language pathology and audiology professionals who live and work in a variety of settings. Candidates in each cohort begin the program at the same time and progress together through the program components.

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

PROFESSIONAL DEVELOPMENT STUDY AREAS

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

Instruction and faculty-directed activities are also accomplished through electronic communications and technology. Doctoral candidates must have access to a computer and a modem. The University system allows access from any location in the United States at no charge.
The 11 study areas provided to both audiologists and speech-language pathologists are the following:

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

IN-FIELD DEVELOPMENT STUDY AREAS

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

Audiology study areas are:

- Hearing Aid Technology
- Amplification Fitting/Selection
- Pediatric Audiology
- Electrophysiology
- Hearing Conservation
- Aural Rehabilitation
- Clinical Differential Diagnosis

Speech-language pathology study areas are:

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

Each doctoral candidate must complete all of the professional development study areas and all of the in-field study areas in his/her respective field.

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

SUMMER INSTITUTES

Two-week summer institutes are conducted for 3 consecutive years per cohort. The 2-week institutes consist of clinical specialization experiences and academic instruction. Each doctoral candidate must attend three summer institutes. Candidates are responsible for their travel, room, and meal costs.

PROFESSIONAL RESEARCH PROJECTS

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

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

PROGRAM TIMELINES

The life of the program is 36 months. Candidates who do not complete requirements within 3 years may be granted a fourth year of study by the program faculty. However, they must have an approved proposal for their professional research project by the end of 36 months in order to be granted the fourth year. Candidates may also register for a 6-month extension beyond the fourth year if approved by the doctoral committee.
Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the Coordinator of Doctoral Studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the Professional Research Project. Consult the Professional Research Project Guide for more information.

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

Doctoral candidates who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a 7 year period from the beginning of the original cohort. No extension is possible beyond this point.
## PROFessional Development Study Areas

(All Doctoral candidates) | Credits
--- | ---
CSD 7000 Technology in Communication Sciences | 3
CSD 7010 Clinical Instrumentation | 2
CSD 7040 Supervision | 3
CSD 7020 Medical Aspects | 3
CSD 7030 Gerontology | 2
CSD 7050 Research and Evaluation | 3
CSD 7060 Genetics | 3
CSD 7070 Pharmacology | 2
CSD 7075 Counseling | 3
CSD 7080 Business Management Practices | 3
CSD 7085 Political Advocacy and Leadership | 3
AUD 7140 or SLPD 7240 Professional Research Project | 6
--- | ---
| 36

## In-Field Development Study Areas

### Audiology Study Areas

AUD 7100 Hearing Aid Technology | 3
AUD 7110 Amplification Fitting/Selection | 3
AUD 7130 Pediatric Audiology | 3
AUD 7120 Electrophysiology I | 3
AUD 7150 Hearing Conservation | 2
AUD 7160 Electrophysiology II | 3
AUD 7170 Advanced Seminar in Aural Habilitation/Rehabilitation | 3
AUD 7180 Differential Diagnosis in Audiology | 3
--- | ---
| 23

### Speech-Language Pathology Study Areas

SLPD 7210 Advanced Seminar in Pediatric Development | 3
SLPD 7200 Seminar in Neuropathologies of Speech and Language | 3
SLPD 7220 Dysphagia | 3
SLPD 7230 Advanced Studies in Clinical Differential Diagnosis in Speech-Language Pathology | 3
SLPD 7250 Augmentative and Alternative Communication (AAC) | 2
SLPD 7260 Intervention Paradigms | 3
SLPD 7270 Educational Issues | 3
SLPD 7280 Current Trends in Communication Sciences and Disorders | 3
--- | ---
| 23

**Professional Development Study Area Credits**

36

**In-field Study Area Credits**

23

**Total Credits Required**

59

(Audiology or Speech-Language Pathology Doctoral candidates)
YEAR ONE
PROFESSIONAL DEVELOPMENT STUDY AREAS

(All Doctoral Candidates)

CSD 7000 TECHNOLOGY IN COMMUNICATION SCIENCES
(3 CREDITS)
This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, application, and configuration of software for management of client and business issues. Doctoral candidates will explore the impact of emerging technologies in their professional arenas and will be exposed to these advanced technologies.

CSD 7010 CLINICAL INSTRUMENTATION
(2 CREDITS)
Principles and application of clinical instrumentation in audiology (analog and digital technology, otoprosthetics, electroacoustics, calibration, standards, troubleshooting, and repair) and speech pathology (acoustics, electricity, transducers, amplifiers and attenuators, tape recorders, spectral analyzers, and instruments for measuring and displaying various speech physiology activities).

CSD 7020 MEDICAL ASPECTS
(3 CREDITS)
This course presents the study of pathophysiology and disease entities of clients with communication disorders through the study of common presenting signs and symptoms. Ethnic/race related diseases will be addressed. Common medical terminology will be presented, as well as the function of various medical disciplines, leading to an understanding of the interfaces between speech-language/hearing professionals and the medical community. Neurodiagnostic techniques such as PET, C-T scans, MRI's, and cerebral blood flow studies will be discussed.

CSD 7030 GERONTOLOGY
(2 CREDITS)
This study area presents an overview of gerontology with emphasis given to differentiation between normal aging process and pathological changes. Multi-cultural perspectives of aging will be addressed. Doctoral candidates will develop effective planning and management services for the "older" client with multiple problems. The communication disorders of these clients will be viewed in the context of home health care, community agency resources, recreation, attrition, socioeconomic and psycho-social consequences of aging and illness.

CSD 7040 SUPERVISION
(3 CREDITS)
The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

AUD 7110 AMPLIFICATION FITTING/SELECTION
(3 CREDITS)
Study of the selection and fitting paradigms for contemporary hearing aid evaluations. Students will receive didactic as well as clinical experience in probe microphone measurements, fitting algorithms, and subjective approaches related to verification of hearing aid performance and user satisfaction.

SPEECH-LANGUAGE PATHOLOGY STUDY AREAS

SLPD 7200 SEMINAR IN NEUROPATHOLOGIES OF SPEECH AND LANGUAGE
(3 CREDITS)
Neuroanatomical and neurophysiological bases for speech-language disorders will be presented. The emphasis will be a study of neuropathological conditions and the speech-language disorders that result from these conditions.

SLPD 7210 ADVANCED SEMINAR IN PEDIATRIC DEVELOPMENT
(3 CREDITS)
Theories of cognitive, social, linguistic, cultural and perceptual development of children and adolescents will be examined. Information presented will be based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions will be stressed.

AUD 7100 HEARING AID TECHNOLOGY
(3 CREDITS)
A study of electronic circuit components related to the design and performance characteristics of state-of-the-art amplification systems. Doctoral candidates will receive hands-on experience in earmold and hearing aid fabrication. Doctoral candidates will explore various hearing aid orientation and follow-up strategies.
YEAR TWO
PROFESSIONAL DEVELOPMENT
STUDY AREAS
(All Doctoral Candidates)

CSD 7050 RESEARCH AND EVALUATION
(3 CREDITS)

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

CSD 7060 GENETICS
(3 CREDITS)

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

CSD 7070 PHARMACOLOGY
(2 CREDITS)

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

AUD 7140 OR SLPD 7240
PROFESSIONAL RESEARCH PROJECT
(6 CREDITS)

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

CSD 7075 COUNSELING
(3 CREDITS)

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

AUD 7130 PEDIATRIC AUDIOLOGY
(3 CREDITS)

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

SPEECH-LANGUAGE PATHOLOGY STUDY AREAS

SLPD 7220 DYSPHAGIA
(3 CREDITS)

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

SLPD 7230 ADVANCED STUDIES IN CLINICAL DIFFERENTIAL DIAGNOSIS IN SPEECH-LANGUAGE PATHOLOGY
(3 CREDITS)

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

CSD 7080 BUSINESS MANAGEMENT PRACTICES
(3 CREDITS)

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

CSD 7085 POLITICAL ADVOCACY & LEADERSHIP
(3 CREDITS)

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

AUDIOLOGY STUDY AREAS

AUD 7150 HEARING CONSERVATION
(2 CREDITS)

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

AUD 7160 ELECTROPHYSIOLOGY II
(3 CREDITS)

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

AUD 7170 ADVANCED SEMINAR IN AURAL HABITATION/REHABILITATION
(3 CREDITS)

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

AUD 7180 DIFFERENTIAL DIAGNOSIS IN AUDIOLOGY
(3 CREDITS)

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

SPEECH-LANGUAGE PATHOLOGY STUDY AREAS

SLPD 7250 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)
(2 CREDITS)

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

SLPD 7260 INTERVENTION PARADIGMS
(3 CREDITS)

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

SLPD 7270 EDUCATIONAL ISSUES
(2 CREDITS)

This course is the study of the issues facing the communication professional in an educational setting. Discussion of new theories in selected areas such as individual learning styles, collaboration, infusion, transdisciplinary teams, classroom assessment and cross-training, and cultural impact will be addressed.
SLPD 7280 CURRENT TRENDS IN COMMUNICATION SCIENCES AND DISORDERS
(3 CREDITS)

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

CLINICAL COMPONENT

Enhancement of clinical expertise is the acknowledged cornerstone of the professional doctorates in speech-language pathology and audiology. Each doctoral candidate admitted to the program will possess a master's degree in-field, a passing score on the national boards, evidence of a completed clinical fellowship year and documentation of three years of in-field practice. Thus, each participant will bring to the doctoral program a minimum of 375 clinical clock hours at the master's level, a minimum of 1,250 clinical clock hours as a clinical fellow, and an additional 2,500 clinical clock hours during the 2 years post clinical fellow year.

Participants in the NSU professional doctoral program must demonstrate:

- Level I competency in all identified clinical areas in audiology or speech-language pathology, and
- a superior Level II competency in one participant-selected and program approved area of specialty.

Doctoral candidates will demonstrate advanced clinical proficiencies in audiology or speech-language pathology within each in-field study area. Didactic and clinical instruction provide the necessary framework to foster a defined level of clinical proficiency. The required competencies are described in each in-field study guide. For example, in the study of pediatric audiology, candidates will be required to demonstrate through written and oral evaluation, knowledge prerequisite to this area, as well as hands-on clinical experience to demonstrate the ability to apply the knowledge. This format is followed for all in-field study areas in audiology and speech-language pathology.

The Level II competency terminating in a specialty within an area of practice requires that the candidate select one clinical or professional area in which he/she wishes to focus. The candidate will meet individually or in a small group with the mentor, an identified expert who will evaluate the individual's clinical skill in the chosen area. The mentor will then prescribe the clinical or professional experiences necessary to bring the candidate's existing skills to the level as defined by the NSU faculty.

No earlier than the completion of the first summer institute, the candidate will proceed to carry out those prescribed activities.

The mentor would continue this process until the candidate's skills were deemed satisfactory for Level II. By the third summer institute, the candidate will demonstrate their selected specialty skills. For the program, the requirement that the candidate demonstrate satisfactory performance for the designated expert and the NSU clinical faculty provides two quality control points. To summarize, since candidates enter the program having passed their national boards and with varied and numerous hours of experience, quality will be determined by demonstration of competency.

Clinical instruction and performance monitoring are an integral part of the total curriculum interwoven with didactic lectures. This model provides intensive hands-on experience and constant exchange with practicing experts.

The following chart provides a synthesis of information linking coursework, goal areas, clinically-enhanced instruction, and survey information obtained from audiology and speech-language pathology practitioners regarding perceived needs.
<table>
<thead>
<tr>
<th>GOAL AREAS</th>
<th>LEADERSHIP</th>
<th>KNOWLEDGE</th>
<th>PROBLEM SOLVING</th>
<th>PERSPECTIVE</th>
<th>CLINICAL</th>
<th>BUSINESS</th>
<th>TECHNOLOGY</th>
<th>ADV. AUD/SP-LANG PATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology in Communication Sciences</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Instrumentation</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Aspects</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerontology</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Aid Technology</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Amplification Fitting/Selection</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Adv. Seminar in Pediatric Dev.</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Seminar in Neuropath. of S/L Path.</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genetics</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacology</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatric Audiology</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrophysiology I</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Conservation</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Dysphagia</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>in S/L Path.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. Alternative Comm. (AAC)</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management Practices</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Advocacy and Leadership</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Research Project</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrophysiology II</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv. Seminar in Aural Habilitation/Rehabilitation</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv. Studies in Diagnostic Audiology</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Paradigms</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Issues</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADMISSIONS: DOCTORAL STUDIES

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

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

The admissions committee requires the following:

- Nonrefundable application fee of $50.00.
- Completed application.
- Official transcript indicating conferral of a master's degree in audiology and/or speech-language pathology by a regionally accredited institution with a minimum graduate GPA of 3.2.
- Documentation of the Certificate of Clinical Competence or its equivalent (copies of all professional certifications, licenses, or relevant credentialing materials).
- Three years of work experience in the respective field.
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended.
- Three letters of recommendation from individuals who can attest to the applicant's ability to be successful in doctoral studies, e.g., employers, faculty, and professional in-field colleagues.
- Written responses to questions relating to the field of communication sciences and disorders.

An application is considered complete when all required documents have been received. The admissions committee will review the documents and those who qualify will be scheduled for a personal interview. A clinical exercise will be included as part of the interview process. The final decision to admit a student will be made following the personal interview, review of the clinical exercise, and of all supporting documentation.

Make an appointment to visit our campus offices or call toll free for program information: 8:30 a.m.-5:00 p.m., Monday - Friday; (954) 475-7075, toll free 800-986-3223, Ext. 7075, fax (954) 236-4010; E-mail: packerb@fcaec.acast.nova.edu

INTERNATIONAL STUDENT ADMISSIONS: DOCTORAL STUDENTS

The admissions committee reserves the right to require the following:

- An official TOEFL score of 600 (for non-native English speakers).
- An official TSE score of 600 (for non-native English speakers).
- Verification of a student 1-20 visa or residency status.

International doctoral candidates who intend to reside in the United States and who are required to obtain an 1-20 must be full-time, degree-seeking doctoral candidates and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 370-5695. Any exception is made on a case-by-case basis.

Doctoral candidates living outside the United States who apply to the program MUST complete all of the above prior to arriving here. Housing and financial arrangements must be made in advance by the applicant.
Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by a NSU-approved evaluation service. Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8968. The prospective student is responsible for all fees incurred for this evaluation.

**TRANSFER CREDIT**

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

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

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

Discussion is under way among professional organizations, program consultants, prospective students, and University faculty to develop a plan whereby graduate credit can be awarded in a particular study area for demonstrated knowledge and clinical skills. Restrictions will apply and guidelines will ensure equity. The proposed plan will be submitted to the University for approval. As soon as the proposed plan is approved by the University, the procedure to apply for credit for knowledge and clinical expertise will apply to candidates along with the timeline. In keeping with NSU philosophy, the plan must be student facilitative while maintaining a high standard of excellence.

**FINANCIAL AID**

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 452-3380 or 800-522-3243.

**WHEN TO APPLY FOR FINANCIAL AID**

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1996 for the 1996-1997 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1996-1997 is June 30, 1997.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 452-3380 or toll free at 800-522-3243.

**GENERAL ELIGIBILITY REQUIREMENTS**

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

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

**GENERAL POLICIES ON GRADES**

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

Each candidate will be provided a grade report at the end of each study area. A copy of each report will be placed in the candidate's permanent file maintained by the University.

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

STUDENT REVIEW COMMITTEE (SRC)
The Program's Student Review Committee is comprised of departmental faculty whose responsibility is to review doctoral candidates' academic and clinical progress on a periodic basis.

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

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

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

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

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

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

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

If a student is unable to attend a professional research project workshop, the coordinator of doctoral studies should be contacted for a make-up experience.

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

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

PROGRAM COSTS

Initial tuition payments are based on $585 per credit for 59 credits of coursework. Doctoral candidates register and pay for each component prior to entering that component. Applicants admitted to candidacy are required to secure their initial enrollment with a $1,000 deposit that will apply to the first study area's tuition.

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

OTHER FEES

A one-time, nonrefundable application fee of $50 is required and must accompany the completed application. A $65 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

ADDITIONAL PROGRAM EXPENSES

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

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

LATE FEES AND REINSTATEMENT FEES

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

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

REFUND POLICY

Students are entitled to a full refund of tuition (excluding registration/application fees of $100 or less) if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session there will be no refund of the registration/application fees and a prorated refund of the tuition.

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

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

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

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

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

Based on no. of classes
9 - 3 = 6 classes not attended
6 + 9 = 67% of the term not completed
67% x $1,100 = $737.00 refunded

Based on clock hours
45 - 15 = 30 hours not received
30 + 45 = 67% clock hours not completed
67% x $1,100 = $737.00 refunded
Example #2: Student attended 5 weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $1,675.

Based on no. of classes
13 - 5 = 8 weeks not attended
8 + 13 = 62% not completed
62% x $1,675 = $1,038.50 refunded

Based on clock hours
45 - 17 = 28 hours not received
28 + 45 = 62% clock hours not completed
62% x $1,675 = $1,038.50 refunded

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

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

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

DOCTORAL CANDIDACY POLICY
Beginning June 1996, doctoral students must attain candidacy status prior to the Center Provost’s recommendation for graduation to the President and Board of Trustees. This addition to the graduation requirements for FCAE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a Candidacy Committee made up of doctoral faculty from all center doctoral programs and by demonstrating the programs are meeting the spirit of the criteria of Nova Southeastern University’s regional accrediting body.

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

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

PROGRAM PROFESSORS
Donald Bender, Ph.D.
Joseph Gonzalez, Ph.D.
Jack Mills, Sc.D.
Nancy Moskal, Ph.D.
Barbara Packer, Ed.D.
Elizabeth Roberts, Ph.D.
Elizabeth Sperry, Sc.D.
Shelley Victor, Ed.D.
Noreen Webber, Ph.D.
Carole Zangari, Ph.D.

NATIONAL LECTURERS
Chuck Berlin, Ph.D.
Lawrence Bloom, Ph.D.
Jean Blosser, Ed.D.
Ronald Haun, M.D.
Angela Loavenbruck, Ed.D.
Charles Lonegan, Ph.D.
Maurice Miller, Ph.D.
Gus Mueller, Ph.D.
Jose Rey, Pharm.D.
Don Worthington, Ph.D.

CONSULTANTS
Angela Loavenbruck, Ed.D.
Gilbert Herer, Ph.D.
Danielle Ripich, Ph.D.
Robert W. Woods, Ph.D.
THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

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

NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

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

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

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

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

A. ACADEMIC STANDARDS

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

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

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

2. Referencing the Works of Another Author. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.
At Nova Southeastern University, it is plagiarism to represent another person’s work, words, or ideas as one’s own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

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

4. Acts Prohibited. Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to:
   a. Plagiarism;
   b. Any form of cheating;
   c. Conspiracy to commit academic dishonesty;
   d. Misrepresentation;
   e. Bribery in an attempt to gain an academic advantage;
   f. Forging or altering documents or credentials; and
   g. Knowingly furnishing false information to the institution.

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

B. CONDUCT STANDARDS

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn.

Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

a. Theft;
   b. Vandalism;
   c. Disruptive behavior;
   d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
   e. Possession, transfer, sale, or use of illicit drugs;
   f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
   g. Violations of housing regulations;
   h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual’s right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
   i. Threats of or actual damage to property or physical harm to others;
   j. Nova Southeastern University prohibits any activity that may be construed as hazing (“hazing” is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university); and
   k. Failure to pay tuition and fees in a timely manner.

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

C. SUPPLEMENTARY STANDARDS

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

D. VIOLATIONS

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

STUDENT CODE OF COMPUTER ETHICS

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

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.
For more detailed information on Nova Southeastern’s Student Code of Computer Ethics, please consult the Programs in Communication Sciences and Disorders Student Handbook.

DRUG-FREE SCHOOLS AND CAMPUS

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

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

For more detailed information on this policy, please consult the Program’s Student Handbook.

PRIVACY OF RECORDS

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students’ previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar’s office. However, the registrar will not release transcripts of students’ academic records until all accounts, both academic and nonacademic, have been paid.

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

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

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

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

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

RESERVATION OF POWER

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

GENERAL

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

INSTITUTIONAL AND ACADEMIC INFORMATION

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

GRIEVANCES

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

INTERNATIONAL STUDENTS

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida.

For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7241 or toll-free 800-541-6682, Ext. 7241.

VETERANS’ BENEFITS

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans’ Training, Florida Department of Veterans’ Affairs. Eligible veterans and veterans’ dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7241 or toll free 800-541-6682, Ext. 7241.

NOTICE OF NONDISCRIMINATION

Nova Southeastern fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of religion, sex, handicap, color, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

STUDENT PUBLICATIONS

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

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

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

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

3. All University published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

STUDENT PARTICIPATION IN UNIVERSITY GOVERNANCE

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

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President’s Student Advisory Committee which meets monthly with the President and appropriate senior administrative staff to discuss University matters of general interest to the student body.
Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

LEARNING RESOURCES

LIBRARY RESOURCES

The University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 200,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. Reference librarians will assist students in structuring searches.

The library is a member of SEFLIN and FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research. The library has an agreement with Wayne State University in Detroit for priority access to their vast collection of research materials.

Through the Distance Library Services Office (DLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in research services to remote student locations. Students may call the DLS to request materials 24 hours a day, using mail, fax, or home computer. To contact, DLS by phone, call 800-541-6682, Ext. 7388.
E-mail: library@nsu.acast.nova.edu

The Health Professions Division Library is located at the main campus. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Drug Information Center, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

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

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

Consisting of a TV studio equipped to video-record in color, a well-equipped audio studio and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

COMPUTING FACILITIES

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for computer-oriented course work.

TEXTBOOKS

Nova Southeastern Books is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada may order their texts via telephone 800-509-2665 or (954) 476-4750 or fax (954) 476-4759.

E-mail: novabook@nsu.acast.nova.edu

STUDENT ACCESS TO TELECOMMUNICATION

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

To get online, students need an MS-DOS compatible or Macintosh* computer VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines.

Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

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

For information about the system's capabilities or answers to technical questions, call the FCAE Helpdesk at (954) 475-7216, or 800-986-3223, Ext. 7216 or call NSU general communications Helpdesk at 800-541-6682, Ext. 7668. Your call will be transferred to the Helpdesk and handled by the staff member on duty.

*Limited Macintosh Support is available from NSU.

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


**EDUCATION FACULTY AND ADMINISTRATIVE STAFF**

**WILLIAM ALVAREZ**
Program Professor, National Ed.D.
Program for Educational Leaders
B.S. Lamar State College of Technology
M.S.E. Stephen F. Austin State University
Ed.D. University of Arkansas

**DONALD BENDER**
Associate Director, LaBonte Institute
DONALD BENDER
Ph.D. State
B.A. Paterson University
M.A. Seton Hall University
Ph.D. University of Maryland

**CAROLE BENEDICT**
Coordinator of Center Marketing, Center for the Advancement of Education

**ELAINE S. BLOOM**
Academic Advisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Emerson College
M.S. Emerson College

**NEDRA BORDERS**
Coordinator of Program Marketing, National Ed.D. Program for Educational Leaders
B.S. Nova Southeastern University

**JOSEPH BARIMO**
Program Professor and Director of Practicums, Master's Program in Life Span Care and Administration
B.S. Arizona State University
M.S. Nova Southeastern University

**CELIA BARREIRO**
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Arizona State University
M.S. Nova Southeastern University

**JUDITH BARTMANN**
Program Professor and Director of Practicums, Master's Program in Life Span Care and Administration
B.S. Colorado State University
M.A. University of Northern Colorado
Ph.D. University of Northern Colorado

**ADELA BECKERNAM**
Program Professor, Master's Program in Life Span Care and Administration
B.S. State University of New York at Stony Brook
M.S.W. State University of New York at Stony Brook
Ph.D. State University of New York at Albany

**PHILIP BUCCHASTEL**
Program Professor, Programs in Education and Technology
B.A. University of Montreal
M.Sc. Florida State University
Ph.D. Florida State University

**KAMELIA EL-KOLALLI**
Student Academic Advisor, Graduate Teacher Education Program
B.A. Alexandria University

**CHARLES L. FAIRES**
Associate Director, National Ed.D. Program for Educational Leaders
B.S. Northern Arizona University
M.S. New York University
Ph.D. Kent State University

**SUE FASSANELLA**
Coordinator of Administrative Operations, Programs in Education and Technology

**ABRAHAM S. FISCHLER**
President Emeritus, Nova Southeastern University
B.S. City College of the City University of New York
M.S. New York University
Ed.D. Columbia University

**MELBA FLETCHER**
Program Professor, Graduate Teacher Education Program
B.S. University of New Mexico
M.S. Troy State University
Ed.D. University of Alabama

**VERA FLIGHT**
Director of Student Development and Admissions, Programs in Education and Technology
B.S. Eastern Connecticut State University
M.S. Nova Southeastern University

**DANA FREDEBAUGH**
Program Professor, Graduate Teacher Education Program
B.A. Rollins College
M.A. University of the Virgin Islands
M.S. University of Miami
Ph.D. University of Miami
ELANE FRIEDEL
Clinical Audiologist/Coordinator of Internships, LaBonte Institute for Communication Sciences and Disorders
B.A. Emory University
M.S. Emory University

GARY FRIEDMAN
Clinical Audiologist, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Buffalo
M.S. Washington University

ROBERT K. GREENE
Practicum Associate, Programs in Education and Technology
Managing Editor, The Child and Youth Care Administrator
B.A. Florida Atlantic University

MONA R. GRIFFER
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.A. Brooklyn College
M.S. Brooklyn College

MARILYN K. GRISH
Broward County School Board Liaison
B.S. Eastern Michigan University
M.A. Eastern Michigan University
Ed.D. Nova Southeastern University

FELICIA GUERRA
Program Professor, Graduate Teacher Education Program
B.S. Georgetown University
M.A. New York University in Spain
Ph.D. University of New Mexico

STAN A. HANNAH
Program Professor, Computer and Information Technology, Ed.D. Programs for Higher Education
B.A. Indiana University
M.B.A. Indiana University
M.L.S. Indiana University
Ph.D. Indiana University

AUDREY H. HENRY
Program Professor, Graduate Teacher Education Program
B.S. Tuskegee Institute
M.Ed. University of Florida
Ed.D. University of Florida

TONI HEPPLER
Director, Center for Media and Technology
B.S. Nova Southeastern University
M.S. Nova Southeastern University

LOIS ANN HESSER
Program Professor, Programs in Education and Technology
B.S. State University of New York at Potsdam
M.S. State University of New York at Potsdam
Ed.D. State University of New York at Albany

RALPH HOGGES
Associate Director, Master's Program in Life Span Care and Administration
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova Southeastern University

KATHRYN G. HOLLYWOOD
Program Professor, National Ed.D. Program for Educational Leaders
B.A. St. John's University
M.A. St. John's University
M.A. St. John's University
P.D. Fordham University
Ph.D. Fordham University

MOISETTE HORNBROOK
Coordinator of Administrative Operations, National Ed.D. Program for Educational Leaders

DEE HOWARD
Student Academic Advisor, Graduate Teacher Education Program
B.S. Barry University
M.S. Nova Southeastern University

LINDA M. HOWARD
Program Professor, Adult Education, Ed.D. Programs for Higher Education
B.A. Webster University
M.A. Webster University
Ed.D. Arizona State University

KATE HOWZE
Program Professor and Practicum Advisor, Early Childhood Education Administration, Master's Program in Life Span Care and Administration
B.S. Ohio State University
M.S. Nova Southeastern University
Ed.D. Nova Southeastern University

BRIAN D. HUMPHREY
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.A. University of Rochester
M.A. University of Minnesota

JOHN A. KAUFHOLD
Program Professor, National Ed.D. Program for Educational Leaders
B.S. West Chester University
M.Ed. University of Virginia
Ed.D. University of Virginia
VESNA OSTERTAG  
Program Professor, Graduate Teacher  
Education Program  
B.A. University of Iowa  
M.A. Ball State University  
Ed.D. Nova Southeastern University  

BARBARA PACKER  
Coordinator of Doctoral Studies,  
LaBonte Institute for  
Communication Sciences and Disorders  
B.A. Rutgers University  
M.S. Columbia University  
Ed.D. Nova Southeastern University  

ERVIN E. "GENE" PADGETT III  
Program Professor, Graduate Teacher  
Education Program  
B.S. Mississippi State University  
M.A. Mississippi State University  
Ed.D. Baylor University  

ROBIN PARKER  
Clinical Supervisor, LaBonte Institute for  
Communication Sciences and Disorders  
B.S. Florida State University  
M.S. Florida State University  

MARTIN B. PARKS  
Associate Director for Research, Ed.D.  
Programs for Higher Education  
B.A. Eastern Washington University  
B.A. Eastern Washington University  
Ph.D. The Ohio State University  

ROBERT PARKS  
Program Professor, Graduate Teacher  
Education Program  
B.A. Belmont Abbey College  
B.B.A. Florida Atlantic University  
M.Ed. Florida Atlantic University  
Ed.D. University of Miami  

SHIRLEY PATCHIN  
Coordinator of Student Services,  
Graduate Teacher Education Program  

JOHANNE PECK  
Program Dean, Graduate Teacher  
Education Program  
B.S. University of Maryland  
M.A. University of Maryland  
M.S. City College of New York  
Ph.D. University of Maryland  

MARK PEREZ  
Student Academic Advisor, Graduate Teacher Education Program  
B.S. State University of New York at Stony Brook  
M.S. Queens College, City University of New York  

RICHARD PETERS  
Program Professor, Graduate Teacher Education Program  
B.S. University of Maine  
M.Ed. University of Maine  
Ed.D. University of Rochester  

ELIZABETH A. POLINER  
Director of Resource Information for  
External Programs  
B.Ed. University of Miami  
M.Ed. University of Miami  
Ed.S. Nova Southeastern University  
Ed.D. Nova Southeastern University  

RHODA PILELSKY  
Clinical Supervisor, LaBonte Institute for  
Communication Sciences and Disorders  
B.A. Boston University  
M.S. Northwestern University  

NORMAN W. POWELL, JR.  
Program Dean, Master's Program in  
Life Span Care and Administration  
B.A. The American University  
M.Ed. The American University  
Ed.D. University of America  

Sylvia Prant  
Assistant to the Director, Master's Program in Life Span Care and Administration  
B.S. Nova Southeastern University  
M.S. Nova Southeastern University  

David O. Remington  
Data Research Specialist, Center for  
Advancement of Education  
B.A.E. University of Minnesota  
B.S. University of Minnesota  
Ph.D. Catholic University of America  

CECELIA R. RICHARD-WORCHESTER  
Coordinator for Program Planning and Evaluation, Graduate Teacher Education Program  
B.A. University of South Carolina  

ELIZABETH ROBERTS  
Program Professor, Speech Language  
Pathology, LaBonte Institute for  
Communication Sciences and Disorders  
B.A. Henderson State University  
M.S.E. University of Central Arkansas  
Ph.D. University of Southern Mississippi  

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

Marilyn Russo  
Coordinator, Insurance/Billing,  
LaBonte Institute for  
Communication Sciences and Disorders  

SHARON SANTILLI  
Coordinator of Practicum Research,  
National Ed.D. Program for Educational Leaders  
B.S. University of Massachusetts  
M.Ed. University of Massachusetts  
Ed.D. University of Massachusetts  

MARY ELLEN SAPP  
Director of Practicums, Programs in  
Education and Technology  
B.Ed. University of Miami  
M.Ed. Florida Atlantic University  
Ph.D. The Ohio State University  

REGINA SCHAWAROCH  
Admissions Supervisor, Center for the  
Advancement of Education  
B.S. Nova Southeastern University  

LINDA S. SCHEIRTON  
Program Professor, Health Care  
Education, Ed.D. Programs for Higher Education  
B.S. Texas A&M University at Corpus Christi  
M.S. University of Texas at San Antonio  
Ph.D. University of Texas at Austin
DEBORAH WASSERMAN SCHULTZ
Public Policy Curriculum Specialist
B.A. University of Florida
M.A. University of Florida

NOREEN WEBBER
Program Professor, Programs in Education and Technology
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

KRISTY S.E. WEISSLING
Internship Supervisor/Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. University of Nebraska-Lincoln
M.S. University of Nebraska-Lincoln

CAROLE ZANGARI
Coordinator of Research, LaBonte Institute for Communication Sciences and Disorders
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

BARRBARA ZUCKER
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Miami University
M.A. Kent State University

DELORES M. SMILEY
Associate Director for Cluster Development and Marketing, Ed.D. Programs for Higher Education
B.A. Western Michigan University
M.A. Western Michigan University
Ed.D. Nova Southeastern University

ELIZABETH E. SPERRY
Program Professor, Speech-Language Pathology, LaBonte Institute for Communication Sciences and Disorders
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

J. DONALD STANIER
Assistant Provost for Research and Planning, Center for the Advancement of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

DONNA STARR
Program Professor, Graduate Teacher Education Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

EDNA SUÁREZ-COLUMBA
Program Professor, National Ed.D. Program for Educational Leaders
B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

LINDA SWAILS
Director of Administrative Operations, Center for the Advancement of Education

KENNETH TEWEL
Program Professor, Programs in Education and Technology
B.A. Queens College
Ph.D. Union Institute

SHELLEY VICTOR
Coordinator of Curriculum, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University

DELORES M. SMILEY
Associate Director for Cluster Development and Marketing, Ed.D. Programs for Higher Education
B.A. Western Michigan University
M.A. Western Michigan University
Ed.D. Nova Southeastern University

ELIZABETH E. SPERRY
Program Professor, Speech-Language Pathology, LaBonte Institute for Communication Sciences and Disorders
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

J. DONALD STANIER
Assistant Provost for Research and Planning, Center for the Advancement of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

DONNA STARR
Program Professor, Graduate Teacher Education Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

EDNA SUÁREZ-COLUMBA
Program Professor, National Ed.D. Program for Educational Leaders
B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

LINDA SWAILS
Director of Administrative Operations, Center for the Advancement of Education

KENNETH TEWEL
Program Professor, Programs in Education and Technology
B.A. Queens College
Ph.D. Union Institute

SHELLEY VICTOR
Coordinator of Curriculum, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University

DEBORAH WASSERMAN SCHULTZ
Public Policy Curriculum Specialist
B.A. University of Florida
M.A. University of Florida

NOREEN WEBBER
Program Professor, Programs in Education and Technology
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

KRISTY S.E. WEISSLING
Internship Supervisor/Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. University of Nebraska-Lincoln
M.S. University of Nebraska-Lincoln

CAROLE ZANGARI
Coordinator of Research, LaBonte Institute for Communication Sciences and Disorders
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

BARRBARA ZUCKER
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Miami University
M.A. Kent State University

DELORES M. SMILEY
Associate Director for Cluster Development and Marketing, Ed.D. Programs for Higher Education
B.A. Western Michigan University
M.A. Western Michigan University
Ed.D. Nova Southeastern University

ELIZABETH E. SPERRY
Program Professor, Speech-Language Pathology, LaBonte Institute for Communication Sciences and Disorders
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

J. DONALD STANIER
Assistant Provost for Research and Planning, Center for the Advancement of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

DONNA STARR
Program Professor, Graduate Teacher Education Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

EDNA SUÁREZ-COLUMBA
Program Professor, National Ed.D. Program for Educational Leaders
B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

LINDA SWAILS
Director of Administrative Operations, Center for the Advancement of Education

KENNETH TEWEL
Program Professor, Programs in Education and Technology
B.A. Queens College
Ph.D. Union Institute

SHELLEY VICTOR
Coordinator of Curriculum, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University

DEBORAH WASSERMAN SCHULTZ
Public Policy Curriculum Specialist
B.A. University of Florida
M.A. University of Florida

NOREEN WEBBER
Program Professor, Programs in Education and Technology
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University

KRISTY S.E. WEISSLING
Internship Supervisor/Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. University of Nebraska-Lincoln
M.S. University of Nebraska-Lincoln

CAROLE ZANGARI
Coordinator of Research, LaBonte Institute for Communication Sciences and Disorders
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

BARRBARA ZUCKER
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Miami University
M.A. Kent State University

DELORES M. SMILEY
Associate Director for Cluster Development and Marketing, Ed.D. Programs for Higher Education
B.A. Western Michigan University
M.A. Western Michigan University
Ed.D. Nova Southeastern University

ELIZABETH E. SPERRY
Program Professor, Speech-Language Pathology, LaBonte Institute for Communication Sciences and Disorders
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

J. DONALD STANIER
Assistant Provost for Research and Planning, Center for the Advancement of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

DONNA STARR
Program Professor, Graduate Teacher Education Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

EDNA SUÁREZ-COLUMBA
Program Professor, National Ed.D. Program for Educational Leaders
B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

LINDA SWAILS
Director of Administrative Operations, Center for the Advancement of Education

KENNETH TEWEL
Program Professor, Programs in Education and Technology
B.A. Queens College
Ph.D. Union Institute

SHELLEY VICTOR
Coordinator of Curriculum, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University

DELORES M. SMILEY
Associate Director for Cluster Development and Marketing, Ed.D. Programs for Higher Education
B.A. Western Michigan University
M.A. Western Michigan University
Ed.D. Nova Southeastern University

ELIZABETH E. SPERRY
Program Professor, Speech-Language Pathology, LaBonte Institute for Communication Sciences and Disorders
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

J. DONALD STANIER
Assistant Provost for Research and Planning, Center for the Advancement of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

DONNA STARR
Program Professor, Graduate Teacher Education Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

EDNA SUÁREZ-COLUMBA
Program Professor, National Ed.D. Program for Educational Leaders
B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

LINDA SWAILS
Director of Administrative Operations, Center for the Advancement of Education

KENNETH TEWEL
Program Professor, Programs in Education and Technology
B.A. Queens College
Ph.D. Union Institute

SHELLEY VICTOR
Coordinator of Curriculum, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University
NOVA SOUTHEASTERN UNIVERSITY
BOARD OF TRUSTEES

Robert A. Steele
Chairman
Ovid C. Lewis
President
Ray Ferrero, Jr.
Vice Chairman
W. Tinsley Ellis
Secretary
Ronald G. Assaf
Harry A. Gampel
Linda L. Gill
William D. Horvitz
Royal F. Jonas
Kenneth V. Knight
Jack L. LaBonte
Marshall B. Lytle II
Mary R. McCahill
Chair Emeritus
Arnold Melnick
Joseph R. Millsaps
August C. Paoli
Emanuel Pushkin
David H. Rush
Franklin L. Smith
Harry L. Smith
Morton Terry
Jay Tischenkel
August Urbanek
Zachariah P. Zachariah

EX OFFICIO
Wendy J. Halpern
Terrence J. Russell
William Vasquez
James Farquhar
Chairman Emeritus (retired)
Abraham S. Fischler
President Emeritus

HONORARY TRUSTEES
Robert O. Barber
Hamilton Forman
Myron I. Segal
J. Wallace Wrightson

NOVA SOUTHEASTERN UNIVERSITY
ADMINISTRATION

JOEL S. BERMAN, J.D.
Associate Vice President for Legal Affairs

DOUGLAS G. BUCK, D.P.A.
Associate Vice President for Human Resources

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

JOSEPH B. LAKOVITCH, J.D.
Vice President for Student Affairs

OVID C. LEWIS, J.S.D.
President

JOHN LOSAK, Ph.D.
Vice President for Research and Planning

ELIZABETH A. McDaniel, Ed.D.
Executive Provost and Vice President for Academic Affairs

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

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

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

Morton Terry, D.O.
Chancellor, Health Professions Division
NOVA SOUTHEASTERN UNIVERSITY
DEGREE OFFERINGS

Doctoral and Professional Degrees
Doctor of Audiology (Au.D.)
Doctor of Business Administration (D.B.A.) in:
  Accounting
  Business Administration
  Finance
  Health Services
  Human Resource Management
  Information Systems
  International Management
  Marketing
Doctor of Education (Ed.D.) in:
  Adult Education
  Child and Youth Studies
  Computer and Information Technology
  Computing Technology in Education
  Educational Leadership
  Health Care Education
  Higher Education
  Instructional Technology and Distance Education
  Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.) in:
  International Business Administration
Doctor of Medical Dentistry (D.M.D., Fall 1997)
Doctor of Occupational Therapy (D.O.T.)
Doctor of Optometry (O.D.)
Doctor of Osteopathy (D.O.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Philosophy (Ph.D.) in:
  Clinical Psychology
  Computer Information Systems
  Computer Science
  Computing Technology in Education
  Dispute Resolution
  Family Therapy
  Information Science
  Information Systems
  Oceanography
Doctor of Physical Therapy (D.Sc.P.T.)
Doctor of Psychology (Psy.D.) in:
  Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
  Public Administration
Doctor of Speech-Language Pathology (SLP.D.)
Juris Doctor (J.D.) in:
  Law

Specialist Degrees
Educational Specialist (Ed.S.) in:
  Education

Master's Degrees
Master of Accounting (M.Acc.)
Master of Biomedical Sciences (M.B.S.)
Master of Business Administration (M.B.A.)
Master of International Business Administration (M.I.B.A.)
Master of Occupational Therapy (M.O.T.)
Master of Physical Therapy (M.P.T.)
Master of Public Administration (M.P.A.) in:
  Public Administration
Master of Science (M.S.) in:
  Applied Addiction Studies
  Child and Youth Care Administration
  Coastal Zone Management
  Computer Information Systems
  Computer Science
  Computing Technology in Education
  Dispute Resolution
  Early Childhood Education
  Administration
  Education
  Elder Care Administration
  Family Support Studies
  Family Therapy
  Health Services Administration
  Human Resource Management
  Instructional Technology and Distance Education
  Management Information Systems
  Marine Biology
  Medical Management
  Mental Health Counseling
  School Guidance and Counseling
  Speech-Language Pathology
  Master of Medical Education (M.Sc.)

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

Programs in Communication Sciences and Disorders

Bachelor of Arts (B.A.) in:
  Liberal Arts
Bachelor of Science (B.S.) in:
  Accounting
  Administrative Studies
  Applied Professional Studies
  Business Administration
  Computer Information Systems
  Computer Science
  Early Childhood Education
  Elementary Education
  Exceptional Education
  General Studies
  Hospitality Management
  Legal Assistant
  Legal Studies (prelaw)
  Life Sciences (premedical)
  Ocean Studies
  Physician Assistant
  Professional Management
  Psychology
  Science and the Business Environment
  Science and the Law
  Secondary Education
  Sports, Recreation and Exercise Studies
  Vision Sciences
Faculty at Strategic Planning Retreat

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

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

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

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

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

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

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval For Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7241.

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

The Nova Southeastern University general policies on student relations are on file in the Office of the University Registrar.
Faculty review of student projects

Voice Instrumentation Lab
APPLICATION AND ADMISSION PACKET

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

• For the Master's degree in speech-language pathology:
  A graduate admissions application
  Supplemental application form including essay responses
  Three transcript request and transmittal forms
  Three recommendation forms
  UNIX account request form

• For the audiology doctorate/speech-language pathology doctorate:
  A graduate admissions application—due by September 30.
  Supplemental application form including essay responses
  Three recommendation forms
  Three transcript request and transmittal forms
  Article for discussion
  UNIX account request form
APPLICATION FOR ADMISSION CHECKLIST

• Masters degree checklist
  • Graduate admissions application form
  • Supplemental application form
  • Three recommendation forms
  • Three transcript request and transmittal forms
  • UNIX account request form
  • Application fee of $50.00

• Audiology Doctorate (Au.D.), Speech-Language Pathology Doctorate (SLP.D.) checklist
  • Graduate admissions application form
  • Supplemental application form
  • Three recommendation forms
  • Three transcript request and transmittal forms
  • Article for discussion
  • UNIX account request form
  • Current Vita
  • Application fee of $50.00
  • Copies of licensure, CCC certificate, and other credentialing materials

• Additional Information to be provided by all applicants
  • Praxis Writing Test Scores (master’s candidates only)
  • TOEFL and Test of Spoken English (for English as a second language applicants) test results

Notes
• Students may apply at any time during the year; however, delays will occur when all steps are not followed.
  Enrollment starting dates for the Master’s degree are September, January, and May.
  Enrollment starting date for the Doctorate is January.
• Applicants will avoid disappointment if the criteria for admission are carefully reviewed and followed.

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

Send all documents to: Admissions Office-FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Phone: 800-986-3223, Ext. 7075 or (954) 475-7075
MASTER'S DEGREE
APPLICATION
FORMS
GRADUATE ADMISSIONS APPLICATION
Programs in Communication Sciences and Disorders

Academic Goal: Master's _____ SLP.D. _____ Au.D. _____ Florida DOE Re-certification _____

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

(PLEASE PRINT OR TYPE)

Soc. Sec.# _______/_____/_______ Sex ( ) M ( ) F Date of birth ________/______/_______

Mo. Day Year

Last name
First name
M.I.
Maiden name

Legal/permanent address
Street and Number
Apartment

___________ (___) _______ (___) _______ (___) _______ (___)

City State ZIP Home telephone Business phone

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

E-mail address: __________________________ Fax Number: (_______)

EMERGENCY CONTACT:

Name __________________________ Street and Number __________________________ Apartment (___) _______ (___) _______

City State ZIP Home telephone Business phone

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

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

Send them to: Office of Admissions, FCAE

Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

<table>
<thead>
<tr>
<th>Complete Name of College</th>
<th>State</th>
<th>Start Date (Mo/Yr)</th>
<th>End Date (Mo/Yr)</th>
<th>Major Field</th>
<th>Degree Awarded (BS/MS)</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please complete information on back.
Do you intend to request transfer of any graduate-level credits toward your degree? Yes ___ No ___
If yes, list course number, title, institution, and dates:

---

CITIZEN STATUS: INTERNATIONAL STUDENTS:

____ U.S. citizen 

____ Nonresident alien 

____ Resident alien

Do you require an I-20? Yes ___ No ___

If you have a visa, indicate status code

Country of citizenship

Native language

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 452-7240.

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

Check one of the following:

____ White (not of Hispanic origin) 

____ Hispanic origin

____ Black (not of Hispanic origin) 

____ Asian or Pacific Islander

____ Native American or Native Alaskan

FIRST LANGUAGES SPOKEN:

PREFERRED LANGUAGE:

FLUENT LANGUAGES:

APPLICANT STATUS AT TIME OF APPLICATION:

First time attending Nova Southeastern University   ___ Yes ___ No

If not, in which program were you enrolled

Dates of attendance

TEACHING CERTIFICATION:

State

Areas of certification

FINANCIAL AID:

Have you applied for financial aid? ___ Yes ___ No

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

If yes, when was the FAFSA sent to Iowa? 

Date

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

Applicant's signature   Date

This form must be accompanied by the appropriate supplemental forms. Send all required information to: Office of Admissions, FCAE, Programs in Communication Sciences and Disorders, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.
SUPPLEMENT TO APPLICATION FOR MASTER'S DEGREE
Programs in Communication Sciences and Disorders

Name_________________________________________ Soc. Sec.#_____________________________________

Please type and limit your answers to the space provided.

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

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

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

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

3. List your work experiences by date:

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
Essay Question:
Type, double-spaced on this page only.
Justify: "I am a good applicant for the Speech-Language Pathology Program."
Programs in Communication Science and Disorders
(Supplement to Application for Master's Degree continued)

What else is important for us to know about you?

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

Signed ___________________________ S.S.# ___________________________

Print or type name ___________________________
Please complete this portion of the recommendation form before giving it to your source of reference. Under the provisions of the Family Educational Rights and Privacy Act of 1974, you may decide whether letters of reference written at your request are to be held confidential or whether they are to be available for your personal inspection. Check the following statements and place your signature in the space provided so that the evaluator will be advised of your choice.

___ Confidential file. I grant permission for this letter of recommendation to be held confidential by Nova Southeastern University.

___ Open file. I retain the choice of having letters of reference available to me.

Signature of Applicant

Applicant's name: ____________________________________________

Last Name: _______ First: _______ Middle: _______

Applicant's Address: ____________________________________________

Street: __________________ Apt.: _______ City: _______ State: _______ ZIP: _______

Social Security Number: __________________ Date: ____________

To be completed by the evaluator:
The above-named individual has applied for admission to our Master's Degree Program. Our program graduates students who demonstrate excellent academic skills, superior clinical/human relation skills, and high levels of professional behavior.

Please complete both sides of this form.

I. Knowledge of the Applicant:
Approximately how long have you known this applicant? __________________

How well do you feel you know the applicant? Casually ________ Well ________ Very Well ________

What was the nature of your contact(s) with the applicant?
Teacher _______ Major Advisor _______ Employer _______

Other (specify): __________________

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

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

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

______ Recommend Strongly  ____ Recommend with reservation

______ Recommend  ______ Cannot recommend

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

Name of Evaluator (please print): ____________________________
Signature: __________________________________________ Date: ______________________
Title: ___________________________ Organization: ________________
City, State, ZIP Code: ________________________________
Phone number (optional): ________________________________

Do not return this form to applicant.
Please mail this form directly to:
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Please complete this portion of the recommendation form before giving it to your source of reference. Under the provisions of the Family Educational Rights and Privacy Act of 1974, you may decide whether letters of reference written at your request are to be held confidential or whether they are to be available for your personal inspection. Check the following statements and place your signature in the space provided so that the evaluator will be advised of your choice.

___ Confidential file. I grant permission for this letter of recommendation to be held confidential by Nova Southeastern University.

___ Open file. I retain the choice of having letters of reference available to me.

__________________________
Signature of Applicant

Applicant's name: ____________________________

Last Name First Middle

Applicant's Address: ____________________________

Street Apt. City State ZIP

Social Security Number: ____________________________ Date: ____________________________

To be completed by the evaluator:
The above-named individual has applied for admission to our Master's Degree Program. Our program graduates students who demonstrate excellent academic skills, superior clinical/human relation skills, and high levels of professional behavior.

Please complete both sides of this form.

1. Knowledge of the Applicant:
   Approximately how long have you known this applicant? ____________________________

   How well do you feel you know the applicant? Casually __________ Well __________ Very Well __________

   What was the nature of your contact(s) with the applicant?

   Teacher _____ Major Advisor _____ Employer _____

   Other (specify): ____________________________

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

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

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

- [ ] Recommend Strongly
- [ ] Recommend with reservation
- [ ] Recommend
- [ ] Cannot recommend

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

Name of Evaluator (please print):

Signature: __________________________ Date: __________________________

Title: __________________________ Organization: __________________________

City, State, ZIP Code: __________________________

Phone number (optional): __________________________

Do not return this form to applicant.

Please mail this form directly to:
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Please complete this portion of the recommendation form before giving it to your source of reference.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you may decide whether letters of reference written at your request are to be held confidential or whether they are to be available for your personal inspection. Check the following statements and place your signature in the space provided so that the evaluator will be advised of your choice.

____ Confidential file. I grant permission for this letter of recommendation to be held confidential by Nova Southeastern University.

____ Open file. I retain the choice of having letters of reference available to me.

---------------------------------------------------------------------

Signature of Applicant

Applicant's name: ____________________________________________

Last Name         First       Middle

Applicant's Address: _________________________________________

Street           Apt.        City            State     ZIP

Social Security Number: ______________________ Date: ____________

---------------------------------------------------------------------

To be completed by the evaluator:

The above-named individual has applied for admission to our Master's Degree Program. Our program graduates students who demonstrate excellent academic skills, superior clinical/human relation skills, and high levels of professional behavior.

Please complete both sides of this form.

1. Knowledge of the Applicant:

   Approximately how long have you known this applicant? ____________________________

   How well do you feel you know the applicant? Casually__________Well__________Very Well________

   What was the nature of your contact(s) with the applicant?

   Teacher____ Major Advisor____ Employer____

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

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

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

- [ ] Recommend Strongly
- [ ] Recommend with reservation
- [ ] Recommend
- [ ] Cannot recommend

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

Name of Evaluator (please print):

Signature: ___________________________ Date: ___________________________

Title: ___________________________ Organization: ___________________________

City, State, ZIP Code: ___________________________

Phone number (optional): ( ) ___________________________

Do not return this form to applicant.

Please mail this form directly to: Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders

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

Dear Alma mater:

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

A. I attended your school from _______ to _______.

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

Last Name
First Name
Middle/Maiden Name

C. My student identification number was: ____________

Thank you for your assistance.

Student: ___________________________ Sincerely,

Address: ___________________________

Signature: __________________________

TRANSCRIPT TRANSMITTAL FORM

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

Name: Last Name ___________________________ First Name ___________________________ Middle/Maiden Name ___________________________

Address: Street and number 

City ___________________________ State _____ ZIP ______

Social Security # ______/_____/____________ Date ___________

Please Send ______ Copies to: Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders

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

Dear Alma mater:

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

A. I attended your school from _________________ to _________________

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

C. My student identification number was: _________________

Thank you for your assistance.

Student: ____________________________ Sincerely,

Address: ____________________________

Signature ____________________________

TRANSCRIPT TRANSMITTAL FORM

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

Name

Last

First

Middle/Maiden

Address

Street and number

City

State

ZIP

Social Security # __________ / __________ / __________ Date __________

Please Send ____ Copies to: Office of Admissions, FCAE

Programs in Communication Sciences and Disorders

Nova Southeastern University

3301 College Avenue

Fort Lauderdale, Florida 33314-7796
TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders

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

Dear Alma mater:

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

A. I attended your school from ________________ to ________________.

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

C. My student identification number was: ________________________________

Thank you for your assistance.

Student: ________________________________ Sincerely, ________________

Address: ________________________________

Signature: ________________________________

TRANSCRIPT TRANSMITTAL FORM

Dear Alma mater: Please return this form with transcript. Thank you.

Name

Last

First

Middle/Maiden

Address

Street and number

City

State

ZIP

Social Security # __________ / __________ / __________ Date __________

Please Send ______ Copies to: Office of Admissions, FCAE

Programs in Communication Sciences and Disorders

Nova Southeastern University

3301 College Avenue

Fort Lauderdale, Florida 33314-7796
UNIX ACCOUNT REQUEST FORM
Programs in Communication Sciences and Disorders

NOTE: You must have access to a computer and modem before requesting a Unix Account. When requesting a Unix Account, you must fill-in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent a telecommunication program (MacKermit or IBM-PC Kermit, depending on the type of computer you indicated you have), Tymnet phone listing, Accessing Alpha: A Guide to NSU's Telecommunications System and an introduction to the Electronic Library. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program in which you are applying. Please print when filling out this form.

Name: ___________________________________________ (First) (M) (Last)

Mailing Address: ____________________________________________________________

Telephone #: Home ( ) - Office ( ) -

Fax #: ( ) - Social Security #: - -

Date of Birth: Month _______ Day __________,

NSU Status: ______ Student
______ Faculty (Adjunct Instructor, Program Professor, Practicum Advisor, Staff, etc.)
______ Administrator (Site Administrator, Cluster Coordinator)

Type of computer being used: ______ IBM Compatible, ______ Macintosh,

Size of disk drive: ______ 3.5" High Density (HD), ______ 3.5" Low Density (LD), ______ 5 1/4"

****PLEASE CONTINUE ON REVERSE SIDE****

FOR PROGRAM USE ONLY:
Please provide this individual with a Unix account. This individual is registered/employed in our program and is entitled to a Unix account.

_________________________________________  ____________
Program Director/Designate                   Date

FOR FCAE/OFFICE OF TECHNOLOGY USE ONLY:
Date Received: ____________________________  Login: ____________________________
Date Entered: ____________________________  Password: ____________________________
Date Mailed: ____________________________  Processor's Initials: ____________________________
## ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures, and responsibilities. Access to your computer account is a privilege. You are expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated.

Your computer account is to be used only by you. **Do not** share your account with other individuals. The password to your account must be kept secure.

You must change your password at least every six (6) months. If you forget to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the passwd command.

Always choose a password that is difficult to "guess." Your password should conform to the following rules:

- It must be eight (8) characters in length.
- It must contain at least three special characters, such as a numeric digit.
- It must not be any word that may be found in a dictionary.

Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are `72harves`, `jboard007`, and `beat1001`.

Nova's computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password to prevent tampering with your account.

It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.

If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account.

If you forget your password or have trouble accessing your account, please contact the person designated by your academic program to administer online accounts. This person can facilitate any changes needed to get you working again.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Academic Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DOCTORAL DEGREE
APPLICATION
FORMS
GRADUATE ADMISSIONS APPLICATION
Programs in Communication Sciences and Disorders

Academic Goal: Master's____ SLP.D.____ Au.D.____ Florida DOE Re-certification____

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

(PLEASE PRINT OR TYPE)

Soc. Sec.#_______/_______ Sex ( ) M ( ) F Date of birth _______/_______/_______

Last name First name M.I. Maiden name

Legal/permanent address Street and Number Apartment

City State ZIP Home telephone Business phone

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

E-mail address: __________________ Fax Number: (_______)

EMERGENCY CONTACT:

Name Street and Number Apartment

City State ZIP Home telephone Business phone

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

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

Send them to: Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

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

Please complete information on back.
Do you intend to request transfer of any graduate-level credits toward your degree? Yes_____ No_____ 

If yes, list course number, title, institution, and dates:


CITIZEN STATUS:  
_____ U.S. citizen  
_____ Nonresident alien  
_____ Resident alien

INTERNATIONAL STUDENTS:  
Do you require an I-20? Yes_____ No_____ 
If you have a visa, indicate status code__________________________
Country of citizenship ________________________________
Native language ____________________________________________

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 452-7240.

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

Check one of the following:

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

FIRST LANGUAGES SPOKEN: ________________________________
PREFERRED LANGUAGE: ________________________________
FLUENT LANGUAGES: ________________________________

APPLICANT STATUS AT TIME OF APPLICATION:
First time attending Nova Southeastern University _____ Yes _____ No
If not, in which program were you enrolled__________________________

Dates of attendance__________________________

TEACHING CERTIFICATION:
State____________________________________________________
Areas of certification______________ /______________ /______________

FINANCIAL AID:
Have you applied for financial aid? _____ Yes _____ No
Have you filed a Free Application for Federal Student Aid (FAFSA)? _____ Yes _____ No
If yes, when was the FAFSA sent to Iowa? ___________________________ Date__________________________

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

Applicant's signature ___________________________ Date__________________________

This form must be accompanied by the appropriate supplemental forms. Send all required information to: Office of Admissions, FCAE, Programs in Communication Sciences and Disorders, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.
SUPPLEMENTAL TO APPLICATION FOR DOCTORAL STUDIES
Programs in Communication Sciences and Disorders

Name ____________________________________________ Soc. Sec. # ____________________________

DEGREE PATH (Check One)  Au.D. __________ SLP.D. __________

Please type and limit the answers to the space provided.

PROFESSIONAL INFORMATION

1. Present Position (job title) ____________________________________________________________

2. Work Setting: Hospital ______ Skilled Nursing Facility ______ Private Practice ______ Physician’s Office ______
   School ______ Rehabilitation Setting ______ University ______ Other __________________________

3. Area of Clinical Expertise:

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

5. List supervisory and/or teaching experience:

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

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

1. The attached article, “Treatment Efficacy Research: A Path to Quality Assurance,” by Lesley B. Olswang, presents the notion that treatment efficacy studies are crucial to the growth and success of our professions. Apply the ideas discussed to your own work setting.

2. People in leadership positions must assume the role of change agent. Reflect on your own work setting. Describe a situation that needs improvement and discuss what you visualize yourself doing to effect positive change.

3. The fields of communication sciences and disorders are undergoing rapid change. From the perspective of your area of specialization, discuss current trends and their implication for the future of services to clients and families. Substantiate your responses with references to current literature. Please include citations.

ACKNOWLEDGMENT OF PROGRAM REQUIREMENTS:

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

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

Name (please print) ___________________________________ S.S.# __________________________

Signature ___________________________________________________ Date____________________

Mail the completed supplemental application and your narrative responses to:

Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Treatment Efficacy Research: A Path to Quality Assurance

Lesley B. Olswang

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

Research in the discipline of communication sciences and disorders, like many other disciplines, traditionally has embarked along two avenues: basic and applied. Because the boundaries separating these research endeavors are not always clear, definitions acknowledging differences between the two are offered. Basic research is described as scientific research "directed toward the development of knowledge per se," versus applied research, which is "undertaken to solve some problem of immediate social or economic consequences" (Ventry & Schiavetti, 1986).

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

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

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

Efficacy is a term that encompasses several aspects of accountability: effectiveness, efficiency, and effects (Kendall & Norton-Ford, 1992). Treatment effectiveness refers to issues of validity, specifically addressing whether a particular treatment works or not. Treatment effectiveness studies investigate a particular treatment, documenting that the treatment and not some other external cause is responsible for behavior change, in other words, threats to validity (Ventry & Schiavetti, 1986).

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

The more we learn about treatment efficacy (i.e., the effectiveness, efficiency, and effects of our treatments), the more we will know about the phenomenon of communication disorders, and in turn, the more accountable we will become in our service delivery. Treatment efficacy, in some ways, mirrors our discipline's knowledge base (i.e., our scientific foundation), and our competence in applying this knowledge to clinical decision-making in the profession. As
Minifie (1989) has noted, "The profession of speech-language pathology and audiology is the application of the knowledge from the discipline in the diagnosis and amelioration of communication disorders."

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

Given the efforts in clinical research, where is the profession in terms of its knowledge base concerning the efficacious delivery of treatment? As a profession that is committed to the delivery of high-quality treatment for communicatively impaired individuals, what do we know to be true about our treatment outcomes? Illustrative of the state of the art of intervention research is the aggregate of studies regarding developmental language disorders. The following discussion examining a decade of child language intervention provides an exemplar of our knowledge base in intervention.

As part of a 1987 Report to the U.S. Congress on Learning Disabilities, treatment efficacy research with specific language-impaired children was reviewed. The results of this review indicated that language intervention research has focused primarily on three areas: examining whether a particular procedure is effective in teaching a new behavior and the extent to which the procedure has generalizable effects, determining what behaviors change under what conditions, and exploring which aspects of the normal language acquisition process seem to apply to impaired children in their language learning during treatment. Effectiveness and efficiency questions have predominated, with a more recent interest in effects. In general, we know that intervention can be effective in increasing impaired children’s rate of language acquisition; however, the data are inconsistent regarding the extent to which particular procedures are more or less effective with particular children. Individual variations in skills and language learning styles across children may account for these inconsistencies, and further research is definitely needed in this area. Although the knowledge base regarding the benefits of intervention with language-impaired children has grown during the last decade, several areas continue to be in need of research. They include determining whether clinicians are capable of teaching compensatory learning strategies (e.g., tools for improving attending and discriminating), underlying concepts (e.g., the cognitive and social concepts underlying the use of requesting), and/or linguistic rules (e.g., which lexical verbs take objects).

Clinical research has contributed greatly to the advancement of clinical practice, and yet many aspects of how treatment alters the language acquisition process remain unknown. Unfortunately, research data have provided clinicians with few proven principles on which to rely in making critical clinical decisions. Similar conclusions probably could be reached regarding the knowledge base in other communications disorders, suggesting the need for more treatment efficacy research across the profession. Indeed, this state of the art is no doubt apparent in other health-related professions.
Practitioners need to take advantage of their encounters with unique clients, situations, and so forth. Practitioners must recognize their ability and responsibility to contribute to the discipline. Asking practitioners to conduct research may be considered burdensome, but the need for increased knowledge may necessitate this request. Research conducted by practitioners may be more readily served by methodologies utilizing single subject experimental designs and case studies (Crystal, 1987; Kazdin, 1981; McReynolds & Kearns, 1983), which allow for research to be blended with ongoing clinical activities. Practitioners can make important contributions to the research pool; the challenge lies in making this an achievable endeavor (McReynolds, 1989).

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

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

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

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

References


Shewan, C. (1989). Quality is not a four letter word ... Asha, 31(8), 51-55.


RECOMMENDATION FORM
Programs in Communication Sciences and Disorders
Doctoral Studies

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

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

Applicant’s name (print) ______________________________ Signature ______________________________

Street address ______________________________ Apartment ______________ City __________ State __________ ZIP __________

Social Security Number ______________________________ Date ______________________________

Employer (or institution/organization) ______________________________

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

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

CONTROL - Establishes procedures to monitor and/or regulate process, tasks, or activities. Takes action to monitor the results of delegated assignments or projects.

PLANNING AND ORGANIZING - Establishes a course of action for self to accomplish a specific goal; plans appropriate allocation of time and resources.

DECISIVENESS/JUDGMENT - Readily makes decisions, renders judgments, takes action or makes commitments. Develops alternative courses of action for self and makes decisions which are based on logical assumptions and which reflect information.

SENSITIVITY - Acts in a manner that indicates a consideration for the feelings and needs of others.

LEADERSHIP - Utilizes appropriate interpersonal styles and methods in guiding clients, families and/or peers toward tasks accomplishment.

INITIATIVE - Actively attempts to influence events to achieve goals; self-starting rather than passive acceptance. Takes action to achieve goals; originates action.

ANALYSIS - Relates and compares data from different sources, identifying issues securing relevant information, and identifying relationships.

TOLERANCE FOR STRESS - Demonstrates stability of performance under pressure and/or opposition to ideas; maintains high level of performance under pressure due to time deadlines, difficult working environment, schedule disruptions, too many responsibilities.

TECHNICAL/PROFESSIONAL PROFICIENCY - Demonstrates a level of performance in technical/professional area. Translates complex concept to appropriate level, applies policies appropriately and maintains records appropriately.

ADAPTABILITY/COOPERATION - Maintains effectiveness in varying learning or working environments during changes to tasks, responsibilities or relationships.

IMPACT/COMMUNICATION - Creates a good first impression, commanding attention and respect, showing an air of confidence; using appropriate oral and body language.

WRITTEN COMMUNICATION - Demonstrates well-written documentation of client records, and/or other professional correspondence or documentation.

INTERPERSONAL SKILLS - Demonstrates effective and appropriate interpersonal skills with others including peers, clients, family members.
This assessment covers the period between 19____ to 19____:

I have known the applicant __________________________ years, __________________________ (months)

in the capacity of __________________________.

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

In summary, please indicate your recommendation:

____ Recommended strongly
____ Recommended
____ Recommended with reservation
____ Cannot recommend

ADDITIONAL COMMENTS PLEASE:

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

Date: __________________
Print Name: __________________
Signature: __________________
Title: __________________
Address: __________________

Do not return this form to applicant. Please mail your statement directly to:
Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

OFFICIAL USE ONLY
Telephone follow-up on this reference:

By: ___________________________ Date: ___________________________
I

NOVA SOUTHEASTERN UNIVERSITY

Fischler Center for the Advancement of Education
Office of Admissions
Programs in Communication Sciences and Disorders
3301 College Avenue
Fort Lauderdale, Florida 33314-7796 • (954) 475-7094
800-986-3223, Ext. 7094 (U.S. and Canada)
Fax (954) 452-1476

RECOMMENDATION FORM
Programs in Communication Sciences and Disorders
Doctoral Studies

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

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

Applicant's name (print)
Signature
Street address Apartment City State ZIP
Social Security Number Date
Employer (or institution/organization)

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

Thank you.

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

CONTROL - Establishes procedures to monitor and/or regulate process, tasks, or activities. Takes action to monitor the results of delegated assignments or projects.
PLANNING AND ORGANIZING - Establishes a course of action for self to accomplish a specific goal; plans appropriate allocation of time and resources.
DECISIVENESS/JUDGMENT - Readily makes decisions, renders judgments, takes action or makes commitments. Develops alternative courses of action for self and makes decisions which are based on logical assumptions and which reflect information.
SENSITIVITY - Acts in a manner that indicates a consideration for the feelings and needs of others.
LEADERSHIP - Utilizes appropriate interpersonal styles and methods in guiding clients, families and/or peers toward tasks accomplishment.
INITIATIVE - Actively attempts to influence events to achieve goals; self-starting rather than passive acceptance. Takes action to achieve goals; originates action.
ANALYSIS - Relates and compares data from different sources, identifying issues securing relevant information, and identifying relationships.
TOLERANCE FOR STRESS - Demonstrates stability of performance under pressure and/or opposition to ideas; maintains high level of performance under pressure due to time deadlines, difficult working environment, schedule disruptions, too many responsibilities.
TECHNICAL/PROFESSIONAL PROFICIENCY - Demonstrates a level of performance in technical/professional area. Translates complex concepts to appropriate level, applies policies appropriately and maintains records appropriately.
ADAPTABILITY/COOPERATION - Maintains effectiveness in varying learning or working environments during changes to task, responsibilities or relationships.
IMPACT/COMMUNICATION - Creates a good first impression, commanding attention and respect, showing an air of confidence; using appropriate oral and body language.
WRITTEN COMMUNICATION - Demonstrates well-written documentation of client records, and/or other professional correspondence or documentation.
INTERPERSONAL SKILLS - Demonstrates effective and appropriate interpersonal skills with others including peers, clients, family members.
This assessment covers the period between 19___ to 19____;

I have known the applicant __________________ years, __________________ (months)

in the capacity of _________________________________.

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

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

ADDITIONAL COMMENTS PLEASE:

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

Date: ____________________
Print Name: ____________________
Signature: ____________________
Title: ____________________
Address: ____________________

Do not return this form to applicant. Please mail your statement directly to: Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

OFFICIAL USE ONLY
Telephone follow-up on this reference:
By: ____________________ Date: ____________________
RECOMMENDATION FORM
Programs in Communication Sciences and Disorders
Doctoral Studies

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

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

<table>
<thead>
<tr>
<th>Applicant's name (print)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street address</th>
<th>Apartment</th>
<th>City</th>
<th>State</th>
<th>ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer (or institution/organization)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>5 = Extremely competent</th>
<th>4 = Very competent</th>
<th>3 = Competent</th>
<th>2 = Less than competent</th>
<th>1 = Much less competent</th>
<th>0 = No basis for judgment</th>
</tr>
</thead>
</table>

CONTROL - Establishes procedures to monitor and/or regulate process, tasks, or activities. Takes action to monitor the results of delegated assignments or projects.

PLANNING AND ORGANIZING - Establishes a course of action for self to accomplish a specific goal; plans appropriate allocation of time and resources.

DECISIVENESS/JUDGMENT - Readily makes decisions, renders judgments, takes action or makes commitments. Develops alternative courses of action for self and makes decisions which are based on logical assumptions and which reflect information.

SENSITIVITY - Acts in a manner that indicates a consideration for the feelings and needs of others.

LEADERSHIP - Utilizes appropriate interpersonal styles and methods in guiding clients, families and/or peers toward tasks accomplishment.

INITIATIVE - Actively attempts to influence events to achieve goals; self-starting rather than passive acceptance. Takes action to achieve goals; originates action.

ANALYSIS - Relates and compares data from different sources, identifying issues securing relevant information, and identifying relationships.

TOLERANCE FOR STRESS - Demonstrates stability of performance under pressure and/or opposition to ideas; maintains high level of performance under pressure due to time deadlines, difficult working environment, schedule disruptions, too many responsibilities.

TECHNICAL/PROFESSIONAL PROFICIENCY - Demonstrates a level of performance in technical/professional area. Translates complex concept to appropriate level, applies policies appropriately and maintains records appropriately.

ADAPTABILITY/COOPERATION - Maintains effectiveness in varying learning or working environments during changes to task, responsibilities or relationships.

IMPACT/COMMUNICATION - Creates a good first impression, commanding attention and respect, showing an air of confidence; using appropriate oral and body language.

WRITTEN COMMUNICATION - Demonstrates well-written documentation of client records, and/or other professional correspondence or documentation.

INTERPERSONAL SKILLS - Demonstrates effective and appropriate interpersonal skills with others including peers, clients, family members.
This assessment covers the period between 19___ to 19___.

I have known the applicant _____________________________ years, _____________________________ (months)

in the capacity of _________________________________.

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

In summary, please indicate your recommendation: ______ Recommended strongly

______ Recommended

______ Recommended with reservation

______ Cannot recommend

ADDITIONAL COMMENTS PLEASE:

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

Date: ________________________________

Print Name: ____________________________

Signature: _____________________________

Title: _________________________________

Address: ______________________________

Do not return this form to applicant. Please mail your statement directly to: Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

OFFICIAL USE ONLY
Telephone follow-up on this reference:

By: ________________________________ Date: ________________________________
TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders

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

Dear Alma mater:

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

A. I attended your school from _______________ to _______________
B. While in attendance my name on your records was:

Last       First       Middle/Maiden

C. My student identification number was: ________________________________

Thank you for your assistance.

Student: ________________________________ Sincerely,

Address: ________________________________

Signature: ________________________________

TRANSCRIPT TRANSMITTAL FORM

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

Name

Last       First       Middle/Maiden

Address

Street and number

City        State        ZIP

Social Security # __________ / ______ / __________ Date __________

Please Send _______ Copies to: Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
TRANSCRIPT REQUEST AND TRANSMITTAL FORM

Programs in Communication Sciences and Disorders

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

Dear Alma mater:

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

A. I attended your school from _________________ to _________________

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

Last Name, First Name, Middle/Maiden Name

C. My student identification number was: _________________________________

Thank you for your assistance.

Student: _________________________________ Sincerely,

Address: _________________________________

Signature

TRANSCRIPT TRANSMITTAL FORM

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

Name

Last Name, First Name, Middle/Maiden Name

Address

Street and number

City, State, ZIP

Social Security # __________ / _______ / __________ Date

Please Send _______ Copies to: Office of Admissions, FCAE
Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
TRANSCRIPT REQUEST AND TRANSMITTAL FORM
Programs in Communication Sciences and Disorders

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

Dear Alma mater:

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

A. I attended your school from __________ to __________

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

Last Name

First Name

Middle/Maiden Name

C. My student identification number was: _________________________________

Thank you for your assistance.

Student: ________________________________ Sincerely,

Address: ________________________________

Signature: ________________________________

TRANSCRIPT TRANSMITTAL FORM

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

Name

Last: ________________________________ First: ________________________________ Middle/Maiden: ________________________________

Address

Street and number

City: ________________________________ State: __________ ZIP: __________

Social Security #: __________ / __________ / __________ Date: __________

Please Send _______ Copies to:

Office of Admissions, FCAE

Programs in Communication Sciences and Disorders
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
UNIX ACCOUNT REQUEST FORM
Programs in Communication Sciences and Disorders

NOTE: You must have access to a computer and modem before requesting a Unix Account. When requesting a Unix Account, you must fill-in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent a telecommunication program (MacKermit or IBM-PC Kermit, depending on the type of computer you indicated you have), Tymnet phone listing, Accessing Alpha: A Guide to NSU's Telecommunications System and an introduction to the Electronic Library. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program in which you are applying. Please print when filling out this form.

Name: ____________________________________________  (First)  (M)  (Last)

Mailing Address: _____________________________________________________________

Telephone #: Home (   ) - Office (   ) -

Fax #: (   ) - Social Security #: ________________________

Date of Birth: Month _______ Day ________,

NSU Status: ______ Student
            ______ Faculty (Adjunct Instructor, Program Professor, Practicum Advisor, Staff, etc.)
            ______ Administrator (Site Administrator, Cluster Coordinator)

Type of computer being used: ______ IBM Compatible, ______ Macintosh,

Size of disk drive: ______ 3.5" High Density (HD), ______ 3.5" Low Density (LD), ______ 5 1/4"

****PLEASE CONTINUE ON REVERSE SIDE****

FOR PROGRAM USE ONLY:
Please provide this individual with a Unix account. This individual is registered/employed in our program and is entitled to a Unix account.

________________________________________  ___________________________
Program Director/Designate                  Date

FOR FCAE/OFFICE OF TECHNOLOGY USE ONLY:

Date Received: ____________________________  Login: _______________________
Date Entered: ____________________________  Password: ______________________
Date Mailed: _____________________________  Processor’s Initials: ______________
<table>
<thead>
<tr>
<th>STUDENT CODE OF COMPUTER ETHICS</th>
<th>ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern University computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation towards specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy. The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state and international computer laws. A copy of the &quot;Florida Computer Crimes Act&quot; and referenced Florida State Statues may be examined online or in a student's academic program office. In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:</td>
<td>Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures and responsibilities. Access to your computer account is a privilege. You are expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account, these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated. You must change your password at least every six (6) months. If you neglect to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the passwd command. Always choose a password that is difficult to &quot;guess.&quot; Your password should conform to the following rules:</td>
</tr>
<tr>
<td>• have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems</td>
<td>• It must be eight (8) characters in length.</td>
</tr>
<tr>
<td>• limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office</td>
<td>• It must contain at least three special characters, such as a numeric digit.</td>
</tr>
<tr>
<td>• refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University computer systems</td>
<td>• It must not be any word that may be found in a dictionary.</td>
</tr>
<tr>
<td>• be aware that accessing or using another person's computer account without that person's permission is illegal and unethical</td>
<td>Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are 728arles, jbeed4007, and beat1001.</td>
</tr>
<tr>
<td>• be aware that the user of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical</td>
<td>Nova's computer systems will automatically monitor your password on a regular basis. If your password is &quot;guessed&quot; by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account. It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.</td>
</tr>
<tr>
<td>• be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents</td>
<td>If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account. If you forget your password or have trouble accessing your account, please contact the person designated by your academic program. This person can facilitate any changes needed to get you working again.</td>
</tr>
<tr>
<td>• use only legally obtained or licensed data or software in accordance with its license or purchase agreement</td>
<td></td>
</tr>
<tr>
<td>• be in compliance with Federal copyright laws and the University's Copyright Code</td>
<td>I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.</td>
</tr>
</tbody>
</table>

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

Print Name

Signature

Academic Program

Date