

2016

## 2016 NSU Fact Book

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY **2016 FACT BOOK**



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Prepared by The Office of Institutional Effectiveness  
June 2016

# Notice of Nondiscrimination and Accreditation Statement

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

This nondiscrimination policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or

ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

## Accreditation Statement

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.



## Preface

This 24th edition of the Nova Southeastern University *Fact Book* reflects an expanding body of data and information that provides perspective on the university's character, growth, and accomplishments. The 2016 *Fact Book* includes narrative, numeric, and graphic representation of the university, including history, characteristics, and development of the institution. Data are presented in both tabular and graphic formats to provide pertinent detail, and general trends are highlighted.

In fall of 2015, the university realigned many of its degree programs to place undergraduate students into colleges with graduate students in similar fields. Enrollment data by college reflects the realigned colleges. However, degree completions reported in this edition of the *Fact Book* are for the period July 1, 2014, through June 30, 2015. Therefore completions by college reflect colleges pre-realignment.

NSU offers courses at the Fort Lauderdale/Davie Campus, at other local campuses, at regional campuses throughout Florida and Puerto Rico, and online. This edition of the *Fact Book* has expanded the data to examine enrollment in these different locations and modalities.

Last year, Institutional Effectiveness distributed approximately 1,500 copies of the 2015 *Fact Book*, carrying NSU's message to a wide and varied audience. *Fact Book* readers continue to contribute to the usefulness of the document with each publication cycle. The *Fact Book* is also accessible on the World Wide Web via NSU's web page or directly at [nova.edu/iefactbook](http://nova.edu/iefactbook).

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

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

Donald J. Rudawsky, Ph.D.  
Vice President for Institutional Effectiveness

# Vision Statement, Mission Statement, and Core Values

## Vision 2020 Statement

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

## Mission Statement

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

## Core Values

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

The Mission Statement, Vision 2020 Statement, and Core Values were adopted by the NSU Board of Trustees on March 28, 2011.

# Table of Contents

Notice of Nondiscrimination and Accreditation Statement .....	ii
Preface .....	iii
Vision Statement, Mission Statement, and Core Values .....	iv
List of Tables .....	vi
List of Figures .....	vii
Message from the President .....	viii
<b>Overview of the University .....</b>	<b>1</b>
Institutional Description .....	2
University Libraries .....	2
University Facilities .....	2
Institutional Accreditation .....	7
Professional Accreditations .....	7
Community Outreach Services .....	9
Licensure and Certification .....	15
Distance Education at NSU .....	16
Regional Campuses .....	16
Sponsored Funding .....	19
Historical Highlights .....	20
<b>University Organization and Administration .....</b>	<b>31</b>
Board of Trustees .....	32
Functions of the Board of Trustees .....	33
University Administrators .....	34
University Organization .....	35
University Councils and Committees .....	36
University Advisory Boards .....	39
<b>Colleges and Academic Centers .....</b>	<b>41</b>
College Deans .....	42
Campus Locations .....	43
Overview of Colleges and Academic Centers .....	44
Degree Programs .....	73
Student Affairs and the College of Undergraduate Studies .....	77
<b>Student Enrollment .....</b>	<b>81</b>
<b>University Graduates .....</b>	<b>97</b>
<b>University Personnel .....</b>	<b>103</b>
<b>University Finances .....</b>	<b>107</b>



## List of Tables

<b>Table 1.</b>	Change in Fall Enrollment .....	<b>82</b>
<b>Table 2.</b>	Fall 2015 Enrollment by College and Degree Level .....	<b>85</b>
<b>Table 3.</b>	Fall 2011–2015 Enrollment by College .....	<b>86</b>
<b>Table 4.</b>	Permanent Residence of Students—Fall 2015 .....	<b>87</b>
<b>Table 5.</b>	Fall 2015 Enrollment and Credit Hours at the Regional Campuses by Degree Level and Delivery Modality .....	<b>91</b>
<b>Table 6.</b>	Enrollment Summary by Race/Ethnicity, Gender, and Degree Level for Fall 2015 .....	<b>92</b>
<b>Table 7.</b>	Racial/Ethnic Distribution of Students by Headcount .....	<b>94</b>
<b>Table 8.</b>	Racial/Ethnic Distribution of Students by Percentage .....	<b>94</b>
<b>Table 9.</b>	Average Age of Students Enrolled in Fall 2015 .....	<b>96</b>
<b>Table 10.</b>	Degrees Conferred July 2014–June 2015 .....	<b>100</b>
<b>Table 11.</b>	Degrees Conferred by Academic Center July 2014–June 2015 .....	<b>101</b>
<b>Table 12.</b>	Age at Time of Graduation—Degrees Conferred July 2014–June 2015 .....	<b>101</b>
<b>Table 13.</b>	Racial/Ethnic Distribution of Full-Time University Personnel by Headcount .....	<b>104</b>
<b>Table 14.</b>	Racial/Ethnic Distribution of Full-Time University Personnel by Percentage .....	<b>105</b>

# List of Figures

<b>Figure 1.</b>	Unduplicated Headcount Enrollment .....	<b>82</b>
<b>Figure 2.</b>	Unduplicated Fall Headcount Enrollment .....	<b>83</b>
<b>Figure 3.</b>	Fall Full-Time Equivalent Enrollment .....	<b>83</b>
<b>Figure 4.</b>	Full-Time and Part-Time Fall Headcount Enrollment .....	<b>84</b>
<b>Figure 5.</b>	Fall 2015 Headcount by Location and Modality .....	<b>88</b>
<b>Figure 6.</b>	Fall 2015 Headcount by Status, Location, and Modality .....	<b>89</b>
<b>Figure 7.</b>	Fall 2015 Headcount by Credit Hours, Location, and Modality .....	<b>89</b>
<b>Figure 8.</b>	Fall 2015 Headcount by Location and Modality .....	<b>90</b>
<b>Figure 9.</b>	Fall Term Racial/Ethnic Distribution .....	<b>93</b>
<b>Figure 10.</b>	Trends in Enrollment of Minorities .....	<b>93</b>
<b>Figure 11.</b>	Racial/Ethnic Distribution Fall 2015 .....	<b>93</b>
<b>Figure 12.</b>	Trends in Enrollment by Gender .....	<b>95</b>
<b>Figure 13.</b>	Degrees Conferred .....	<b>98</b>
<b>Figure 14.</b>	Degrees Conferred by Level .....	<b>98</b>
<b>Figure 15.</b>	Racial/Ethnic Distribution of Degrees Awarded .....	<b>99</b>
<b>Figure 16.</b>	Revenues .....	<b>108</b>
<b>Figure 17.</b>	Expenses .....	<b>108</b>
<b>Figure 18.</b>	Expenses per FTE Student .....	<b>109</b>
<b>Figure 19.</b>	Fiscal Year 2014–2015 Revenue .....	<b>110</b>
<b>Figure 20.</b>	Fiscal Year 2014–2015 Expenses .....	<b>111</b>

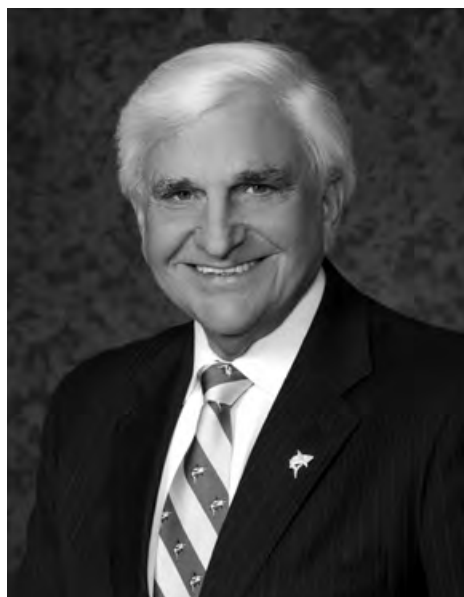
## Message from the President

Each year, my pride in the accomplishments of NSU's students, faculty and staff members, and alumni, grows. We are diligently making steps toward achieving NSU's Vision 2020, and this past year marked many milestones in our progress. For instance, we restructured our colleges, schools, and centers with the goal of maximizing and leveraging graduate and professional academic disciplines to attract the best and brightest undergraduate students. As a result, degree programs and initiatives were repositioned among NSU's colleges; many schools, colleges, and centers were renamed; colleges established academic discipline-based departments; and two new colleges were established.

Moving forward, all eyes are set on our bright future helping our students, alumni, faculty members, and researchers realize their potential. To help accomplish this, construction on NSU's Center for Collaborative Research (CCR) has been completed, and this impressive facility will open in 2016. One of the largest and most advanced research facilities in Florida, the CCR will house wet and dry labs for many of NSU's innovative researchers; a General Clinical Research Center, an outpatient facility that will provide a centralized clinical research infrastructure to benefit investigators in multiple disciplines; and a technology incubator offering partnerships with innovative companies. The CCR will also house NSU's Institute for Neuro-Immune Medicine; NSU's Rumbaugh-Goodwin Institute for Cancer Research; the Emil Buehler Research Center for Engineering, Science, and Mathematics; the U.S. Geological Survey, which partners with NSU on collaborative interdisciplinary research involving greater Everglades restoration efforts, hydrology, and water resources; and the NSU Cell Therapy Institute, an international collaboration with prominent medical research scientists from Sweden's world-renowned Karolinska Institutet.

Lastly, I am pleased to report that in 2015, local businessman and entrepreneur Steven J. Halmos and his wife, Madelaine, donated a generous financial gift to our university that was acknowledged by the naming of NSU's Halmos College of Natural Sciences and Oceanography. The college will use the gift to establish undergraduate scholarships for students who are interested in studying marine sciences. Growing NSU's marine sciences program is a major university priority, and the Halmos family saw this as a great way to help NSU achieve its goal of attaining national prominence in marine science.

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



A handwritten signature in blue ink that reads "George L. Hanbury II".

George L. Hanbury II, Ph.D.  
President and CEO  
Nova Southeastern University





## Overview of the University



## Institutional Description

**N**ova Southeastern University (NSU) is a private, not-for-profit, accredited, coeducational university Carnegie-classified as both “high research activity” and “community engaged” university. It was founded in 1964 as Nova University of Advanced Technology. In 1974, the board of trustees changed the university’s name to Nova University. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University.

Using 2014 fall-term enrollment as a measure, Nova Southeastern University is the largest private, nonprofit institution of higher education in Florida and the 15th largest nationally. However, NSU is the 10th largest four-year, not-for-profit, private Carnegie research university in the United States.

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

The university’s programs are administered through colleges that offer courses at the Fort Lauderdale campuses as well as at locations throughout Florida, across the nation, and in 11 countries. Despite the geographic diversity of sites where classes are offered, Nova Southeastern University is a major provider of educational programs for Florida residents. Approximately 90 percent of the student body attends

classes in Florida. Eighty-eight percent of all students enrolled attend classes in the tricounty area (i.e., Miami-Dade, Broward, and Palm Beach counties). Through its undergraduate, graduate, and professional degree programs, NSU educated approximately 21,000 Florida students in calendar year 2014. With an annual budget in excess of \$570 million, Nova Southeastern University also has a significant economic impact on the surrounding community. A recent NSU study revealed that the university and its students and employees contributed approximately \$2.6 billion to the Florida economy during fiscal year 2011.

### UNIVERSITY LIBRARIES

The university library system is composed of the Alvin Sherman Library, Research, and Information Technology Center; the Health Professions Division Library; the Law Center Library; the Oceanography Library; and the NSU University School Media Center. The 325,000-square-foot Alvin Sherman Library, Research, and Information Technology Center is a joint-use facility with the Broward County Board of County Commissioners. It serves students and faculty and staff members of NSU, as well as residents of Broward County. The five-story structure contains electronic classrooms, group-study rooms, a large collaborative study room, a cafe, and service desks with staff trained and ready to serve library users. A large, spacious atrium houses educational art pieces. The reference desk is located on the second floor, clearly visible to students. It is enhanced by the *NSU Glass Garden*, created by glass artist Dale Chihuly for the Sherman Library. The 500-seat Rose and Alfred Miniaci Performing Arts Center enriches university curricular support and the improvement of the quality of life in South Florida. Overall, the university’s libraries house more than 1 million items. Interlibrary agreements provide broad access to a wide range of materials.

### UNIVERSITY FACILITIES

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

### **The Fort Lauderdale/Davie Campus**

The Fort Lauderdale/Davie Campus consists of 314 acres with general-purpose athletic fields and NCAA Division II-qualifying soccer and baseball fields. Facilities house the central administration offices; the Health Professions Division; the Farquhar Honors College; the College of Arts, Humanities, and Social Sciences; the College of Engineering and Computing; the Shepard Broad College of Law; the College of Psychology; the H. Wayne Huizenga College of Business and Entrepreneurship; the Mailman Segal Center for Human Development; the NSU University School (grades JK–12); the Alvin Sherman Library, Research, and Information Technology Center; the Miami Dolphins Training Facility; the Don Taft University Center; the Rolling Hills Office Center; and University Park Plaza.

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

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

The Performing and Visual Arts Wing of the Don Taft University Center includes state-of-the-art classrooms and facilities that support the division's art, dance, music, and theatre majors. The Performing and Visual Arts Wing features

- a 230-seat performance theater with full staging capacity for recitals, concerts, plays, films, and lectures
- a 100-seat black box theater with flexible seating arrangements for multiple staging options

- academic support facilities for the performing arts, including professional-caliber scene and costume shops; a scenic design lab; dance studios; choral and instrumental rehearsal rooms; music practice studios; and acoustic, percussion, and keyboard technology labs
- visual arts classrooms that support painting, drawing, ceramics, and graphic design
- a gallery for the display of private art collections, photography, and student artwork

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

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

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

University Park Plaza, just to the south of the Health Professions Division (HPD) complex, has 173,000 square feet of space with 137,000 square feet devoted to university office and classroom space. This includes the Lifelong Learning Institute, the Institute for Neuro-Immune Medicine, a 100-station microcomputer laboratory, a videoconferencing room, a state of the art nursing simulation lab, and the NSU Bookstore.

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



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

The Center for Collaborative Research (CCR), located at NSU's Fort Lauderdale/Davie Campus, consists of 215,000 square feet. NSU is funding the center using a combination of its own reserves and tax-exempt financing. Construction will be completed in 2016. This project has been registered with the U.S. Green Building Council (USGBC) and will be pursuing LEED Silver Certification. In addition, the facility is being built using Building Information Modeling (BIM) practices.

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

### **East Campus**

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

### **North Miami Beach Campus**

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

### **Oceanographic Campus**

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

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

### **NSU Art Museum Fort Lauderdale**

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

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

### **Technology Facilities**

The university maintains an extensive information technology network for teaching and learning, research, and administrative computing. Comprehensive fiber-optic and wireless networks provide high-speed

Internet access to all campus sites. The NSU wireless network provides students with mobile and wireless network connectivity. The wireless network covers the university's campuses throughout Florida and Puerto Rico.

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

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

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

Electronic classrooms and microcomputer labs provide hands-on technology support for students and faculty members. Multimedia technology training labs support technology-training opportunities for faculty and staff members.

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

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

### **Clinical Facilities**

In addition to clinical facilities on the Fort Lauderdale/Davie Campus, the university provides clinical services to the surrounding community through owned and leased off-campus facilities. The Health Professions Division has outpatient facilities that provide medical, dental, optometry, pharmacy, occupational therapy, and physical therapy services, as well as audiology and hearing and balance services. The College of Psychology provides mental health services through the Psychology Services Center. The College of Arts, Humanities, and Social Sciences provides family therapy services through the Brief Therapy Institute. The Abraham S. Fischler College of Education operates the Clinic for Speech, Language, and Communication, which provides testing and rehabilitation services for schools and individuals. Clinic locations are as follows:

### **Abraham S. Fischler College of Education**

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

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

### **College of Psychology**

#### **• *Psychology Services Center***

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

### **College of Arts, Humanities, and Social Sciences**

#### **• *Community Resolution Services***

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

#### **• *Marriage and Family Therapy***

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

### **Health Professions Division**

#### **• *Medical Services***

- Sanford L. Ziff Health Care Center  
3200 South University Drive  
Fort Lauderdale, Florida 33328-2018  
(954) 262-4100
- Health Care Center at North Miami Beach  
1750 NE 167th Street  
North Miami Beach, Florida 33162-3017  
(305) 949-4000
- Health Care Center at Covenant Village  
99215 West Broward Boulevard  
Plantation, Florida 33324  
(954) 916-6585
- Sports Medicine Clinic  
in the Don Taft University Center  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-5590

#### **• *Dental Services***

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

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

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

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

#### **• *The Eye Care Institute***

- Sanford L. Ziff Health Care Center  
3200 South University Drive  
Fort Lauderdale, Florida 33328-2018  
(954) 262-4200
- NSU Specialty Care Center  
1111 West Broward Boulevard  
Fort Lauderdale, Florida 33312-1638  
(954) 525-1351

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

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

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

#### **• *Pharmacy***

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

#### **• *NSU Hearing and Balance Clinic***

- Sanford L. Ziff Health Care Center  
3200 South University Drive  
Fort Lauderdale, Florida 33328-2018  
(954) 262-7750



- ***Institute for Neuro-Immune Medicine***

- University Park Plaza  
3424 South University Drive  
Suite 3440  
Davie, Florida 33328-2022  
(954) 262-2850
- Kendall Village Center  
Professional Arts Building  
8501 SW 124th Avenue  
Suite 111  
Miami, Florida 33183-4631  
(305) 595-4300

**Mailman Segal Center for Human Development**

- ***Autism Assessment and Diagnosis Unicorn Children's Foundation Clinic***
  - 7600 SW 36th Street  
Davie, Florida 33328-1902  
(954) 262-7129

### **INSTITUTIONAL ACCREDITATION**

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

### **PROFESSIONAL ACCREDITATIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

■ The College of Arts, Humanities, and Social Sciences, Master of Science and Ph.D. Degree Programs in Family Therapy are accredited by the Commission

on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

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

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

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

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

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

■ The Bachelor of Science in Paralegal Studies is accredited by the American Bar Association (321 North Clark Street, Chicago, IL 60610, Telephone number: 800-285-2221).

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

■ NSU University School is accredited by the Southern Association of Colleges and Schools, by the Florida Council of Independent Schools, by the Florida Kindergarten Council, and by the Association of Independent Schools of Florida. NSU University School is a member of the National Association of Independent Schools, the Educational Records Bureau, the College Entrance Examination Board, the National Association of College Admission Counseling, the National Association of Campus-Based Schools, and the American Camping Association.

### COMMUNITY OUTREACH SERVICES

Nova Southeastern University goes beyond its primary mission by reaching out to the community with diverse community service programs and resources. Nova Southeastern University is one of only 311 colleges and universities nationally selected for the Carnegie Foundation's Community Engagement Classification, and only 1 of 37 colleges and universities to hold both community engaged and high research activity designations. The community engagement classification acknowledges significant commitment to and demonstration of community engagement.

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

#### *Abraham S. Fischler College of Education*

- Behavior Support Group
- Cervantes Award for Hispanic Educators
- Deaver Foundation/Enlightenment
- Evaluation of a holistic program for military service members and their families
- Florida Fund for Minority Teachers Inc. (FFMT)
- Florida Power Library School Award
- General Family Support Group
- Impact of Yoga Therapy on Veterans with PTSD
- Language Links: AAC, communication, and technology
- Outstanding Education Leadership
- Senior Comp/computer literacy for Older Adults
- Support group for caregivers of adults who have had strokes
- Teacher of the Year events
- Teacher Preparation Advisory Committee (TPAC)

- Together You and I: parent-toddler group
- Understanding the Post-Development Experiences of OEF/OIF Marine Corps Veterans: A Phenomenological Study
- Weight of Words Program

#### *Alvin Sherman Library*

- Artists for Conservation Collaboration Program
- Asi Somos Dance Performance—IFE-ILE Afro Cuban Dance and Music
- Bharatanatyam to Bollywood: Journey of Indian Dance—Rhythms School of Dance
- Broward County Libraries Exhibits
- Chinese New Year Celebration—CASEC (Chinese Association of Science, Education, and Culture of South Florida)
- Cine Argentino—Adriana Bianco
- City of Lauderdale Lakes Community Resource Fair
- Cultural Demonstration—Morikami Museum and Japanese Gardens
- Davie Fire Rescue Visits Sharkey's Story time—Davie Fire Rescue
- Elementary School Outreach Programs—Broward County Public Schools/Charter Schools of Excellence
- Florida Humanities Council Lectures
- Freedom Foundation of Valley Forge, Broward chapter lectures
- Genealogical Society of Broward County Programs Gold Coast Watercolor Society Exhibit
- Grant Seeking 101—Foundation Center
- Honorary Slovakian Consulate of Florida Exhibit
- I Love Yarn Day—Southeast Florida Head Huggers
- Identity Theft: Who's Got Your Number—City County Credit Union
- Jewish Genealogical Society of Broward County Workshops
- LEAPS (Learning and Enrichment Activities for Primary School) Afterschool Program—Hope Outreach Center
- Mortgage Planning and Credit Solutions—Regent Bank
- PACE Collaboration/Educational Programming—Pace Center for Girls—Broward

- Read for the Fun of It Outreach Program—Gloria Dei, Lil Rascals, Creative Child, Children’s World South, Early Education Center, HOPE Outreach Center, YMCA
- Resources for Broward County High Schools
- SCORE: All about Grants Program
- Urban League of Broward County National Achievers Program

### ***College of Arts, Humanities, and Social Sciences***

- African Working Group
- Advanced Bowen Studies Project
- Best Buddies
- Brief Therapy Institute Community Training Projects
- Brief Therapy Institute Crisis Team Broward Crime Commission
- CAHSS Graduate Student Government Association (SGA)
- CAHSS Intellectual Conversations
- Center for Applied Research on Substance Use and Health Disparities
- Children’s Services Council
- Christian Perspective in Peacemaking
- Conflict Resolution Community of Practice Working Group
- Credentialed by 26 Project
- Criminal Justice Club
- Culture and Conflict Group
- Do Something Different (Campus Diversity Dialogs)
- Equine-Assisted Family Therapy Project (in partnership with Stable Foundations)
- Gallery 217
- Gender and Conflict Group
- Interdisciplinary Collaborative Divorce Fostering Resilience—A Team Initiative
- Jewish Adoption and Foster Care Options (JAFCO)
- Latin American and Caribbean Forum (MI CASA Research Group)
- Lauren’s Kids
- Marriage and Family Therapy Club
- Mission United
- Monitoring Issues of Central and South American Research Group
- Narrative Practice and Research Consortium

- Needs Assessment and Capacity Building for Land Rights Process in Suriname
- Nova International Relation Association (NIRA) and NSU Model UN Team
- Peace and Conflict Resolution Education Working Group
- Performing and visual arts series
- PROMISE—Preventing Recidivism through Opportunities, Mentoring, Interventions, Support Education (in partnership with the Broward County School Board)
- Students United with Parents and Educators Promise to Resolve Bullying (SUPERB)
- The Miami Coalition for a Safe and Drug-Free Community
- The Middle East and Islamic World Awareness Group
- The Palm Beach County Substance Awareness Coalition
- The Social Justice Roundtable

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

- A Day for Children
- Boating and Beach Bash for People with Disabilities
- Bolivia Mission Trip
- Care to victims of domestic violence in Broward and Miami-Dade counties
- Dominican Mission Trip
- Family Café
- Family Health Carnival at Boca Raton Regional Hospital
- Family Health Carnival at Boca Raton Regional Hospital
- Give Kids A Smile
- Hispanic Dental Association South Florida Chapter Holiday Toy Drive
- Hispanic Dental Association South Florida Chapter Lessons in a Lunch Box
- Hispanic Dental Association South Florida Chapter NSU CommunityFest
- International Endodontic Surgical Externships in Spain, Peru, and Mexico
- International Week
- Jamaica Mission Trip
- Nicaragua Mission Trip
- Nova Southeastern University Heart Walk



- Oral Cancer Awareness Walk
- Outpatient Care for children with cleft and craniofacial disorders at Joe DiMaggio Children's Hospital
- Services for AIDS service organizations located in Broward, Miami-Dade, Palm Beach counties
- Susan G. Komen South Florida Race for the Cure
- Swinging for Smiles Charity Golf Tournament
- Zo's Family Health & Wellness Groove

#### ***College of Engineering and Computing***

- Cybersecurity Awareness Month
- Douglas Gardens North—Teaching Senior Citizens to Use Computers
- ITPalooza
- SharePoint Saturday
- South Florida .Net Code Camp
- South Florida Agile Association
- SQL Saturday

#### ***College of Health Care Sciences***

- Aural rehabilitation for the hearing impaired
- Autism Speaks
- Bilingual SLP evaluations and treatment
- Broward County Voice Resonance Clinic
- Broward Summer Institute (two-day training on ASD-related topics)
- Creative A.G.E. (for parents of adult children with ASD)
- Communication and Autism Network (for speech-language pathologists who serve children with ASD and severe communication impairments)
- Community SLP services to area charter schools (Charter Schools of Excellence and Somerset Charter School—Davie)
- Employment Boot Camp for adults with ASD
- Foundation for Fighting Blindness
- Health Care Fair: Boomers and Beyond
- Healthy Communities Services for Special Olympic Athletes
- Interprofessional Diabetes Education and Awareness (IDEA) Initiative
- Issues in Autism annual conference
- Lunch and Learn Seminars
- Parent annual workshops on a variety of ASD-related topics

- Parkinson Support Group
- Physician Assistant Outreach Missions
- Project HEAT: Health Educators Against Trafficking
- Robin's Tree of Learning (webinars on ASD-related topics)
- Social GAINN (social group for adults with ASD)
- Special Gals (social group for girls/young women with ASD)
- Speech, Language, and Hearing screenings to area preschools and health fairs
- Speech-Language Pathology Services (individual evaluations and treatment for all types of communication difficulties, including articulation, language, fluency, voice, and augmentative/alternative communication evaluations)
- Speech-Language Services (The Charter School of Excellence/Somerset Academy)
- Support groups in the area of autism
- T. Leroy Jefferson—Stars of Tomorrow
- UM-NSU Card (Center for Autism and Related Disabilities)
- Teen Time (social group for high school students with ASD)
- Vision Walk

#### ***College of Nursing***

The College of Nursing participates in rural and urban communities in partnership with various community agencies and organizations to provide health and wellness opportunities.

- A Day for Children
- American Diabetes Association Initiative
- American Heart Association
- Area Health Education Centers
- Boys & Girls Clubs of Broward County
- Broward Community and Family Health Center
- Covenant Village
- Day in the Life of a Nurse
- Florida Rural Medical Reach Fair
- HOPE South Florida
- Jack & Jill Children's Center
- John Knox Village
- The Light of the World Clinic (Clinica Luz del Mundo)

- Miami Lakes Education Center Health Academic Screenings
- Noble McArtor Adult Day Care
- Relay for Life
- Seventh Avenue Family Health Center
- South Florida Hispanic Community Committee (SFLHCC) Health and Wellness Expo
- Special Olympics, Healthy Communities
- West Kendall Business Association Health Fair
- YMCA of Broward County

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

- A Day for Children
- American Cancer Society Taste of Parrot-dise
- American Diabetes Association
- American Heart Association Heart Walk
- Babies “R” Us
- Broward 4-H
- Broward Parks and Recreation Special Needs
- ChampionShips, Inc./City of Miramar
- Children’s Services Council of Broward
- Council on American-Islamic Relations
- Dillard High School
- FCO optometric mission to Jamaica
- Florida Heiken Children’s Vision Program at the Miami Lighthouse for the Blind
- Fort Lauderdale Lions Club
- Fort Lauderdale Seventh Day Adventist Church
- Foundation Fighting Blindness VISION WALK
- Holy Cross Hospital and Medical Group
- InfantSee®
- Kids In Distress, Inc.
- Lakeside Elementary School
- Lighthouse of Broward
- Macula Vision Research Foundation
- Memorial Healthcare Systems
- Mourning Family Foundation— Zo’s Family Health & Wellness Groove
- North Broward Hospital District
- NOSA interdisciplinary health mission to Jamaica
- Oleta River State Park
- Optometry Giving Sight World Sight Day
- PBS KIDS (WPBT Channel 2)
- REACH Rural Health Fair in Clewiston, Florida
- Seussfest at Alvin Sherman Library
- Southwest Focal Point Community Center

- Special Olympics Opening Eyes/Healthy Athletes
- SVOSH optometric humanitarian mission to Dominican Republic
- Walk Now for Autism Speaks
- WPLG Local 10 News

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

- A Day for Children
- Afterschool recreation program
- Angel Tree
- Area Health Education Centers/Tobacco Cessation Program
- Beach Clean Up
- Big Brother/Big Sister
- Camp Boggy Creek
- CANstruction Event for Hunger
- Day of Dignity
- Doctor’s Bag
- D.O. Day on the Hill
- Fight for Air Climb
- Florida Rural Medical Outreach (Glades REACH Fair, Hendry/Glades Health Fair)
- Gilda’s Club
- Habitat for Humanity
- Hands on Broward
- Health Careers Camp
- Heart Walk
- High school counselors/mentors
- HIV partnership for community
- Homeless outreach
- Institute for Disaster and Emergency Preparedness
- International outreach
- Kids In Distress
- Lifelong Learning Institute
- Light of the World Clinic
- Medical Explorers
- Participation in health fairs
- Peds-Pals
- Peer mentors
- Reading Pals
- Read-on Early Literacy Program
- Rural medicine training program
- Special Olympics
- St. Baldrick’s Foundation
- Women In Distress

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

- A Day for Children
- Alzheimer's Walk
- Back to School Family Health Fair
- Clothing drive for Syrian refugees
- CommunityFest
- Crohn's and Colitis Walk
- Epilepsy Walk
- Feria De Salud Health Fair
- Florida Introduces Physical Activity (FLIPANY)
- Feeding South Florida
- Give Kids A Smile
- Go Red for Women
- HIV education and awareness programs
- Hendry Glades Community Health Fair
- Immunization awareness programs
- Interdisciplinary Health Screening
- Let's Talk Mental Health Awareness Festival
- Kick for a Cause
- Medicare Part D education series
- Miami-Dade Heart Walk
- NBC 6 Health and Wellness Expo
- National Association of Mental Illness
- Operation Christmas Child
- Operation Medicine Cabinet
- Poisoning prevention among children
- Project Downtown Fort Lauderdale
- Public awareness of Palm Beach County drop boxes for narcotics and expired drugs
- Publix health screening
- Reach Health Fair
- Ronald McDonald House
- St. Jude's Children's Research Hospital
- Walgreens Diabetes Walk
- Walmart/Sam's Club Diabetes Health Fair
- Walk to Stop Diabetes
- Women In Distress

### ***College of Psychology***

The Psychology Services Center offers services to children, adolescents, adults, and elderly clients through the following specialty clinics.

- ADHD Assessment and Consultation and Treatment Plan
- Adolescent Drug Abuse Prevention and Treatment Program

- Anxiety Treatment Center
- Behavioral Neuroscience Summer Camp
- Biofeedback and Health Psychology Center
- Child, Adolescents, and Family Services
- Child and Adolescent Traumatic Stress Program
- Family Violence Program
- Healthy Lifestyle Guided Self-Change Program
- Intensive Psychodynamic Psychotherapy Center
- Neuropsychology Assessment Center
- Nova Southeastern University Counseling Center for Older Adults (NCCOA)
- NSU OCD and Related Disorders Clinic
- Program for the Seriously Emotionally Disturbed
- Psychology Assessment Center
- Psychology Graduate Student Talks
- School-related Psychological Assessments and Clinical Interventions Clinic
- TEDx NSU
- Trauma Resolution Integration Program

Students provide mental health services in a variety of agencies throughout the tricounty area, including hospitals, community mental health centers, forensic settings, and student counseling centers. Moreover, student organizations provide outreach locally within the South Florida community, as well as internationally in locations such as South Africa and Central and South America.

### ***Department of Athletics***

The NSU Department of Athletics, its student-athletes, staff members, and administrators participate and partner with various community groups to provide support to those in need, fulfilling the philosophy of being an NCAA Division II member institution as well as one of the fundamental core values of the university. Below is only a partial list of the many community activities NSU athletics is involved in.

- Broward County Special Olympics
- H.A.N.D.Y. (Helping Abused, Neglected, and Disadvantage Youth)
- International Coastal Cleanup
- Jack and Jill Children's Center Toy Drive
- Make-A-Wish Foundation
- Miracle League World Series
- Sallarulo's Race for Champions

### ***Division of Student Affairs***

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

### ***Farquhar Honors College***

- Distinguished Speakers Series
- Undergraduate Student Symposium

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

- 100 Black Men of Greater Fort Lauderdale
- Broward Heart Walk
- Distinguished Lecture Series
- Hope Outreach Center
- Ronald McDonald House
- Teen Challenge

### ***Halmos College of Natural Sciences and Oceanography***

- Broward County Sea Turtle Conservation Program
- Educational Outreach Programs
- Guy Harvey Research Institute
- National Coral Reef Institute
- Save Our Seas Shark Center

### ***The Institute for the Study of Human Service***

### ***Mailman Segal Center for Human Development***

- Access Plus
- A Day for Children
- A. D. Henderson Foundation
- A. L. Mailman Family Foundation
- Autism Consortium
- Autism Institute
- Autism Speaks
- Baudhuin Preschool
- Broward County Public Libraries
- Broward County Public Schools
- Camp Ramah Darom
- Challenging Behavior Clinic

- Children Services Council
- Community Foundation of Broward County
- Community Partners
- Development Assessments Clinic
- Feeding Clinic
- Florida Developmental Disabilities Council
- Jewish Adoption and Foster Care Options (JAFCO)
- Kapila Family Foundation Starting Right Program
- Museum of Discovery and Science
- NSU Art Museum Fort Lauderdale
- NSU/UM Center for Autism and Related Disorders (CARD)
- Rethink Autism Organization
- Special Olympics
- Taft Foundation
- The Academy
- The Dan Marino Foundation
- Unicorn Children's Foundation Clinic

### ***Early Childhood Institute***

- Enrichment Programs
- Family Center Infant and Toddler Program
- Family Center Preschool
- Summer Exploration Camp

### ***Community Partners***

- A.D. Henderson Foundation, Inc.
- Children's Bereavement Center
- Children's Home Society
- Children Services Council of Broward County
- Children Services Council of Palm Beach County
- Early Learning Coalition of Broward County
- Early Learning Coalition of Palm Beach County
- Jack and Jill Children's Center
- Susan B. Anthony Recovery Center

### ***Parenting Institute***

- Family support groups
- Parenting/Child classes and programs
- Parent Chat: free monthly seminars
- Parent coaching
- Parenting classes
- Parenting Place

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

- American Heart Association
- Broward Feeding Cooperative
- Debbie's Dream
- Habitat for Humanity
- I Care I Cure
- Irma Wesley Childhood Development Center
- Joe DiMaggio Children's Hospital
- Kiwanis International
- Make-A-Wish Foundation
- UNICEF
- Women In Distress

### ***Shepard Broad College of Law***

- Alternative Dispute Resolution Clinic
- Career Development Programs
- Children and Families Clinic
- Civil Field Placement Clinics
- Criminal Field Placement Clinics
- Environmental and Land Use Law Clinic
- Pro Bono Honor Program
- Service-Learning Classes
- Student Organization led initiatives
- Veterans Law Clinic

### ***Regional Campuses***

The regional campuses serve students throughout Florida in Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, and Tampa, as well as in Puerto Rico. NSU's regional campus's faculty and staff members and students partner with local organizations to make a positive impact on the communities they serve. A partial list of community involvement is listed here:

#### **Fort Myers**

- College Goal Sunday
- Fort Myers Regional Campus Community Day and Health Fair
- Junior Achievement

#### **Jacksonville**

- Bridge of Northeast Florida
- Dignity U Wear
- Relay for Life

#### **Miami**

- Miami-Dade County Public Schools—Career Day participation

- Relay for Life
- The West Kendall Community Partners—Garden Project at Felix Varela

#### **Orlando**

- Boys and Girls Club Shark Tank Competition
- Drug Free Coalition
- Second Harvest Food Bank

#### **Palm Beach**

- Gulfstream Goodwill Industries—clothing drive
- Samaritan Purse—Christmas boxes for the less fortunate
- T. Leroy Jefferson Medical Society—Health Care and Science Stars of Tomorrow Career Symposium

#### **Tampa**

- Crisis Center of Tampa Bay—donation drive for sexual assault awareness
- Jamaica Medical Mission
- Walk in Her Shoes—Tampa Bay

## **LICENSURE AND CERTIFICATION**

The university meets regulations that govern the delivery of distance education in Florida and the other states where it offers programs. Although states differ in regulations, the process through which the university obtains state licensure and certification typically involves review at three levels. At the state government level, Nova Southeastern University must qualify as a foreign corporation in order to do business in a specific state. At the higher-education authority level, NSU must complete an extensive application process and a rigorous review by each state. At the accrediting body level, the university must comply with specific requirements concerning distance education programs and general areas such as fiscal stability and student support services for each off-campus program offering. The purposes of this process are the safeguarding of consumer interests and the assurance of quality control. NSU currently has active distance education programs in 11 countries; in Puerto Rico; and in 14 states, including Florida, in full accordance with the regulations of each of those jurisdictions.



## **DISTANCE EDUCATION AT NSU**

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

At NSU, distance education is delivered using a variety of instructional delivery systems. Modes of delivery to students away from the Fort Lauderdale/Davie Campus include online course delivery systems, synchronous meetings in an electronic classroom, traditional classroom instruction with a live instructor on-site, compressed interactive video, and audio teleconferencing.

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

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

Faculty members and students interact in discussion forums via threaded bulletin boards, via real-time electronic classrooms that support graphical presentations and audio, and through online submission

of assignments in multimedia formats. NSU provides an email address and a directory for publishing assignments and resources to the Web for all students and faculty members. The Electronic Library provides access to online databases, many of which contain full-text documents.

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

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

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

## **REGIONAL CAMPUSES**

Nova Southeastern University has earned the enviable reputation for bringing the traditional college experience to students at various campus locations. For students living in Puerto Rico or areas in Florida such as Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, or Tampa, attending NSU has been made convenient at our regional campuses. These campuses are serving students in these locations through the use of SMART classrooms, state-of-the-art computer labs, videoconferencing facilities, and other technological advances and student-oriented services. Diverse methods

of course delivery for students at the regional campuses mirror those of the Fort Lauderdale/Davie Campus and include face-to-face, online, or blended formats. All campuses are staffed with full-time employees to assist with admissions, advising, enrollment, student affairs, technology support, and financial aid.

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

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

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

#### Administration Office Hours

Monday–Friday from 8:30 a.m. to 6:00 p.m.

Saturday from 8:30 a.m. to 1:00 p.m.

#### Building Hours

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

NSU staff member coverage continues during all class sessions.

#### Locations

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

The **Jacksonville** Campus is conveniently located near I-95 and Bowden Road in Southpoint. From its 46,000-square-foot facility, it serves more than 700 students in Northeast Florida and Southeast Georgia. This campus offers programs in the areas of business, counseling, education, and health science at the bachelor's and master's degree levels. Also offered at the master's degree level are speech-language pathology and physician assistant. At the doctoral level, students can select from a wide range of concentrations in education. Students are also offered a range of specialist programs in education and psychology. [nova.edu/jacksonville](http://nova.edu/jacksonville)

The **Miami** Campus, which is easily accessible from the Florida Turnpike and Kendall Drive, offers more than 75,500 square feet of classroom and meeting space and serves more than 3,200 students from Miami-Dade and Monroe counties as they pursue bachelor's and master's degrees in the areas of business, education, nursing, psychology, and speech-language pathology. Specialist and doctoral programs in education are also offered at this campus. It is also home to the Institute for Neuro-Immune Medicine, a premier research and treatment center for chronic fatigue syndrome and other illnesses, such as Lyme disease and Gulf War syndrome. [nova.edu/miami](http://nova.edu/miami)

The **Miramar** Campus is located off the Florida Turnpike and Red Road in the Miramar Town Center. It serves the residents of Miramar and Pembroke Pines, as well as commuters from Miami-Dade and Palm Beach counties who work in Miramar. This 21,000-square-foot, wireless facility on the third floor of the city's Library and Educational Center is outfitted with a large computer lab, multimedia classrooms, and videoconferencing rooms. This NSU facility provides a convenient venue for classes, meetings, small conferences, and events to meet the needs of students and the communities it serves. NSU Miramar offers convenient evening and weekend classes in education, as well as a variety of executive education programs. [nova.edu/miramar](http://nova.edu/miramar)

The **Orlando** Campus is conveniently located off I-4 on Millenia Boulevard, approximately one mile from the Mall of Millenia. The 60,000-square-foot NSU Orlando facility provides the perfect venue for classes, meetings, small conferences, and events to accommodate the needs of students and the community. The campus offers its more than 1,200 students degrees ranging from the associate's level to the doctoral level. The diversity of programs in business, education, human services, health sciences, mental health counseling, nursing, and the public sector help students meet their educational goals. [nova.edu/orlando](http://nova.edu/orlando)

The **Palm Beach** Campus in Northern Palm Beach County is located near the intersection of I-95 and Military Trail in the town of Palm Beach Gardens, Florida. The geographical location of this 75,000-square-foot campus allows the residents of the Palm Beaches, the

Treasure Coast, and surrounding areas to conveniently pursue their college education in a well-appointed facility equipped with state-of-the-art technology. The market demand has forced the campus to expand its program offerings to include business, education, and respiratory therapy at the bachelor's degree level; business administration, public administration, education, leadership, school counseling, mental health counseling, speech-language pathology, and family nurse practitioner at the master's degree level; education and school psychology specialist programs; and pharmacy, education, and nurse practice at the doctoral degree level. Now serving more than 1,300 students, this response to the market has positioned the campus as a preferred provider for these communities. [nova.edu/palmbeach](http://nova.edu/palmbeach)

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

NSU's **Puerto Rico** Regional Campus is a 37,000-square-foot building located in the Professional Offices Park in San Juan. The park is located strategically just 300 meters from the Luis A. Ferre expressway, 1,500 meters from the Lomas Verdes Expressway, 2,500 meters from the Las Cumbres Expressway, and adjacent to State Road #1. These are the principal transportation

arteries on the island of Puerto Rico. Programs of study include master's degree programs in education and doctoral degree programs in education and pharmacy. [nova.edu/puertorico](http://nova.edu/puertorico)

### **SPONSORED FUNDING**

Nova Southeastern University supports faculty and staff members in their pursuit of sponsored funding from a variety of government and private sources. In FY 2015, the university's sponsored funding totaled in excess of \$82 million.

The university is receiving sponsored funding from 93 different funding entities, with the largest amount of funding, 47 percent, coming from the federal government. State and local government represented 17 and 19 percent of total funding, respectively. Funding from for-profit and other nonprofit corporations, foundations, and other universities round out the funding portfolio.

Of the FY 2015 total, 50 percent, or \$41 million, is to support research activities. In addition, the university funds faculty research through the President's Faculty Research and Development Grant. Under this program, university faculty members compete for awards of up to \$15,000 for the support of their scholarly inquiry and research. In the 16-year history of these awards, more than \$3.8 million in financial support has been awarded. Grant winners have come from each of the university's academic units.

Since 2001, the President's Faculty Research and Development Grants resulted in 516 presentations and 293 published articles or book chapters. The program

has also led to 140 external grant proposals, 55 of which were funded for a total of \$3,544,057.

The Halmos College of Natural Sciences and Oceanography is receiving the largest amount of total sponsored research funding followed by the College of Osteopathic Medicine and the College of Arts, Humanities, and Social Sciences. The College of Osteopathic Medicine is the leader in sponsored funding for teaching/training projects. Many of the university's schools, colleges, and centers, also receive sponsored funding to support community service, with the largest total going to the College of Dental Medicine and the Mailman Segal Center for Human Development.

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

# Historical Highlights

**1961**

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

**1964**

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

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

**1965**

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

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

**1967**

The Edwin M. and Esther L. Rosenthal Student Center was dedicated at the Fort Lauderdale/Davie Campus.

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

**1968**

The Louis Parker Physical Sciences Center, the Davie Living Complex, and the Fort Lauderdale/Davie Campus were officially opened.

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

**1969**

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

NSU University School opened on the Fort Lauderdale/Davie Campus, extending Nova University's educational programs down to the elementary and secondary levels.

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

**1970**

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

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

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

**1971**

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

**1972**

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

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

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

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



**1973**

The Center for Public Affairs and Administration was established.

The Graduate Management Program was implemented.

**1974**

The Center for the Study of Law was established.

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

**1975**

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

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

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

**1976**

Nova College was established at the Fort Lauderdale/Davie Campus.

**1977**

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

**1978**

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

**1979**

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

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

**1980**

The Center for the Advancement of Education was created.

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

Nova College received accreditation from SACS in December.

**1981**

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

The Nova University Mailman-Family Center building was dedicated.

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

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

**1982**

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

**1983**

A new 90-unit dormitory was opened on the Fort Lauderdale/Davie Campus.

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

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

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

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

## 1984

The Academic Center for Computer-Based Learning was established.

## 1985

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

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

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

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

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

## 1986

The Doctor of Science Program in Computer Science was established.

The Behavioral Science Center became the Center for Psychological Studies.

## 1987

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

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

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

## 1988

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

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

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

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

## 1989

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

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

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

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

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

Nova University celebrated its 25th anniversary.

## 1990

The Farquhar Center for Undergraduate Studies held its first convocation.

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

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

## 1991

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

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

## 1992

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

The Leo Goodwin Sr. Hall, new home of the Shepard Broad Law Center, opened on the Fort Lauderdale/Davie Campus.

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

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

## 1993

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

The Dolphins Training Center, a new training facility for the Miami Dolphins, was completed on the Fort Lauderdale/Davie Campus.

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

## 1994

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

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

The William and Norma Horvitz Administration Building was dedicated.

## 1995

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

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

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

## 1996

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

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

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

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

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

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

## 1997

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

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

The College of Dental Medicine admitted its charter class.

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

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

## 1998

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

George Hanbury, Ph.D., was appointed executive vice president and chief operating officer by Ray Ferrero, Jr., J.D., NSU president.

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

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

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

The board of trustees approved construction of the 325,000-square-foot Library, Research, and Information Technology Center on the Fort Lauderdale/Davie Campus.

## 1999

Nova Southeastern University celebrated its 35th anniversary.

Construction began for the new Library, Research, and Information Technology Center on the Fort Lauderdale/Davie Campus. (A joint-use facility with Broward County, it includes a full-service library open to the public, electronic classrooms, an auditorium, and exhibit areas. It represents a unique concept of public/private use with the NSU Board of Trustees and the Broward County Board of County Commissioners each paying half of its costs.)

The School of Business and Entrepreneurship was renamed the H. Wayne Huizenga Graduate School of Business and Entrepreneurship and the board of trustees approved construction of a new building for the school at the Fort Lauderdale/Davie Campus.

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

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

## 2000

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

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

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

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

Six shuttle buses were added to NSU's fleet to provide transportation throughout the 300-acre Fort Lauderdale/Davie Campus for students and faculty and staff members.

## 2001

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

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

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

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

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

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



## 2002

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

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

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

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

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

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

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

## 2003

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

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

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

## 2004

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

The Shepard Broad Law Center celebrated its 30th anniversary.

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

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

## 2005

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

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

## 2006

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

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

## 2007

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

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

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

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

## 2008

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

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

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

## 2009

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

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

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

## 2010

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

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

A new, state-of-the-art, 87,000-square-foot research facility was approved to be built on the Oceanographic Center campus at John U. Lloyd Beach State Park in Dania Beach, Florida. Partially funded by a \$15-million grant from the National Institute of Standards and Technology, the facility will be the only one in the country dedicated to the study, research, and preservation of coral reefs. The new Center of Excellence for Coral Reef Ecosystems Science was opened in September 2012.

The Carnegie Foundation for the Advancement of Teaching awarded Nova Southeastern University the Community Engagement Classification, which acknowledges significant commitment to and demonstration of community engagement. NSU was one of 115 colleges and universities in the United States selected for the Community Engagement Classification award in 2010, and one of only 311 colleges and universities nationally to receive the award since inception of the classification.

### 2011

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

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

### 2012

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

In September 2012, the Oceanographic Center used a \$15-million federal stimulus grant to open the nation's largest dedicated coral reef research center—the 86,000-square-foot NSU Center of Excellence

for Coral Reef Ecosystems Research. The completed center cost \$50 million. Students, scientists, and faculty and staff members can come to the center from all corners of the globe with the common goal of learning from the ocean's diverse ecosystem of coral reefs and myriad fish and other marine life. The grand opening celebration included a keynote speech by former Vice President of the United States Al Gore. The building is Silver Leadership in Energy, and Environmental Design certified.

### 2013

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

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

In 2013, NSU excelled not just in academics, but also in athletics. The rowing team captured the program's first NCAA Division II National Championship. This is the sixth national championship for NSU athletics, all of which have come in a five-year span.

A multimillion dollar “Cooperative Development Grant” totaling approximately \$3.9 million was awarded to the university by the U.S. Department of Education. The grant, from the DOE’s Hispanic-Serving Institutions Division, is the single largest Title V award received by the university. NSU is one of only four institutions in the nation to receive the Cooperative Development Grant and the only college or university in the state of Florida to receive this award for FY 2013.

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

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

## 2014

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

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

NSU’s Oceanographic Center received approximately \$8.5 million from the Gulf of Mexico Research Initiative

(GoMRI). The university is one of 12 organizations selected to receive part of \$140 million for continued research in the area of oil spills and response to them.

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

Florida’s Agency for Healthcare Administration issued its approval for HCA East Florida’s application to relocate Plantation General Hospital to NSU’s Fort Lauderdale/Davie Campus. The hospital will be the anchor tenant in the Academical Village. As a cornerstone of this project, HCA began constructing an emergency room at NSU’s University Park Plaza, which is set to open in mid-2015.

## 2015

In 2015, NSU restructured its colleges, schools, and centers with the goal of maximizing and leveraging graduate and professional degree programs to attract the best and brightest undergraduate students. As a result, all of the degree programs and initiatives housed within the former Farquhar College of Arts and Sciences were repositioned to other NSU colleges; many schools, colleges, and centers were renamed; colleges established academic discipline-based departments; and two new colleges were established.

NSU’s colleges and academic centers are now as follows:

- Abraham S. Fischler College of Education
- College of Arts, Humanities, and Social Sciences
- College of Engineering and Computing
- College of Psychology
- Halmos College of Natural Sciences and Oceanography
- Health Professions Division
  - College of Allopathic Medicine
  - College of Dental Medicine
  - College of Health Care Sciences
  - College of Medical Sciences
  - College of Nursing
  - College of Optometry
  - College of Osteopathic Medicine
  - College of Pharmacy



H. Wayne Huizenga College of Business  
and Entrepreneurship  
Shepard Broad College of Law  
Farquhar Honors College  
NSU University School  
Mailman Segal Center for Human Development

NSU is now at the forefront of conducting pioneering cell-based biomedical research with the launch of the new The NSU Cell Therapy Institute, an international collaboration with prominent medical research scientists from Sweden's world-renowned Karolinska Institutet (KI). The NSU Cell Therapy Institute will be located in the university's Center for Collaborative Research (CCR), one of the largest and most-advanced research facilities in Florida, at 215,000, square feet, with state-of-the-art laboratories.

Opening in 2016, the CCR will provide wet and dry labs for many of NSU's innovative researchers; a General Clinical Research Center, an outpatient facility that will provide a centralized clinical research infrastructure to benefit investigators in multiple disciplines; a technology incubator offering partnerships with innovative companies; and the NSU Cell Therapy Institute. The CCR will also house NSU's Institute for Neuro-Immune Medicine; NSU's Rumbaugh-Goodwin Institute for Cancer Research; the Emil Buehler Research Center for Engineering, Science, and Mathematics; and the U.S. Geological Survey (USGS), which partners with NSU on collaborative interdisciplinary research involving greater Everglades restoration efforts, hydrology and water resources, and more.

In addition, 2015 was a year of accolades for NSU programs and offerings, including the following:

NSU tied for 10th in *U.S. News & World Report's* Campus Ethnic Diversity rankings for the 2014–15 school year. NSU is the largest private, not-for-profit institution in the United States that meets the U.S. Department of Education's criteria as a Hispanic-serving Institution. The university awards more doctoral and professional degrees to Hispanics and other minorities than any other university in the United States, according to a 2015 study released by the publication *Diverse: Issues in Higher Education*. Additionally, NSU is second only to Stanford University in California for professional degrees awarded to African Americans, according to the publication's September 24, 2015, issue.

*The Economist* and Brookings Institute released two analyses of college graduates' salaries 10 years after they began their pursuit of higher education. NSU respectively ranked in the 77th and 76th percentile nationally.

NSU's online graduate criminal justice program was ranked 22nd in the country by *U.S. News & World Report*.

The Shepard Broad College of Law was rated best in Florida and fourth in the nation overall by the *National Jurist* magazine in a report about top schools for Bar Exam preparation.

NSU medical clinics implemented the medical home model and were recognized by the National Committee for Quality Assurance as an accredited Patient-Centered Medical Home for using evidence-based, patient-centered approaches that focus on highly coordinated care and long-term, participative relationships.

NSU's Biomedical Informatics Program was ranked number 6 out of the top 25 in the United States and the highest in Florida by *BestMedicalDegrees.com*.

*U.S. News & World Report* ranked the top online graduate programs for veterans, and NSU's Criminal Justice program was ranked in a tie for 21st.

College Rank released a list of the 30 Best College Leisure Pools, and NSU made the list at number 5.

NSU's Master of Public Administration Program received accreditation by the NASPAA Commission on Peer Review and Accreditation and is listed on the Annual Roster of Accredited Programs in conformity with NASPAA standards.

NSU's Master's in Public Health Program was ranked among the 50 Most Affordable Online M.P.H. Programs in 2015 by the Top Master's in Healthcare Administration website.

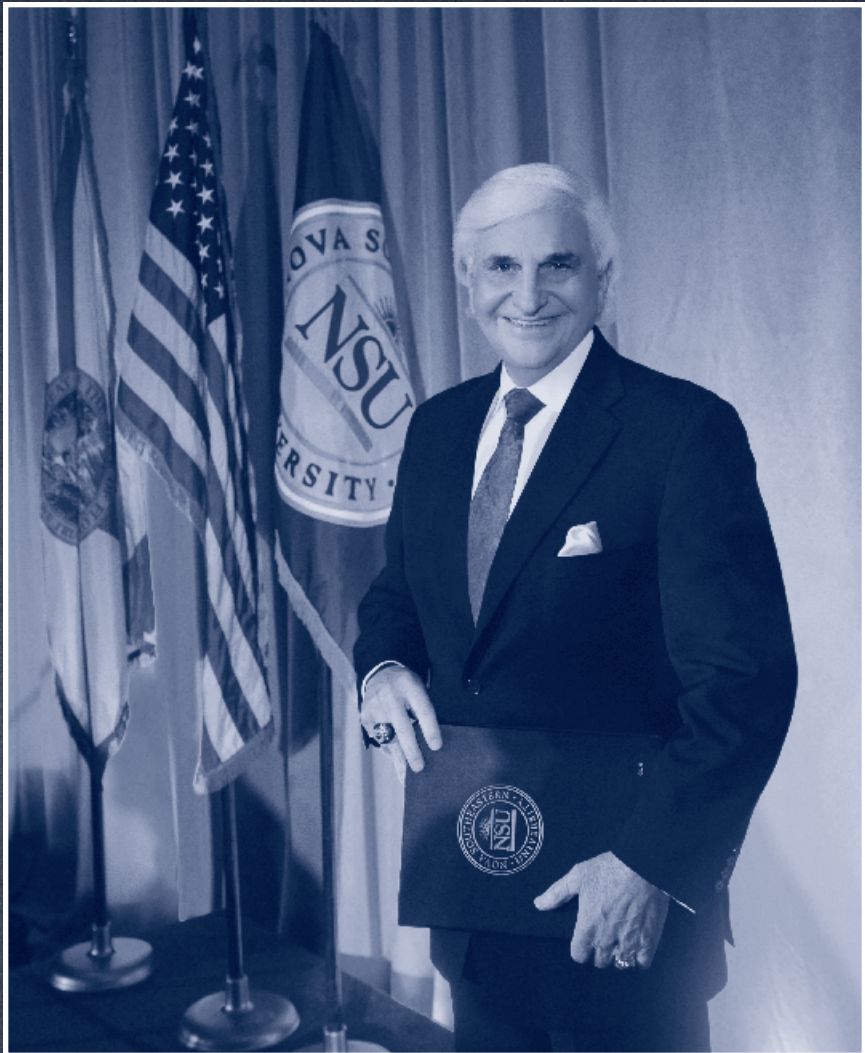
NSU's R.N. to B.S.N. Program was ranked in the Top 50 Most Affordable Competitive Colleges for Online R.N. to B.S.N. Degrees by the Best Master of Science in Nursing website.

NSU's Master of Science in Nursing (M.S.N.) Program was ranked in the Top 50 Best Value Online M.S.N. Programs of 2015 by Value Colleges.

The Alvin Sherman Library received the Broward Family Favorite 2015 Award from *Broward Family Life Magazine*.







## University Organization and Administration



## Board of Trustees

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Melanie G. May, J.D.

George I. Platt, J.D.

Joel B. Ronkin

Tony Segreto

### **Trustee Emeritus**

H. Wayne Huizenga



# Functions of the Board of Trustees

In accordance with the bylaws of Nova Southeastern University, the business and property of the university are managed by the NSU Board of Trustees consisting of the president and not more than 35 additional members. The committees of the Board of Trustees include the Executive Committee/Committee on Trustees, the Academic Affairs/Strategic Planning Committee, the Finance/Audit Committee (with subcommittees of Investment and Internal Audit), the Advancement Committee, the Governance Committee, the Research and Technology Transfer Committee, and the Building and Grounds Committee. The specific responsibilities of the board of trustees are

- establishing the vision, mission, and core values, and ratify the educational policies of the university
- acquiring, conserving, and developing the corporation's and university's resources, and in this regard, acting as custodian of all property of the corporation and university
- electing the officers of the corporation
- appointing and evaluating the university president and CEO
- authorizing changes to and adopting an annual budget
- approving the university's development plans
- approving the awarding of all degrees, based on the recommendations of faculty members and the president
- accepting and administering gifts of land, bequests, trusts, money, stocks, and other property from public and private sources
- upon recommendation of the president, establishing schools, centers, colleges, and divisions of the university
- upon recommendation of the president, establishing university educational programs, courses, and curricula, and prescribing conditions of student admission, attendance, and discharge
- accepting responsibility for monitoring the implementation of university policies
- maintaining the role of the board as a policy-making body
- accepting responsibility for monitoring that the financial resources of the institution are adequate for providing a sound educational program

# University Administrators

George L. Hanbury II, Ph.D.  
*President and Chief Executive Officer*

Jacqueline A. Travisano, Ed.D.  
*Executive Vice President and Chief Operating Officer*

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

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

H. Thomas Temple, M.D.  
*Senior Vice President for Translational Research and  
Economic Development*

Lydia M. Acosta, M.A.  
*Vice President for Information Services  
and University Librarian*

Ricardo Belmar, M.I.B.A.  
*Vice President for Regional Campus Operations*

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

Stephanie G. Brown, Ed.D.  
*Vice President for Enrollment and Student Services*

Jessica Brumley, B.A.  
*Vice President for Facilities Management and Public Safety*

Ronald Chenail, Ph.D.  
*Associate Provost, Undergraduate Academic Affairs*

Bonnie Clearwater, M.A.,  
*Director of NSU Art Museum Fort Lauderdale*

Marc Crocquet, M.B.A.  
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Kyle Fisher, B.A.  
*Vice President for Public Relations  
and Marketing Communications*

Kelly Gregg, B.S.  
*Vice President for Clinical Operations*

Meline Kevorkian, Ed.D.  
*Associate Provost, Academic Quality, Assessment,  
and Accreditation*

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*Vice President for Research and Technology Transfer*

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*Executive Director of Internal Auditing*

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*Vice President for Advancement and Community Relations*

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*Vice President for Human Resources*

Donald Rudawsky, Ph.D.  
*Vice President for Institutional Effectiveness*

Alyson Silva, M.A.C., CPA  
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Tom West, M.B.A.  
*Vice President for Information Technologies  
and Chief Information Officer*

Brad A. Williams, Ed.D.  
*Vice President for Student Affairs  
and Dean of the College of Undergraduate Studies*

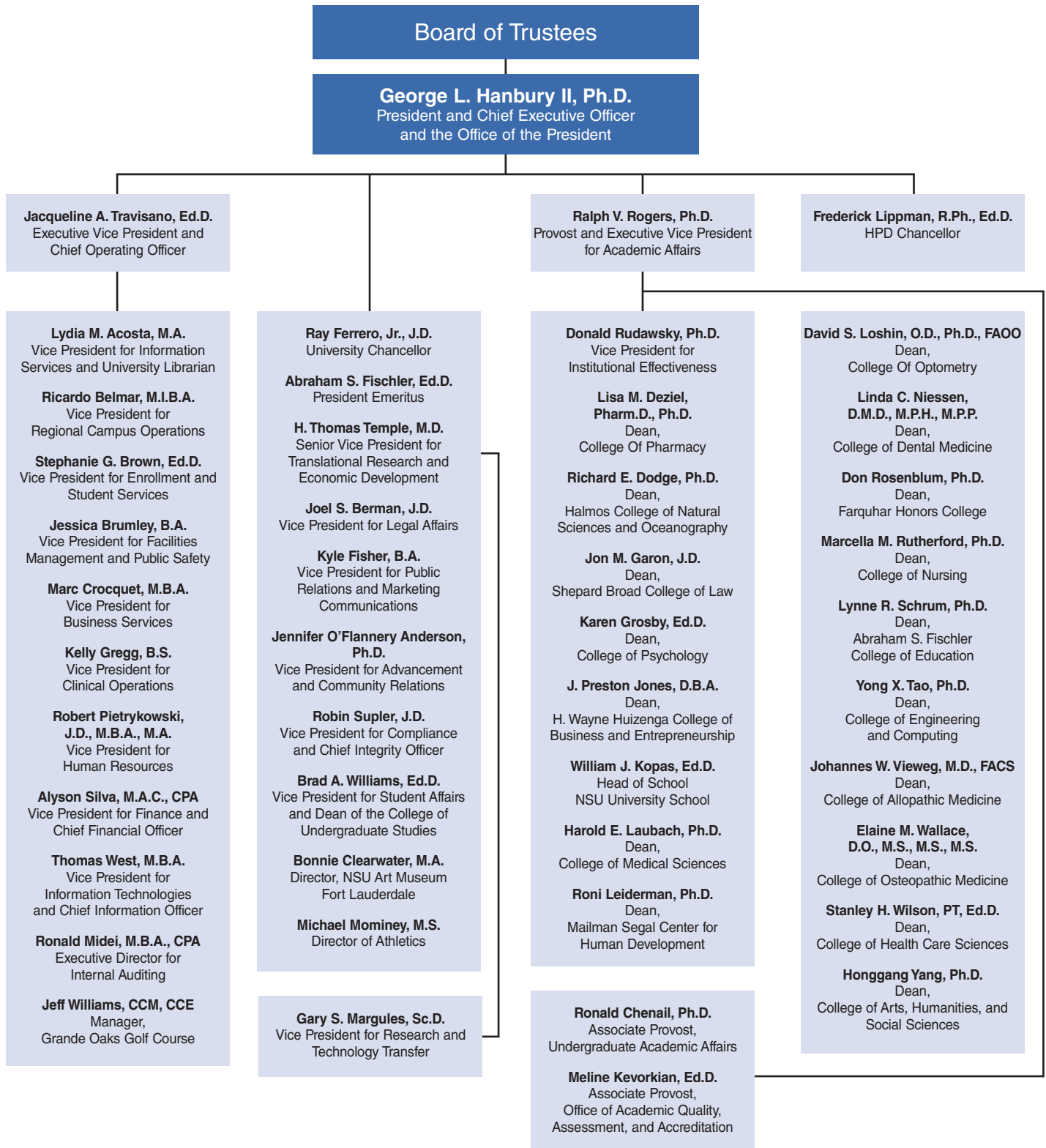
Jeff Williams, CCM, CCE  
*Manager, Grande Oaks Golf Course*

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Ray Ferrero, Jr., J.D.  
*Chancellor*

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

# University Organization



# University Councils and Committees

## Academic Computing Committee

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

## Academic Council

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

## Academic Review Committee

**Chair:** Greg Simco, professor, College of Engineering and Computing; **cochair:** William Adams, associate professor, College of Arts, Humanities, and Social Sciences. The purpose of the committee is to review the reports produced from the academic program review process and identify strategies for achieving the university's goal of academic excellence or eminence in each program, department, or school. Membership is selected from among the university faculty.

## Administrative Student Services Council

**Chair:** G. Elaine Poff, university registrar, enrollment and student services. The Administrative Student Services Council (ASSC) meets monthly and it has various academic and administrative units that are responsible for making recommendations to develop and improve processes, procedures, and policies that affect university-wide enrollment management and student support services.

## Budget Committee

**Chair:** Jacqueline A. Travisano, executive vice president and chief operating officer. The committee is composed of Ralph V. Rogers, executive vice president for academic affairs and provost; Alyson Silva, vice president for finance and chief financial officer; and Amanda Miller, university

budget director. The purpose of the Budget Committee is to review and recommend to the president the annual operating budget, including the establishment of tuition and fee rates.

## Capital Improvement Program Committee

**Chair:** Jacqueline A. Travisano, executive vice president and chief operating officer. The committee is composed of Alyson Silva, vice president for finance and chief financial officer; Christopher Kennedy, university treasurer; Annette Rivas Vasquez, director of financial planning and analysis; Jessica Brumley, vice president for facilities management; and Bernadette Grogan, director of finance for facilities management. This committee was established to coordinate and combine the collective capital projects of the various schools, colleges, and centers of the university that are funded and constructed during the planning horizon of the next five years. The Capital Improvement Program (CIP) is updated annually and the first year of the plan serves as the current-year capital budget. The CIP is based on the fiscal resources of the university; therefore, it reflects the timing and the fiscal impact of raising these funds through various combinations of contributions, endowments, gifts, current university revenue, or debt. The plan is submitted to the president for review and approval.

## Community Collaboration Committee

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



### **Crisis Response and Emergency Preparedness Committee**

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

### **Dean's Council**

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

### **Editorial Board**

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

### **Enterprise Risk Management Committee**

**Chair:** *Jacqueline A. Travisano, executive vice president and chief operating officer.* This committee is responsible for oversight in the identification and weighting of NSU enterprise risk and monitoring of mitigating activities. The committee membership includes the associate provost for undergraduate academic affairs, the executive director for internal auditing, the provost, the chief financial officer, the chief operating officer, the vice president for student affairs, and the executive director for institutional and community engagement.

### **Faculty Advisory Council**

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

### **Information Technology Steering Committee**

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

### **Institutional Review Board**

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

### **New Program Review Committee**

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

### **President's Council**

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

### **Quality Enhancement Plan (QEP) Committee**

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

### **RAE2020 Governance Committee**

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

### **Safety Committee**

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

### **Survey Research Committee**

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

# University Advisory Boards

## Athletics

Advisory Council  
*Chair: Tony Segreto*

## Farquhar Honors College

Dean's Council  
*Chair: George Platt II*

## Health Care Sciences

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

Anesthesiologist Assistant (Tampa)  
Advisory Board  
*Chair: Robert Wagner*

Audiology Advisory Board  
*Chair: D. Fred Rahe*

Cardiovascular Sonography (Tampa)  
Advisory Board  
*Chair: Samuel Yoders*

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

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

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

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

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

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

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

Vascular Sonography Advisory Board  
*Chair: Sandrine Gaillard-Kenney*

## Health Professions Division

Board of Governors  
*Chair: Royal Flagg Jonas*

College of Dental Medicine Board of Counselors  
*Chair: Mel Rothberg*

College of Osteopathic Medicine Dean's  
Leadership Council

College of Pharmacy Dean's Advisory Council

## H. Wayne Huizenga College of Business and Entrepreneurship

Board of Governors  
*Chair: Paul Sallarulo*

Entrepreneur Council  
*Chair: Yolanda Harris*

Real Estate Advisory Board  
*Chair: Tony Trella*

## Library

Circle of Friends  
*President: Lawrence Maurer*

## NSU Art Museum Fort Lauderdale

Board of Governors  
*Chair: David Horvitz*

## Halmos College of Natural Sciences and Oceanography

Dean's Development Council  
*Chair: William (Bill) Gallo*

## Shepard Broad College of Law

Board of Governors  
*Chair: Melanie May*

## NSU University School

Head of School's Advisory Board  
*Chair: Joel Ronkin*







## **Colleges and Academic Centers**



## College Deans

Lisa M. Deziel, Pharm.D., Ph.D.  
*Health Professions Division, College of Pharmacy*

Richard E. Dodge, Ph.D.  
*Halmos College of Natural Sciences and Oceanography*

Jon M. Garon, J.D.  
*Shepard Broad College of Law*

Karen Grosby, Ed.D.  
*College of Psychology*

J. Preston Jones, D.B.A.  
*H. Wayne Huizenga College of Business and Entrepreneurship*

William J. Kopas, M.Ed.  
*NSU University School*

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

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

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

Linda C. Niessen, D.M.D., M.P.H., M.P.P.  
*Health Professions Division, College of Dental Medicine*

Don Rosenblum, Ph.D.  
*Farquhar Honors College*

Marcella M. Rutherford, Ph.D.  
*Health Professions Division, College of Nursing*

Lynne R. Schrum, Ph.D.  
*Abraham S. Fischler College of Education*

Yong X. Tao, Ph.D.  
*College of Engineering and Computing*

Johannes W. Vieweg, M.D., FACS  
*Health Professions Division, College of Allopathic Medicine*

Elaine M. Wallace, D.O., M.S., M.S., M.S.  
*Health Professions Division, College of Osteopathic Medicine*

Stanley H. Wilson, PT, Ed.D.  
*Health Professions Division, College of Health Care Sciences*

Honggang Yang, Ph.D.  
*College of Arts, Humanities, and Social Sciences*

# Campus Locations

## **Fort Lauderdale/Davie Campus**

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

College of Arts, Humanities, and Social Sciences • (954) 262-3000

College of Engineering and Computing • (954) 262-2000

College of Psychology • (954) 262-5750

Farquhar Honors College • (954) 262-8402

Halmos College of Natural Sciences and Oceanography • (954) 262-3600

H. Wayne Huizenga College of Business and Entrepreneurship • (954) 262-5000

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

Shepard Broad College of Law • (954) 262-6100

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

College of Dental Medicine • (954) 262-7319

College of Health Care Sciences • (954) 262-1205

College of Medical Sciences • (954) 262-1301

College of Nursing • (954) 262-1101

College of Optometry • (954) 262-1402

College of Osteopathic Medicine • (954) 262-1400

College of Pharmacy • (954) 262-1300

**7600 SW 36th Street • Davie, Florida 33328-3937**

Mailman Segal Center for Human Development • (954) 262-6900

## **East Campus**

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

Office of Human Resources • (954) 262-4748

Regional Campus Network and Online Operations • (954) 262-8802

## **North Miami Beach Campus**

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

Abraham S. Fischler College of Education • (954) 262-8500

## **Oceanographic Campus**

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

Halmos College of Natural Sciences and Oceanography • (954) 262-3600

## **NSU University School**

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

Lower School: Grades Junior Kindergarten–5 • (954) 262-4500

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

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

# Abraham S. Fischler College of Education

**N**ova Southeastern University's Abraham S. Fischler College of Education (FCE) offers a comprehensive variety of programs of study in the fields of education leadership and teacher preparation and certification—all delivered through high-quality distance education instruction perfected through more than 40 years of expert practice. The Fischler College serves more than 5,000 students annually—throughout the United States and in many international locations, including Central and South America. Housed on an 18-acre, four-building campus in North Miami Beach, Florida, the Fischler College also maintains a strong commitment to providing community outreach services to students, educators, children, and families on both local and international levels.

The Fischler College's academic programs offer a variety of educational options with customized program offerings in a wide-range of levels of study including: Associate of Arts (A.A.), Bachelor of Science (B.S.), Master of Science (M.S.), Educational Specialist (Ed.S.), Doctor of Education (Ed.D.), and Doctor of Philosophy in Education (Ph.D.) degrees; state and local district-recognized certificates; teacher certification/recertification; endorsements in autism, gifted education, Pre-K disabilities, reading, and TESOL; and professional development options. Through diverse methods of delivery formats that are site-based, field-based, online, campus-based, and myriad combinations of these, virtually all of the Fischler College's degrees and specializations/concentrations are available based on student need. Many courses and programs are customized to meet the unique needs of individual students, school systems, or organizations.

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

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

## **Master's and Educational Specialist Programs Offered as M.S. and Ed.S.**

The Fischler College offers 17 M.S. specializations and 7 Ed.S. specializations available among multiple degrees. Virtually all of the programs are available in an online or blended (online/on-site) format—offering the widest and most comprehensive possible range of options for students and working professionals anywhere in the world.

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

The Fischler College's Ed.D. program combines the benefits of a common core of research, content area specializations, and applied dissertation project. Curricular offerings are delivered through a combination of online and blended options, and many of the courses are offered face to face in local cohorts both domestically and internationally. The Ed.D. concentrations include: Curriculum and Teaching, Early Childhood Education, Educational Leadership, Higher Education Leadership, Human Services Administration, Instructional Leadership, Instructional Technology and Distance Education, Organizational Leadership, Reading, Special Education, and STEM Education. Additionally, a Ph.D. in Educational Research and Evaluation degree was launched to accommodate students who wish to pursue a degree in educational psychometrics. All Fischler College doctoral programs bring a rich array of highly qualified, full-time and guest faculty members and educational researchers who benefit the more than 2,900 students actively enrolled in doctoral programs.

## **The Fischler College's Future**

With wide-ranging, student-centered degree and course offerings, National Council for Accreditation of Teacher Education (NCATE) standards applied to all Fischler College certification and teacher education courses, and opportunities to seamlessly connect teacher training and educational leadership from an A.A. to a Ph.D., Nova Southeastern University's Abraham S. Fischler College of Education is poised to continue its leadership role as one of the nation's largest contributors to the professionalization of educators, school change-agents, educational researchers, and P–12 school and university practitioners and leaders.

## College of Arts, Humanities, and Social Sciences (CAHSS)

**N**SU's College of Arts, Humanities, and Social Sciences offers both Bachelor of Arts and Bachelor of Science degrees in 20 majors, as well as 30 minors, across its eight academic departments. The college's stimulating programs invite students to explore the connections between academic theory, current research, and real-world practices. Internship, practicum, study-abroad, and service-learning opportunities allow students to enhance their learning through experiential discovery.

As an inclusive learning community, CAHSS is building on existing strengths and successes, committed to furthering collaborative opportunities for cross-disciplinary learning, research, and practice. In the course of addressing emergent challenges and complex social issues, the college is constructing a creative bridge across theory, research, and practice drawn from different social sciences, arts, humanities, and helping professions.

CAHSS challenges and engages students through inclusive excellence and academic innovation in teaching and learning, research, scholarship, and community outreach. CAHSS consists of eight academic departments: the Department of Conflict Resolution Studies, Department of Family Therapy, Department of History and Political Science, Department of Justice and Human Services, Department of Literature and Modern Languages, Department of Multidisciplinary Studies, Department of Performing and Visual Arts, and Department of Writing and Communication. To enable mid-career, working adult students to complete their undergraduate and graduate studies, CAHSS also delivers evening, off-campus, online, and hybrid classes.

CAHSS offers varieties of experiential learning, community-based internships, clinical practicums, global practicums, performance practicums, and faculty-led travel studies. CAHSS is also home to the Performing and Visual Arts Series; the Family Therapy Clinic; the Center for Applied Research on Substance Use and Health Disparities; the Writing Center; scholarly publications such as *Peace and Conflict Studies*, *The Qualitative Report*, and *Digressions* (a student-run literary magazine); and the Campus Diversity Dialogs, taking pride in NSU's status as a majority-minority university.

The College of Arts, Humanities, and Social Sciences celebrates student excellence through its membership in various honor societies. These include Alpha Kappa Delta, the international sociology honor society; Alpha Phi Sigma, the national criminal justice honor society; Delta Kappa, the international marriage and family therapy honor society; Lambda Epsilon Pi, the national honor society for paralegal/legal assistant studies; Lambda Pi Eta, the honor society of the National Communication Association; Pi Alpha Delta, the international law fraternity; Sigma Tau Delta, the international English honor society; and Tau Upsilon Alpha, the national honor society for human services.

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

DCRS accepts credits from the J.D. program in the Shepard Broad College of Law and applies them toward the M.S. or Ph.D. in Conflict Analysis and Resolution. Students must complete both programs in order to obtain the dual credits. Students must seek admission independently to both DCRS and the J.D. program. Finally, DCRS offers a Bachelor of Science degree in Sociology that examines the interactive dynamics of social institutions, organizations, and everyday life.

The Department of Family Therapy offers doctoral and master's degree programs. The M.S. program is committed to clinical excellence. It has full accreditation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association of Family Therapy (AAMFT).

It fulfills academic requirements for MFT state licensure in Florida and for clinical membership in AAMFT (additional post-master's clinical experience is required for both credentials).

The Ph.D. program also is fully accredited by COAMFTE and provides students with the knowledge and expertise necessary to become leaders in the field. Students may select courses that fulfill the academic requirements for becoming a clinical member and approved supervisor in AAMFT. The department also offers a practitioner-oriented doctoral program, the Doctor of Marriage and Family Therapy (D.M.F.T.) degree. Finally, the Department of Family Therapy's Bachelor of Science in Human Development and Family Studies provides students with an interdisciplinary program of study that fosters critical, independent thinking and an empirical framework for understanding individual and family development across the life span.

The Department of Multidisciplinary Studies (DMS) houses two master's degree programs. The M.A. in Cross-Disciplinary Studies is multidisciplinary, experiential, and allows students to self-design their graduate studies. The program is designed to meet the needs of students who are seeking a broader learning forum and who appreciate the unique self-design of cross-disciplinary studies. It provides intellectual advancement and the opportunity to expand and enrich educational horizons in keeping with liberal studies traditions. The M.A. program uses a variety of perspectives for observing, analyzing, and addressing contemporary social issues. Students focus on systemic approaches and methodologies when studying human challenges. The program uses experiential learning to provide students with hands-on training in which theory and practice are integrated. Finally, DMS's Bachelor of Science majors in Applied Professional Studies and General Studies are designed for self-directed learners with interests across academic disciplines. With an emphasis on critical thinking, analysis, and writing, these programs allow students to select a course of study that will fit their career goals and satisfy their intellectual curiosities.

The M.S. in College Student Affairs is designed to prepare students for the expanded roles and responsibilities of student affairs professionals in today's diverse college and university environments. Students will learn and

experience the practical application of the knowledge base and skill sets of student affairs administration and conflict resolution in higher education organizational settings. The offering is designed for students interested in a college student affairs master's degree program and for those currently working in student affairs and services seeking to advance their own personal knowledge and professional credentials.

The Department of History and Political Science offers a Bachelor of Science degree in Legal Studies and Bachelor of Arts degrees in History, International Studies, Philosophy, and Political Science. Students in these programs will develop a better understanding of their world through courses and degrees in academic disciplines focused on domestic and global affairs. The M.S. in National Security Affairs (NSA) is designed to provide students with theoretical, research, and practitioner skills in the emerging profession of national security affairs. Students in this program build on a core understanding of critical issues in the field of national security today, including the assessment and analysis of the threat of terrorism in the United States and beyond and the analysis of intelligence collection. The M.S. in NSA is offered online worldwide. NSA is one of the fastest growing fields with positions open in the public sector; in federal, state, and local governments; and in the private sector. This program is designed for professionals in the field seeking career advancement, those who aspire to enter the field, individuals in related professions, and those retired from the military and government seeking consulting and other positions.

The Department of Literature and Modern Languages offers a Bachelor of Arts in English, in which students develop critical thinking, close reading, and analytical and creative writing skills while preparing for a wide variety of careers.

The Department of Writing and Communication is home to the Bachelor of Arts in Communication and the Master of Arts in Composition, Rhetoric, and Digital Media, preparing students to become innovative thinkers capable of understanding complex communication situations and working within diverse communities and media industries.



The Department of Justice and Human Services (DJHS) is composed of academic programs, grant-funded research, and outreach projects focused on some of today's most urgent social challenges. These include substance use and health disparities, criminal justice, developmental disabilities, and the accessibility of services for returning veterans. DJHS is committed to values-based leadership and to the collaborative spirit of academic work at NSU. The department's academic offerings include programs at the bachelor's, master's, and Ph.D. degree levels.

DJHS is home to a B.S. in Criminal Justice, a B.S. in Paralegal Studies, a B.S. in Human Services Administration, and a B.S. in Recreational Therapy. The B.S. in Paralegal Studies, approved by the American Bar Association, prepares students for entry-level paralegal positions in the common areas of law practice. DJHS also offers a postbaccalaureate certificate in paralegal studies.

The B.S. in Criminal Justice explores the questions surrounding crime, punishment, and rehabilitation, and examines the theoretical basis of criminal justice. The M.S. in Criminal Justice prepares students through a strong core curriculum in criminal justice and allows for specialty training through various concentrations focused on key issues within the field, including legal perspectives, behavioral science, substance abuse, and strategic community planning, among others. This multidisciplinary structure facilitates choice for students and fosters the development of specialized expertise. The Ph.D. in Criminal Justice opens opportunities in the areas of research, academia, and management to those who are ready to advance their careers.

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

The M.A. in Gerontology was developed from the perspective that human beings require meaning and purpose in order to experience life with a sense of well-being as they grow older. The program's emphasis is on growing knowledge and skills, while challenging attitudes about aging that limit the potential of older lives in the 21st century. A concentration in Professional Geriatric Care Management prepares students for certification in this emerging and critical area.

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

The M.S. in Developmental Disabilities is designed to prepare researchers, advocates, administrators, and policy makers to be leaders in community-based or governmental agencies that address the confluence of issues associated with developmental disabilities throughout the life span. Upon completion of this program with a concentration in Applied Behavior Analysis, students are prepared to pursue certification as a behavior analyst. In addition, students selecting the Child Life Specialist concentration are eligible, upon graduation, to pursue certification as a child life specialist.

The mission of the Center for Applied Research on Substance Use and Health Disparities is the production, dissemination, and utilization of scientific knowledge in the areas of substance abuse, health risk behaviors, and health disparities among vulnerable populations. Internationally renowned social scientists are the recipients of numerous grants from the National Institutes of Health, among other sources. In addition, DJHS has continued to receive external funding to conduct research and program evaluation in a number of health and human services fields on such topics as criminal justice recidivism and civil citations.

The mission of the Department of Performing and Visual Arts (PVA) is to provide quality education that fosters creative growth and professional development in a liberal arts environment. The PVA is a major part of the cultural fabric of NSU, and it fosters advancement

in artistic and academic creativity, scholarship, exhibition, performance, research, and outreach. The department aspires to provide leadership and serve as a major cultural resource for the university and a collaborative community.

PVA builds pathways to creative careers through its dynamic Bachelor of Arts programs in Art and Design, Arts Administration, Dance, Music, and Theatre. Productions and exhibitions showcase the unique and diverse work of our students, faculty members, alumni, and guest artists. The entire university and local community are encouraged to attend, engage in, and support these events, which are held in the Performing and Visual Arts Wing of the Don Taft University Center at NSU's Fort Lauderdale/Davie Campus.

CAHSS offers several graduate certificates and concentration programs including advanced conflict resolution practice, family systems health care, paralegal studies, peace studies, college student personnel administration, qualitative research, family studies, solution-focused coaching, and national security affairs.

Graduate certificate programs provide knowledge, methods, and skills leading to career advancement and life enlightenment in the fields of study. As a concentration, the area of interest allows students to specialize while studying in their field.

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

SUPERB (Students United with Parents and Educators to Resolve Bullying) offers an all-age, preventive program designed to meet the specific needs of an individual school or a district to resolve bullying in their educational environment, thanks to Senator Jeremy Ring's generous gift and enduring support.

# College of Engineering and Computing

**T**he College of Engineering and Computing (CEC) conducts basic and applied research and provides programs of study across the disciplines within engineering, computing, technology, information systems, and cybersecurity. The college's students learn to become reflective scholars and professionals with a critical understanding of theory and practice, while acquiring the training and qualifications necessary for advancement. Programs are designed to give students a thorough knowledge of their chosen field and to provide an enduring foundation for professional growth. In so doing, theory and practice converge in a unique learning experience that develops skills applicable to complex, real-world problems.

The College of Engineering and Computing prepares students to meet the technological challenges of today. Drawing on 40 years of institutional experience in computing education and research, and 30 years of experience in innovative program delivery, the CEC offers focused and flexible programs aligned to industry's most sought-after fields to help students reach their full potential. The College of Engineering and Computing has a distinguished faculty, evolving curricula, and an alumni network of more than 4,000. The college has flexible online and campus-based formats for its six bachelor's, five master's, and three Ph.D. degree programs, as well as for its certificate programs.

The college welcomes part-time and full-time students, whether on-campus or online. Undergraduate on-campus students may have the opportunity to apply to the Dual Admission Program, which automatically reserves a seat in one of the CEC's graduate programs. Master's degree students can complete on-campus and videoconferenced evening degree programs tailored to meet the needs of Florida residents. Online master's degree programs require no campus attendance and are available to students worldwide. A unique hybrid executive Ph.D. program blends on-campus, limited weekend meetings

with online interaction. The college's M.S. students in most programs may apply for early admission into a Ph.D. program, which provides the opportunity to earn the doctorate in a shorter time.

The College of Engineering and Computing has facilities to support hands-on instruction for students to learn and research computing and engineering, including mobile application development in the Mobile Computing Laboratory (MCL); areas of distributed systems with an emphasis on designing, implementing, and evaluating systems in the distributed systems (CLOUDS); and Security Robust Distributed Systems (SARDIS) laboratory; and more.

The college's research advances knowledge, improves professional practice, and contributes to understanding in the engineering and computing fields. In addition to its regional accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools, NSU has been designated a National Center of Academic Excellence in Information Assurance/Cyber Defense Education by the U.S. National Security Agency (NSA) and the Department of Homeland Security (DHS). NSA and DHS have certified that NSU's curriculum in information security meets or exceeds the requirements and standards expected of a leader in cybersecurity research and education.

Collaborative programs include the U.S. Army's GoArmyEd initiative and the Southern Regional Education Board's Electronic Campus. The College of Engineering and Computing further encourages students to participate in their student organizations, including student chapters of the Association for Computing Machinery (ACM) and the Association for Information Systems (AIS) and Upsilon Pi Epsilon (UPE), the International Honor Society for the Computing and Information Disciplines.

## College of Psychology

**T**he College of Psychology, originally organized in 1967 as the Center for Psychological Studies, has distinguished itself nationally through its mission, faculty, programs, and services—which integrate basic knowledge of psychological principles with hands-on training experiences, research opportunities, and the provision of services to the community. The college is composed of undergraduate programs in psychology and behavioral neuroscience, as well as graduate programs in counseling and in general, experimental, forensic, school, and clinical psychology. Additionally, the college offers predoctoral internship programs, a postdoctoral residency program, continuing education programs, scholarly activity including grant funded-research, and clinical services to the community through its Psychology Services Center. The college is committed to advancing knowledge and providing services that are intimately tied to society’s pressing needs. Its academic programs are offered at the bachelor’s, master’s, specialist, and doctoral degree levels.

The Ph.D. program in clinical psychology is based on a scientist practitioner model that focuses on the empirical analysis of current topics and problems in clinical psychology. The Psy.D. program in clinical psychology is based on a practitioner informed by science model that prepares students for clinical work and to be lifelong consumers of research. These programs are both accredited by the Commission on Accreditation of the American Psychological Association. Both programs require a three-year, full-time residency and are offered on the Fort Lauderdale/Davie Campus. Program concentrations are available in clinical neuropsychology, clinical health psychology, psychology of long-term mental illness, psychodynamic psychology, and clinical forensic psychology. Tracks on child, adolescent, and family issues, as well as multicultural psychology, are also available.

The college’s doctoral program (Psy.D.) in school psychology is based on a practitioner informed by science model and prepares students to offer empirically supported services in assessment, intervention,

and prevention. This program is accredited by the Commission on Accreditation of the American Psychological Association, and has full program approval by the National Association of School Psychologists (NASP). It is complemented by the specialist program in school psychology (Psy.S.), which prepares students for certification as school psychologists. Both programs are approved by the Florida Department of Education.

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

The college sponsors two predoctoral internship programs, both of which are accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program offers doctoral candidates in psychology the opportunity to develop professionally, to increase proficiency in psychological assessment and intervention, and to acquire competence in the provision of supervision and consultation. The Consortium Internship Program partners NSU with community agencies to provide a broad range of services to the community, while also serving as an excellent training opportunity for students. In addition, the college offers a postdoctoral residency training program that allows participants to receive the postdoctoral year of clinical supervision and training required to seek state licensure as a psychologist.

Other programs offered by the College of Psychology include master's degrees in counseling, mental health counseling, school counseling (approved by the Florida Department of Education), forensic psychology, experimental psychology, and general psychology. Bachelor's degrees are offered in psychology and behavioral neuroscience. These undergraduate degrees provide students with the opportunity to acquire the basic foundational knowledge and critical thinking skills needed to enter the workforce or to be competitive applicants to various graduate and professional programs. In order to make education at these levels accessible to full-time and part-time working professionals and returning adult students, a number of these programs are offered in a variety of formats such as evening, weekend, or online, with some also located at NSU campuses throughout Florida.

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

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

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

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



## Halmos College of Natural Sciences and Oceanography

**T**he Halmos College of Natural Sciences and Oceanography (HCNSO) was founded in 1966 shortly after NSU itself. The college has classes on two campuses—the Oceanographic Campus at the entrance to Port Everglades, with immediate access to the Atlantic Ocean, and the Fort Lauderdale/Davie Campus. The mission of the college includes carrying out innovative, basic, and applied research and providing high-quality undergraduate and graduate programs in a broad range of disciplines: natural, ocean, environmental, and biological sciences (including pre-medical and pre-health professions); mathematics; chemistry; and physics. The college serves as a community resource for information, education, and research on natural sciences, oceanography, and environmental issues.

The Halmos College has more than 150 faculty and staff members, researchers, and research assistants. The student body is composed of 1,200 undergraduate students and 230 graduate students housed in four academic departments. Facilities include classrooms, laboratories, and scientific instrumentation at the Fort Lauderdale/Davie Campus. The Oceanographic Campus has classrooms; research labs; coastal research vessels; a seawater system; and a silver LEED-certified, 86,000-square-foot research facility, the Guy Harvey Oceanographic Center. The center is a state-of-the-art research building with a seawater system and an experimental complex for pollution evaluation. The college's website is <http://cnso.nova.edu/>.

The Halmos College focuses on providing information and developing critical thinking to prepare students in their programs of study with the tools and specialized knowledge necessary for success. The curriculum provides a strong science background, which helps students to develop the skills and values needed to succeed in graduate and professional study, as well as in their careers. We guide students to dedicate themselves to a lifetime of well-rounded, knowledgeable, and engaged citizenship. The college provides complementary combinations of specializations, minors, and majors relevant to satisfy academic, professional, and personal needs, as well as contributes to the NSU comprehensive

general education program in math and science. Students are encouraged to pursue classroom, field, independent, and research endeavors.

The Department of Biological Sciences provides students with a strong foundation in biology at the undergraduate and graduate levels, including a graduate certificate in Computational Molecular Biology. Coursework includes general and specialized biology, anatomy and physiology, evolution, molecular biology, and genomics. The department is committed to excellence in teaching, research, and service. Under the supervision of working researchers, students have the opportunity to earn credit toward their degree by participating in cutting-edge research in a variety of biological fields including genetics, genomics, and bioinformatics. Our graduates achieve their goals of becoming doctors, dentists, pharmacists, physician assistants, and physical therapists, as well as molecular biologists, professors, and teachers.

The Department of Chemistry and Physics prepares students for the modern scientific world by providing strong curricula in a chemistry major, a chemistry minor, and a physics minor. Curricula provide links with physics, biology, and mathematics. Advanced chemistry instrumentation for research and education includes atomic absorption spectrophotometry for the quantitative determination of trace chemical elements and prominent, ultra-high performance liquid chromatography for separation and quantification of organic compounds. The chemistry major prepares students for a career in chemistry-related fields; secondary-education teaching; a graduate program in chemistry; or health-related fields, such as medicine, pharmacy, dentistry, optometry, and law. Faculty members in the department are actively engaged in research with students in a wide range of subjects within chemistry and physics sub-disciplines.

The Department of Mathematics provides a core curriculum in pure mathematics, applied mathematics, and analytical sciences. Through the mathematics major, mathematics minor, and applied statistics

minor, coursework provides students with the skills to formulate, abstract, analyze, and solve complex problems. Enhancements include a department colloquium series, as well as faculty mentorship of undergraduate student research projects. Graduates of our programs are prepared to enter graduate study in the mathematical sciences or pursue careers in a variety of fields, including science, medicine, industry, and business.

The Department of Marine and Environmental Sciences focuses on issues in the life and Earth sciences of the ocean, atmosphere, and the land. Offered are undergraduate majors and minors in environmental science/studies and in marine biology; a minor in geographical information sciences; M.S. degrees in Marine Biology, Coastal Zone Management (CZM), and Marine Environmental Sciences; and an M.A. in Marine and Coastal Studies. Also offered are a Marine Coastal Climate Change graduate certificate program, and the Ph.D. in Oceanography/Marine Biology. The M.A. is completely online and many M.S. courses (and the full CZM program) are also available online. Master's degree programs can be completed in as little as one-and-a-half years. Coursework includes a wide array of topics from general marine biology, ecology, and geology to molecular biology, genomics, and genetics. The department is committed to excellence in research and service providing a wide variety of opportunities and connections for current students and graduates. Students gain classroom, laboratory, and field knowledge. Our graduates become academic or professional scientists; workers in industry, government, and nongovernmental organizations; or academicians, such as biologists, geologists, physicists, professors, and teachers.

### **Academic Opportunities**

The Halmos College supports the NSU Dual Admission Program to allow select students to be accepted simultaneously into both the undergraduate program and their desired NSU graduate school. The college promotes internships, independent study, and other learning experiences beyond the classroom as valuable components of higher education. The Clinic Exploration Program (CEP) and Pre-Health Day hosted by the Department of Biological Sciences allows undergraduate students to shadow and meet with medical professionals at NSU clinics for a first-hand examination of health careers in action and networking with health professional alumni during pre-health day. Students

taking travel-study courses explore and research sites around the world. The Climate-Sustainability Lecture Series brings together expert speakers and attendees to discuss the scientific, technological, social, and policy aspects of sustainability-related issues. The Mathematics Colloquium Series, Annual Math Brain Bowl Contest, and Pi Day hosted by the Department of Mathematics increases awareness of mathematics' importance and applications in daily life.

### **Research**

Halmos College researchers, faculty and staff members, and students pursue studies and investigations in various areas of biology, physics, math, chemistry, the environment, and oceanography. Focus areas include

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

### **Associated Institutes**

There are three preeminent research institutes housed at the Halmos College of Natural Sciences and Oceanography: the National Coral Reef Institute, the Guy Harvey Research Institute, and the Save Our Seas Shark Center. Additional research and community service initiatives at the college include the Broward County Florida Sea Turtle Conservation Program and the Marine Environmental Education Center at the Carpenter House.

## Health Professions Division

- College of Dental Medicine ■ College of Health Care Sciences ■ College of Medical Sciences
- College of Nursing ■ College of Optometry ■ College of Osteopathic Medicine ■ College of Pharmacy

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

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

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

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

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

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

### College of Dental Medicine

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

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

Dental students also have the opportunity to earn a Masters of Public Health (M.P.H.) degree concurrently with their D.M.D. degree.

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

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

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

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

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

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

The College of Dental Medicine, founded in 1996, embraces NSU's Vision 2020 and core values as it strives to achieve its educational, research, and service missions. In its short, 17-year history, the alumni of the College of Dental Medicine are already serving as leaders in the dental profession as outstanding clinicians, dental educators, and entrepreneurs, as well as in professional dental associations.

### **College of Health Care Sciences**

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

The Athletic Training Education Program, accredited by the Commission on Accreditation of Athletic Training Education (CAATE), began in 2003, in Fort Lauderdale. Athletic Training encompasses the prevention, examination, diagnosis, treatment, and rehabilitation of emergent, acute or chronic injuries, and medical conditions. The bachelor's degree program in athletic training is clinically integrated, providing students with valuable clinical experiences. The athletic training major prepares the student for the certification exam to become a Certified Athletic Trainer.

The Audiology Program began in 2000 and offers the Doctor of Audiology (Au.D.) degree, a four-year, postbaccalaureate, first-professional degree. An audiologist is uniquely qualified to provide a comprehensive array of services related to the diagnosis, management, and treatment of individuals across the life span with hearing and vestibular disorders. This program provides students with the academic foundation



and diverse clinical experiences that are necessary for successful independent practice today and in the future. The Audiology Program is dually accredited by the Accreditation Commission for Audiology Education (ACAЕ) and the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

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

The exercise and sport science undergraduate major, at the Fort Lauderdale/Davie Campus, grounds students in the movement sciences, which promotes improvements in health, fitness, and/or performance for the physically active. This Bachelor of Science program is recognized by the National Strength and Conditioning Association (NSCA) and prepares students to use science within exercise and human movement disciplines. Core coursework provides foundational knowledge in kinesiology, biomechanics, exercise physiology and much more. The practicum course is the highlight of the program in which students complete a semester-long hands-on experience, in a setting of their choice, in the exercise field.

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

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

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

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

The Doctor of Philosophy in Occupational Therapy (Ph.D.) Program strives to develop scholarly practitioners who will serve as leaders in advancing the knowledge base of their discipline through research. Practitioners with earned postprofessional clinical

doctoral degrees can also enter the Ph.D. program through a bridge program that allows for transfer of up to 12 credits. The Dr.O.T. and the Ph.D. are offered through distance- learning formats.

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

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

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

The Physician Assistant Programs, located on the Fort Lauderdale/Davie Campus and on NSU's campuses in Fort Myers, Jacksonville, and Orlando, Florida, are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The programs award a Master of Medical Science (M.M.S.) in Physician Assistant degree.

Physician assistants (PAs) are health care professionals who practice medicine with physician supervision. PAs

take medical histories, perform physical examinations, order and interpret laboratory tests, diagnose and treat illnesses, suture wounds, and assist in surgery. They can also write prescriptions in every state.

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

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

The Bachelor of Science in Speech-Language and Communication Disorders was approved by the Board of Trustees in December 2012. Classes are offered daytime, evening, and online, for this dual admit program. Graduates of the program may continue on to graduate study or may become Speech-Language Pathology Assistants (SLPA) support personnel.

The Master of Science in Speech-Language Pathology Program (M.S.), which began in 1983, educates speech-language pathologists to provide a full range of services in a variety of settings to clients with communicative disorders and their families. The program provides scientifically based academic and clinical curricula to foster critical thinking and application of best practices. The program prepares the student to meet the requirements for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association. (ASHA is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology [CAA].) Additionally, the Clinic for Speech, Language, and Communication provides assessment and treatment services to approximately 200 patients and families each week. Individual and/or group therapy services are available for those with issues such

as articulation/phonological disorders, language delays/disorders (including autism), stuttering, voice issues, aphasia, traumatic brain injury, Parkinson's disease, and accent reduction.

The Doctor of Speech-Language Pathology (SLP.D.) was first offered in 1996 and was the first professional degree program for speech-language pathologists in the United States. This post-master's, SLP.D. degree program fosters the development of knowledge, leadership, and problem-solving skills through curricula that incorporate research, ethical decision making, and models of best practice. Students are generally individuals with master's degrees in speech-language pathology and ASHA certification who wish to obtain an advanced doctoral degree. The SLP.D. program is a hybrid (face-to-face/online) program that represents an innovative, practical, and realistic approach to doctoral studies. The SLP.D. program's degree requirement is a total 53 semester credit hours.

The UM-NSU Center for Autism and Related Disabilities (CARD) is one of seven university-based regional centers providing services to individuals with autism and their families. The NSU CARD Center serves constituents in Broward County. The NSU CARD Center is in its 16th year of continuous grant funding throughout Florida. In 2015, NSU CARD served 3,618 constituents in Broward County and offered 54 educational workshops, 32 webinars, and provided 25 public education events to more than 26,000 participants.

### **College of Medical Sciences**

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

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

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

### **College of Nursing**

With more than 3.2 million registered nurses nationwide, nursing continues to be the largest health care profession in the United States. The U.S. Bureau of Labor Statistics projects that employment for registered nurses (R.N.s) is expected to grow 19 percent from 2012 to 2022, and nursing is currently the top growth occupation in the country.

Most health care services involve some form of care by R.N.s. Although 60 percent of all employed R.N.s work in hospitals, many are employed in a wide range of other settings, including private practices, public health agencies, primary care clinics, home health care, outpatient surgical centers, health maintenance organizations, nursing-school operated nursing centers, insurance and managed care companies, nursing homes, schools, mental health agencies, hospices, the military, and industry. The trend for nurses in outpatient care centers is expected to grow. Other nurses work in careers

as college and university educators preparing future nurses, or as scientists developing advances in many areas of health care and health promotion.

The mission of the College of Nursing is to provide quality undergraduate and graduate nursing education within an atmosphere of scholarly inquiry, professional values, interprofessional collaboration, and community service. The college will prepare culturally sensitive and competent nursing leaders who have knowledge and skills based on integrity, creativity, courage, stewardship, and compassion and that are relevant, futuristic, and responsive to the rapidly changing health care trends and environments.

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

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

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

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

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

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

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

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

The Advanced Practice Registered Nurse (A.P.R.N.) Program provides the opportunity for an R.N. with a baccalaureate degree to prepare for advanced-level nursing practice related to the primary care of families and individuals throughout the lifecycle in primary care settings. The program provides preparation for the family nurse practitioner (FNP) and the gero-adult

acute care nurse practitioner (GAACNP), and is offered in a hybrid format at the Palm Beach Campus. In the fall of 2016, the college will begin offering the FNP program on the Tampa Campus. The FNP and GAACNP programs are both offered in a hybrid format, blending the use of online and classroom environments, depending on the course content and educational requirements. Graduates of either program receive an M.S.N. degree.

The Doctor of Nursing Practice (D.N.P.) is a practice-focused terminal degree that prepares graduates to practice at the highest level in a specialty practice or executive leadership. The D.N.P. curriculum builds on current M.S.N. programs by supporting evidence-based practice, quality improvement, and systems thinking. Graduates of this program are prepared to lead and engage in practical, clinically focused scholarship and research utilization.

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

### **College of Optometry**

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

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

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

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

Two other unique programs in NSU's College of Optometry are a one-year preparatory program and a mini-M.B.A. for optometrists certificate offered in conjunction with the H. Wayne Huizenga College of Business and Entrepreneurship.

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

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



In the third and fourth years, optometry students provide supervised, direct-patient care in five university-operated clinical facilities jointly known as the Eye Care Institute. The fourth year is entirely clinical, with intensive training within the Eye Care Institute as well as in affiliated primary care, specialty, and medical/surgical care facilities. Students in the fourth year can take advantage of additional opportunities for practical clinical experience by selecting programs from more than 45 external clinic sites affiliated with the College of Optometry.

In addition to the professional program, the college offers postgraduate residency training in a variety of clinical settings, including primary care, pediatric, low vision, cornea, and contact lens optometry residencies within the Eye Care Institute and hospital-based and ocular disease residencies at affiliated clinical sites. The college also offers a master's degree in clinical vision research. This online program equips the optometrist, optometric educator, and other health professionals with the in-depth knowledge necessary to conduct scientific research directed at clinically relevant questions. The program also provides a bridge between clinical care and vision science.

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

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

### **College of Osteopathic Medicine**

The College of Osteopathic Medicine, which admitted its charter class in 1981, is accredited by the American Osteopathic Association and is a member of the American Association of Colleges of Osteopathic Medicine. The mission of the College of Osteopathic Medicine is to provide learner-centered education, both nationally and internationally, for osteopathic medical students, postgraduate trainees, physicians, and other professionals. Through its interprofessional programs, the college prepares competent and compassionate

lifelong learners; supports research, scholarly activity, and community service; and advocates for the health and welfare of diverse populations, including the medically underserved.

The college offers a full-time, four-year course of study leading to the Doctor of Osteopathic Medicine (D.O.) degree. In addition, it offers a complement of distinguished graduate and community-education programs. These include the Master of Public Health (M.P.H.), Master of Science in Biomedical Informatics (M.S.B.I.), Master of Science (M.S.) in Disaster and Emergency Management, Master of Science (M.S.) in Nutrition, and Master of Science (M.S.) in Medical Education degrees. Certificate programs include public health, informatics, and social medicine. Concurrent and dual degree options include the D.O./J.D., D.O./M.P.H., D.O./D.M.D., D.O./M.B.A., D.O./M.S.B.I., and D.O./M.S. (areas of focus include health law, nutrition, or medical education for example).

The D.O. program strives to prepare high-quality, compassionate physicians with an emphasis on primary care disciplines and their vital role in rural, urban, and underserved communities. As a result, more than half of our alumni practice in family medicine, internal medicine, or general pediatrics. A significant number of our graduates also choose other specialties or sub-specialties.

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

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

To sustain its place at the forefront of osteopathic medical education, the college consistently reviews and updates its curriculum by implementing progressive programs and interactive student-learning tools. The use of high-fidelity manikin simulators and standardized patients allows students to further hone their arsenal of clinical skills. Various modes of education and of cutting-edge technology, such as Second Life virtual software, have offered our students ample hands-on learning opportunities. Students receive clinical training in a vast and comprehensive network of affiliated public and private hospitals, medical practices, ambulatory centers, and public health units, as well as at the NSU health care centers.

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

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

The college keeps pace with the changing health care system through partnerships with community, health, and educational organizations to better prepare students and residents for their future professional roles. It offers more than 100 internship, residency, and fellowship

programs, which provide nearly 1,400 training positions through its Consortium of Excellence in Medical Education. Practice areas in training programs include a wide variety of specialties and sub-specialties.

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

The M.P.H. program covers a minimum of 42 credits of study, consisting of 27 credits of required core courses, including a public health field experience (6 credits), and a minimum of 15 credits of public health elective courses. Coursework may be taken on a full-time or part-time basis. An on-site orientation is required of all students. M.P.H. students are required to complete their course of study within five years of matriculation. The program also offers two graduate certificate courses (18 credits each) in health education or public health.

The College of Osteopathic Medicine's Master of Science in Biomedical Informatics (M.S.B.I.) degree has grown extensively since its inception in 2006 and is now recognized as a leading program in both national and international arenas. The 43-credit program is designed to train future leaders in the development, dissemination, and evaluation of information technology as it relates to the health care environment, such as hospitals and health systems, health information technology system vendors, ehealth companies, insurers, pharmaceutical companies, and academic institutions. This is done through a combination of required core courses (31 credits) and elective courses (12 credits) to yield a diverse and fundamental program of study.

With its focus on clinical informatics, the program's curriculum emphasizes the areas of computer science and its clinical applications in medical informatics, management, and program evaluations in health information technology. This innovative program uses both on-campus and online formats to enable working

professionals to earn a master's degree in biomedical informatics without career disruption. The program also offers graduate certificate courses (18 credits) in public health informatics and medical informatics.

The Master of Science (M.S.) in Disaster and Emergency Management, established in 2012, is a 36-credit degree program. The degree program is designed to provide students with the requisite theoretical knowledge and applied skills needed to work in the rapidly growing interdisciplinary field of emergency and disaster management. A community research practicum at the local, state, federal, or international level also is a key component of the program. Several degree tracks are offered, including maritime safety and security, cybersecurity, law enforcement/criminal justice, and public health.

The program content is offered exclusively online and incorporates interactive, live video through technology platforms to engage distance learners from all over the globe. Two required, on-site meetings (one at the beginning of the student's enrollment and another near the program's conclusion) allow each student to work directly with faculty members and present a practicum project.

In 2015, the College of Osteopathic Medicine launched a Master of Science (M.S.) in Nutrition degree program in response to the growing demand of qualified nutrition professionals. The program is designed to further the professional competencies of those who want to integrate nutrition into other health professions and to provide those who want to enter the profession of nutrition and dietetics a route to meet academic requirements. The 42-credit program is offered through an online platform, which incorporates the most recent technologies and interactive video. All students are required to spend time on campus at the beginning of the academic program of study, and again at the end of the program to present their final projects and to participate in graduation ceremonies.

The rich, interprofessional platform of NSU's College of Osteopathic Medicine and Health Professions Division provides an excellent environment for this area of study. M.S. in Nutrition students take a required core (15 credits) of classes. All students are also required

to complete a special project (6 credits) focused on a current area of research or a community-based project. Students select from one of two concentrations (community nutrition or sports nutrition) and choose at least three elective courses to complete the program.

NSU's College of Osteopathic Medicine and Health Professions Division parallel the interprofessional delivery model of patient-care settings. Medical professionals who choose to teach in the Health Professions Division must be able to train graduates to integrate multiple forms of reasoning and knowledge in order to provide the best patient care. To this end, the College of Osteopathic Medicine offers a Master of Science (M.S.) in Medical Education degree. This 36-credit, online program is designed to enhance professional education and teaching skills of clinical faculty members and community preceptors, as well as expand the ability to facilitate the learning process of students and residents in a variety of clinical settings.

The M.S. in Medical Education program incorporates the most recent educational technologies into a robust, six-course program that includes assessment and evaluation, educational methodologies, research, technology in education, and learning styles. Most students finish the program in two years; however, students have a maximum of seven years to complete it. Faculty members are carefully selected on the basis of their subject expertise, teaching abilities, and professional involvement. Most importantly, they are united in their desire to educate and to motivate students to use what they learn in the program to inspire others.

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

## College of Pharmacy

Nova Southeastern University College of Pharmacy, an internationally known leader in pharmacy education and research, with ground-breaking initiatives and visionary curricula, educates future pharmacists and researchers to help people live healthier, better lives.

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

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

In an effort to meet the growing demands of the pharmacy profession, the college developed a program of study leading to the Pharm.D. degree for international

pharmacy graduates. This program is designed exclusively for graduates of pharmacy degree programs outside of the United States jurisdiction, allowing them to build upon their pharmacy education and prepare them for clinical pharmacy practice.

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

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

Effective in fall 2016, the college will offer a two-year Master of Science (M.S.) in Pharmaceutical Affairs at the Miami Campus. The degree will prepare students for positions in academia, contract research organizations, managed care organizations, health care systems, and governmental and nongovernmental agencies, as well as managerial or sales positions in the pharmaceutical industry. Graduates will be able to critically analyze issues related to the production and use of pharmaceuticals and act as leaders in the field.

The M.S. in Pharmaceutical Affairs will also act as a bridge for students interested in additional preparation prior to pursuing a Pharm.D. or Ph.D. degree.

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

The social and administrative pharmacy sequence focuses on coursework and research skills that address the dynamic and complex nature of the use and distribution of pharmaceutical products and the provision of pharmacy services. Students who select this sequence are expected to choose one of two tracks:

(1) Sociobehavioral and Cultural Pharmacy or (2) Pharmacy Economics and Outcomes. Students who pursue either track in this sequence will be primarily under the tutelage of faculty members in the Department of Sociobehavioral and Administrative Pharmacy, a group with expertise in pharmacoeconomics, health disparities and vulnerable populations, cultural competency, development and implementation of sustainable pharmacy services, patients' decision making, pharmacy marketing, outcomes research, and related areas.

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

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

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

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

The College of Pharmacy provides opportunities for eligible Pharm.D. students to complete concurrent degrees in either Master of Business Administration, Master of Science in Biomedical Informatics, or Master of Public Health alongside their Pharm.D. curriculum. These degrees are offered in conjunction with the H. Wayne Huizenga College of Business and Entrepreneurship and the College of Osteopathic Medicine.

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

The NSU pharmacies, students, and faculty members participate in NSU interprofessional team outreach activities locally and worldwide. They provide educational screening services and immunization clinics for patients across the state of Florida and in Puerto Rico. Students are encouraged to be active in professional advocacy and are actively engaged in legislative days. The college also participates in multiple outreach programs across the tricounty area of Florida and in Puerto Rico through student service activities and our 20 student organizations.



## Health Care System

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

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

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

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

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

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

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

The NSU health care system provides for more than 260,000 patient visits yearly to the communities it serves, and plays an even wider role in the health of the community. Patients of the health care centers benefit from the university's integrated, multispecialty clinics because, with quick and easy referrals under the same roof, patient satisfaction and outcomes are greatly improved. As the clinical providers for a growing segment of the South Florida region, NSU remains committed to enhancing the health and well-being of the extended community.

## H. Wayne Huizenga College of Business and Entrepreneurship

**T**he H. Wayne Huizenga College of Business and Entrepreneurship is one of only a few business colleges in the nation with entrepreneurship in its name. That says a lot about who we are—a college committed to delivering an up-to-date curriculum that fosters the spirit of innovative thinking in the workplace.

More than 40 years ago, the Huizenga Business College pioneered field-based education by developing the cluster concept, making business education accessible to working professionals. Today, our students come from a diverse cross section of society—culturally, demographically, and professionally. Courses are delivered in a range of flexible formats—on-campus, through field-based degree programs, online, and through blended learning combining traditional classroom and online activities. Currently, more than 3,500 students are enrolled in the Huizenga Business College’s bachelor’s and master’s degree programs.

The Huizenga Business College offers a range of 10 optional concentrations to enhance the core M.B.A. curriculum. The entrepreneurship concentration

is designed to assist students in gaining the skills, knowledge, and confidence to become successful entrepreneurs. The curriculum and experiential learning process teaches students to think; while the term project and testing process will improve analytical as well as writing skills. The finance concentration provides a broad understanding of corporate finance, securities analysis, portfolio management, and financial institutions and markets. The real estate degree provides the skills necessary to be successful in commercial, residential, and other real estate development. Our newest concentrations include process improvement, supply chain management, sport revenue generation, and marketing.

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

## Shepard Broad College of Law

**F**or more than 40 years, the Shepard Broad College of Law has been an innovator in legal education. The Juris Doctor (J.D.) degree program emphasizes a highly practical curriculum and training so graduates are ready to serve clients immediately upon graduation. The online Master of Science programs enable professionals to supplement their career by earning degrees in education law, employment law, health law, and law and policy. Notable alumni include numerous judges, mayors, and other government officials. Many are partners in major law firms and serve on community boards and as pro bono volunteers.

The Shepard Broad College of Law is at the forefront of clinical legal education and guarantees every student a live-client experience through in-house clinics and a wide array of field placements. This highly regarded opportunity provides on-site placements with government agencies, nonprofit companies, and law firms. Every student can spend an entire semester in one of five full-semester clinics and field placements. Dispute Resolution, Children and Families Law, Criminal Justice, Environmental and Land Use, and Veterans Law clinics provide specialized practice training while the Civil Field Placement Clinic allows a student to participate in the legal field of his or her own choice. Beginning winter 2017, students will be able to participate in an Adults with Intellectual and Developmental Disabilities (AIDD) Clinic. This specialized clinic is one of only two in the country. Recent alumni are invited to participate in the newly launched Legal Incubator program, providing new attorneys with the infrastructure and basic training needed to get their practices started, while also providing the local community with legal assistance at an affordable cost.

*The National Jurist* recognizes the College of Law as providing quality education to students, ranking the college ninth in the nation as one of the Best Schools for Small Law and fourth in the nation at preparing law students for the bar exam and practice of law.

The college takes pride in being among the most diverse law schools in the nation. The entering class of 2015 represented a diverse student body, including 41 percent Hispanic, 40 percent white or Caucasian, 6 percent black or African American, 3 percent mixed race, 1 percent Native American, and 1 percent Native Hawaiian or Pacific Islander. In fact, *HispanicBusiness.com*'s 2014 Annual Diversity Report ranked the NSU College of Law fifth nationally as one of the Best Law Schools for Diversity Practices. Diversity also carries over in our range of affinity groups (representing African American, Asian, Hispanic, Jewish, and LGBT law students), along with interest groups such as those for business law, health law, entertainment and sports law, and intellectual property.

Special programs available at the college include dual-degree programs with many of NSU's other colleges; dual-degree programs abroad in Rome, Barcelona, or Prague; concentrations in health or international law, degree and semester abroad programs; and much more. Many students volunteer for pro bono service through the Public Interest Law Center.

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

# Farquhar Honors College

**T**he establishment of the Farquhar Honors College in 2015 reflects the importance NSU places on promoting excellence across all degree levels and disciplines. NSU takes pride in becoming one of the approximately 200 U.S. universities (out of more than 4,000 colleges and universities) to house an honors college. Through curricular and cocurricular activities, the Honors College provides a rich educational experience for highly motivated and high-achieving undergraduate students of all majors.

## Honors College Initiatives

The Honors College hosts events and supports programs open to qualifying students, alumni, faculty and staff members across the university, and members of the community. This inclusiveness brings together learners; educators; and inquisitive minds from various academic backgrounds, industries, and organizations.

### Undergraduate Honors Program

This program supports opportunities for hands-on learning, individualized study (including the Honors Thesis), special recognition, study abroad, exclusive workshops and seminars, discussions with guest speakers, and an inclusive learning environment that stimulates creative thinking and intellectual curiosity.

### Undergraduate Student Symposium

The symposium showcases NSU student research and creative projects in all academic disciplines.

### Distinguished Speakers Series

This series brings prominent leaders, who give lectures or presentations on their areas of expertise, to campus. These leaders also meet with Honors students in intimate discussion groups.

### Scholars Program

This program connects NSU's career-focused undergraduate students with fellowships, graduate students and faculty members, career services, networking opportunities, and workshops.

## Honors Student Opportunities

Honors students have the opportunity to

- engage in unique, thought-provoking programs and courses
- benefit from the mentorship of Honors faculty members
- question and discuss international issues from the perspective of multiple disciplines
- develop and participate in research and creative projects
- explore cultures from around the world
- develop an appreciation for the arts
- contribute to team endeavors and serve in leadership roles in the classroom, in campus organizations, and in the larger community
- become part of an active network of current students and college alumni
- receive support in pursuing distinguished national and international fellowships and scholarships
- participate in Honors College's entertainment and social activities

## Honors Learning Outcomes

Honors College initiatives and projects are aligned to the learning outcomes listed below, which are expected for all Honors students. Students develop a four-year program to enhance strengths in five domains. Honors faculty members are highly vested in these outcomes, mentoring students to develop and advance their students' plans.

- Inquiry—Students will demonstrate the skills in scholarship and research necessary to succeed in graduate or professional school and/or the workforce.
- Innovation and Creativity—Students will recognize and apply multidisciplinary approaches to analyzing and solving problems.
- Global Awareness and Sensitivity—Students will discuss international matters and engage with cultures from around the world.
- Art and Culture—Students will analyze and appreciate cultural artifacts.
- Ethics and Engagement—Students will demonstrate a commitment to ethical principles through engagement in the community.

# NSU University School

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

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

## Lower School

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

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

## Middle School

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

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

## Upper School

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

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



# Mailman Segal Center for Human Development

**T**he Mailman Segal Center for Human Development (MSC) is a multidisciplinary demonstration and training center for education, research, and the advancement of knowledge in the fields of family studies, early childhood, and autism across the life span. The center is located at the Jim & Jan Moran Family Center Village, situated on five acres of the Nova Southeastern University Fort Lauderdale/Davie Campus. The 110,000-square-foot, state-of-the-art complex houses the center's programs and provides professional training for students, faculty members, and researchers through observations, practicums, internships, and postdoctoral opportunities.

## Early Childhood Institute

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

## Autism Institute

The Mailman Segal Center has a long history of serving individuals with autism and their families. The Autism Institute fosters cutting-edge research, educates professionals, and promotes evidence-based practices through collaborative interdisciplinary activities.

The Baudhuin Preschool is an internationally recognized, model program for children with autism spectrum disorder that serves more than 135 children through a partnership with the Broward County School Board. MSC also houses The Academy, which offers a private, tuition-based program for children with autism spectrum disorder.

The Starting Right program is a caregiver-child program for children ages 18–36 months who have been diagnosed with, or are at risk for, autism and related disorders. The Unicorn Children's Foundation Clinic provides a comprehensive spectrum of services for children and caregivers including the Developmental Assessment Clinic; Diagnostic services for children 18 months–5 years and an autism education program; the Feeding Disorders Clinic; and the Challenging Behavior Clinic for children 18 months–8 years.

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

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

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

## Parenting Institute

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

### **Academic Programs**

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

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

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

# Degree Programs

## Abraham S. Fischler College of Education

A.A.	Early Childhood Education
B.S.	Early Child Development
B.S.	Elementary Education
B.S.	Exceptional Student Education
B.S.	Prekindergarten/Primary Education
B.S.	Secondary Biology Education
B.S.	Secondary English Education
B.S.	Secondary Mathematics Education
B.S.	Secondary Social Studies Education
M.S.	Education
M.S.	Instructional Technology and Distance Education
M.A.	Teaching and Learning
Ed.S.	Education
Ed.D.	Education
Ph.D.	Education—Educational Research and Evaluation

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## College of Arts, Humanities, and Social Sciences

B.S.	Applied Professional Studies
B.A.	Art and Design
B.A.	Arts Administration
B.A.	Communication
B.S.	Criminal Justice
B.A.	Dance
B.A.	English
B.S.	General Studies
B.A.	History
B.S.	Human Development and Family Studies
B.S.	Human Services Administration
B.A.	International Studies
B.S.	Legal Studies
B.A.	Music

B.S.	Paralegal Studies
B.A.	Philosophy
B.A.	Political Science
B.S.	Recreational Therapy
B.S.	Sociology
B.A.	Theatre
M.H.S.	Child Protection
M.S.	College Student Affairs
M.A.	Composition, Rhetoric, and Digital Media
M.S.	Conflict Analysis and Resolution
M.S.	Criminal Justice
M.A.	Cross-Disciplinary Studies
M.S.	Developmental Disabilities
M.S.	Family Therapy
M.A.	Gerontology
M.S.	National Security Affairs
D.M.F.T.	Marriage and Family Therapy
Ph.D.	Conflict Analysis and Resolution
Ph.D.	Criminal Justice
Ph.D.	Family Therapy

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## College of Engineering and Computing

B.S.	Computer Engineering
B.S.	Computer Information Systems
B.S.	Computer Science
B.S.	Information Technology
B.S.	Software Engineering
M.S.	Computer Science
M.S.	Information Security
M.S.	Information Technology
M.S.	Management Information Systems
M.S.	Software Engineering
Ph.D.	Computer Science
Ph.D.	Information Assurance
Ph.D.	Information Systems

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### College of Psychology

B.S.	Behavioral Neuroscience
B.S.	Psychology
M.S.	Counseling
M.S.	Experimental Psychology
M.S.	Forensic Psychology
M.S.	General Psychology
M.S.	Mental Health Counseling
M.S.	School Counseling
Psy.S.	School Psychology
Psy.D.	Clinical Psychology
Psy.D.	School Psychology
Ph.D.	Clinical Psychology

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### Halmos College of Natural Sciences and Oceanography

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

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### HEALTH PROFESSIONS DIVISION

#### College of Dental Medicine

M.S.	Dentistry
D.M.D.	Dental Medicine

#### College of Health Care Sciences

B.S.	Athletic Training
B.S.	Cardiovascular Sonography
B.S.	Exercise and Sport Science
B.H.Sc.	Health Science
B.S.	Medical Sonography
B.S.	Respiratory Therapy

B.S.	Speech-Language and Communication Disorders
M.S.	Anesthesia
M.H.Sc.	Health Science
M.O.T.	Occupational Therapy
M.M.S.	Physician Assistant
M.S.	Speech-Language Pathology
Au.D.	Audiology
D.H.Sc.	Health Science
Dr.O.T.	Occupational Therapy
D.P.T.	Physical Therapy (entry level)
T-D.P.T.	Physical Therapy (postprofessional)
SLP.D.	Speech-Language Pathology
Ph.D.	Health Science
Ph.D.	Occupational Therapy
Ph.D.	Physical Therapy

### College of Medical Sciences

M.B.S.	Biomedical Sciences
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### College of Nursing

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

### College of Optometry

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

### College of Osteopathic Medicine

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

### College of Pharmacy

M.S.	Pharmaceutical Affairs
Pharm.D.	Pharmacy
Ph.D.	Pharmaceutical Sciences

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

- B.S.B.A.** Business Administration
  - B.S.** Public Administration
  - M.Acc.** Accounting
  - M.B.A.** Business Administration
  - M.S.** Leadership
  - M.P.A.** Public Administration
  - M.S.** Real Estate Development
  - M.Tax.** Taxation
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### **Shepard Broad College of Law**

- M.S.** Education Law
  - M.S.** Employment Law
  - M.S.** Health Law
  - M.S.** Law and Policy
  - J.D.** Law
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### **Dual Admission Programs**

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

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

### **Abraham S. Fischler College of Education**

- Ed.D.** Education
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### **College of Arts, Humanities, and Social Sciences**

- M.S.** College Student Affairs
  - M.S.** Conflict Analysis and Resolution
  - M.S.** Criminal Justice
  - M.A.** Cross-Disciplinary Studies
  - M.S.** Family Therapy
  - M.S.** National Security Affairs
- 

### **College of Engineering and Computing**

- M.S.** Computer Science
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### **College of Psychology**

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

### **Halmos College of Natural Sciences and Oceanography**

- M.S.** Marine Biology
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### **HEALTH PROFESSIONS DIVISION**

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

- D.M.D.** Dental Medicine

#### **College of Health Care Sciences**

- M.S.** Anesthesiology
- M.H.Sc.** Health Science
- M.O.T.** Occupational Therapy
- M.M.S.** Physician Assistant
- M.O.T.** Occupational Therapy
- M.S.** Speech-Language Pathology
- Au.D.** Audiology
- D.P.T.** Physical Therapy (entry level)
- SLP.D.** Speech-Language Pathology



### College of Optometry

O.D. Doctor of Optometry

### College of Osteopathic Medicine

M.P.H. Public Health

D.O. Osteopathic Medicine

### College of Pharmacy

Pharm.D. Pharmacy

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### H. Wayne Huizenga College of Business and Entrepreneurship

M.Acc. Accounting

M.B.A. Business Administration

M.S. Leadership

M.P.A. Public Administration

M.Tax. Taxation

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### Shepard Broad College of Law

J.D. Law

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### Joint Degrees

The College of Psychology offers joint Psy.D./M.B.A. and Ph.D./M.B.A. degrees in conjunction with the H. Wayne Huizenga College of Business and Entrepreneurship.

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

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

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

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

- The College of Engineering and Computing—J.D./M.S. in Computer and Information Science fields of study
- The College of Arts, Humanities, and Social Sciences—J.D./M.S. or Ph.D. in Conflict Analysis and Resolution
- The Florida Atlantic University Department of Urban and Regional Planning—J.D./master's degree in Urban and Regional Planning
- The H. Wayne Huizenga College of Business and Entrepreneurship—J.D./M.B.A. and related master's degrees

# Student Affairs and the College of Undergraduate Studies

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

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

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

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

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

## **Office of Recreation and Wellness**

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

## **Office of Campus Life and Student Engagement**

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

## **Office of Special Events and Projects**

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

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

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

### **Office of Student Media**

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

### **Office of Student Affairs at the Regional Campuses**

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

### **Office of Administrative Services and Marketing**

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

### **Student Activity Fee Accounts Office**

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

### **Office of Student Career Development**

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

### **Office of Orientation**

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

### **Office of Undergraduate Academic Advising**

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

### **Office of Undergraduate Student Success**

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

### **Office of Testing and Tutoring**

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

### **Office of International Students**

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

### **Office of Undergraduate Admissions**

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







## Student Enrollment



# Student Enrollment

## Historical Highlights of Enrollment

Student enrollment has grown rapidly since the first class enrolled in 1967. The university grew from a small graduate institution serving 17 Ph.D. students studying oceanography, physical science, and science education to a major university with more than 23,000 students pursuing undergraduate, graduate, and professional degrees in a wide variety of fields in fall 2015.

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

During the next decade, enrollments leveled off, and then once again began to rise. Over the last 10 years, enrollment has fluctuated between 23,000 and 29,000 (Figure 1 and Table 1).

Figure 1

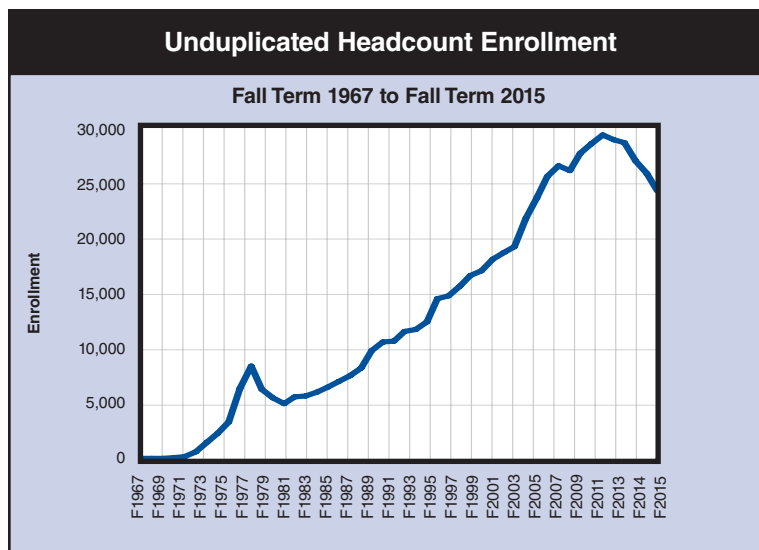


Table 1

Change in Fall Enrollment					
Year	Enrollment by Degree Level			Total Enrollment	Annual Change
	Undergraduate	Graduate	First-Professional		
2015	4,641	14,871	3,724	23,236	-4%
2014	4,699	15,667	3,782	24,148	-6%
2013	5,156	16,635	3,879	25,670	-4%
2012	5,739	17,120	3,949	26,808	-6%
2011	6,397	18,135	3,925	28,457	-1%
2010	6,174	18,619	3,948	28,741	-1%
2009	5,868	19,322	3,964	29,154	3%
2008	5,757	19,000	3,621	28,378	3%
2007	5,635	18,387	3,496	27,518	6%
2006	5,413	17,142	3,405	25,960	-1%

Source: IPEDS Enrollment Survey

Nova Southeastern University has the largest total fall-term enrollment of all private, nonprofit universities in Florida. Moreover, of approximately 1,700 private, not-for-profit institutions nationally, Nova Southeastern University ranks 15th. When compared with the total number of students enrolled at Florida independent four-year institutions in 2014, approximately one of every eight students enrolled in private higher education in Florida attended Nova Southeastern University.

### Recent Enrollment Trends

After reaching a peak enrollment of more than 29,000 students in fall 2009, changes in the economy, undergraduate admission standards, and educational demands in certain areas have driven a period of steady enrollment reductions to 23,236 students in fall 2015 (Figure 2). Similarly, full-time equivalent (FTE)<sup>1</sup> has also declined from more than 23,300 in fall 2009 to 19,056 in fall 2015 (Figure 3). Undergraduate enrollment declined sharply in 2012 with smaller enrollment reductions in 2013 and 2014, and a leveling off in 2015. (Figures 2–3).

Figure 2

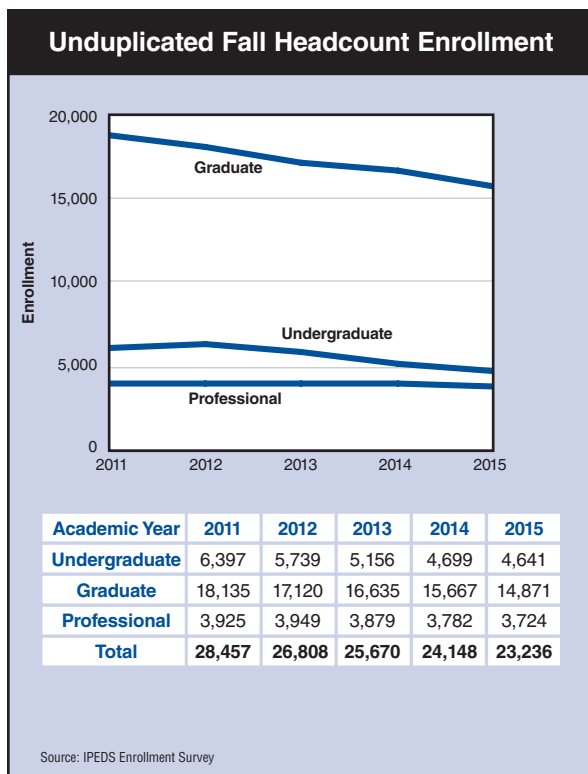
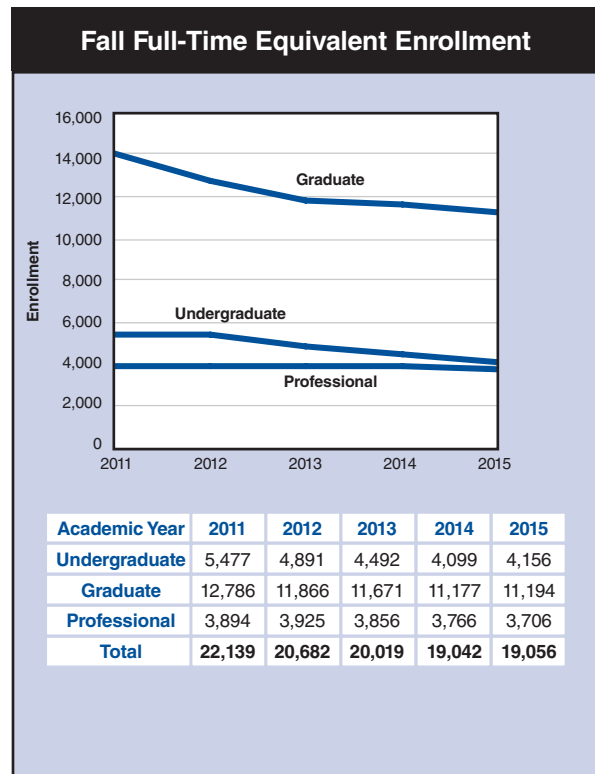


Figure 3



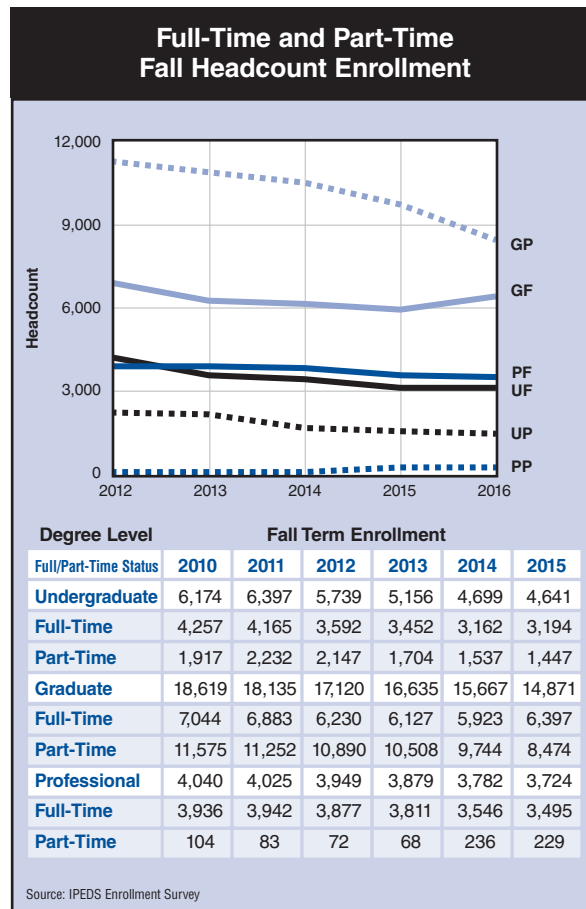
<sup>1</sup>Full-time equivalents (FTE) were calculated as follows for each degree level:  
 $FTE = \text{No. full-time students} + (\text{total credit hrs. taken by students carrying less than a full-time load} \div \text{full-time credit load})$   
 Full-time credit loads are 12 for undergraduates,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

The reduction in undergraduate enrollment due to increased admissions standards appears to be dissipating as better-prepared undergraduate students are retained at higher levels than past entering classes and new strategic recruiting initiatives are implemented. As shown in Table 3, recent reductions in enrollment at the graduate level have occurred primarily in the Abraham S. Fischler College of Education and the H. Wayne Huizenga College of Business and Entrepreneurship.

Professional student enrollment and FTE has declined slightly from approximately 3,900 to more than 3,700 over the past five years. This is related to national trends in the reduction of students pursuing law degrees.

Figure 4 shows enrollment trends by full-time and part-time enrollment status. Although overall enrollment has decreased, it has shifted to a greater proportion of full-time students from, 51 percent full time in fall 2012 to 56 percent full time in fall 2015. Full-time undergraduate and graduate student enrollment showed increases in fall 2015, after several years of declines.

**Figure 4**



### Enrollments by College and Degree Level

On July 1, 2015, Nova Southeastern University realigned its degree programs to integrate students and faculty members from similar areas of study within colleges, regardless of degree level. The largest change was the integration of degree programs from the Farquhar College of Arts and Sciences into the College of Arts, Humanities, and Social Sciences; Halmos College of Natural Sciences and Oceanography; College of Psychology; and College of Engineering and

Computing. Another major change was the movement of programs in speech-language pathology from the Abraham S. Fischler College of Education to the College of Health Care Sciences within the Health Professions Division. Post-realignment, the Health Professions Division accounts for more than one-third of fall 2015 enrollment (Table 2). Enrollment for all colleges, including colleges within the Health Professions Division, is shown in Table 2.

**Table 2**

Fall 2015 Enrollment by College and Degree Level								
College/Division	Total		Undergraduate		Graduate		Professional	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Health Professions Division	7,890	34%	1,493	32%	3,424	23%	2,973	80%
College of Health Care Sciences	2,976	13%	417	9%	2,559	17%	—	0%
College of Nursing	1,583	7%	1,076	23%	507	3%	—	0%
College of Osteopathic Medicine	1,241	5%	—	0%	253	2%	988	27%
College of Pharmacy	996	4%	—	0%	40	0%	956	26%
College of Dental Medicine	602	3%	—	0%	10	0%	592	16%
College of Optometry	448	2%	—	0%	11	0%	437	12%
College of Medical Sciences	44	0%	—	0%	44	0%	—	0%
Abraham S. Fischler College of Education	4,514	19%	207	4%	4,307	29%	—	0%
H. Wayne Huizenga College of Business and Entrepreneurship	3,554	15%	646	14%	2,908	20%	—	0%
College of Psychology	2,046	9%	265	6%	1,781	12%	—	0%
College of Arts, Humanities, and Social Sciences	1,913	8%	672	14%	1,241	8%	—	0%
Halmos College of Natural Sciences and Oceanography	1,441	6%	1,221	26%	220	1%	—	0%
College of Engineering and Computing	969	4%	137	3%	832	6%	—	0%
Shepard Broad College of Law	909	4%	—	0%	158	1%	751	20%
<b>University Total</b>	<b>23,236</b>		<b>4,641</b>		<b>14,871</b>		<b>3,724</b>	



At the undergraduate level, the Halmos College of Natural Sciences and Oceanography has the largest enrollment, followed by the College of Nursing. The Abraham S. Fischler College of Education has the largest graduate enrollment, followed by the H. Wayne Huizenga College of Business and Entrepreneurship. At the professional level, the College of Osteopathic Medicine, followed by the College of Dental Medicine, is the largest.

Table 3 documents changes in enrollment by college over the past five years, as if the program realignment had taken place prior to fall 2011. Thus presenting an apples-to-apples enrollment trend by degree program. All colleges within the health professions division have experienced increased enrollment since 2011. While all other colleges have experienced reduced enrollment.

**Table 3**

Fall 2011–2015 Enrollment by College						
College	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Five-Year Percent Change
Health Professions Division	7,100	7,281	7,631	7,528	7,890	11.1%
College of Health Care Sciences	2,764	2,799	2,942	2,861	2,976	7.7%
College of Nursing	1,254	1,318	1,471	1,418	1,583	26.2%
College of Osteopathic Medicine	1,156	1,176	1,207	1,216	1,241	7.4%
College of Pharmacy	964	940	957	959	996	3.3%
College of Dental Medicine	498	604	597	614	602	20.9%
College of Optometry	435	419	430	430	448	3.0%
College of Medical Sciences	29	25	27	30	44	51.7%
Abraham S. Fischler College of Education	7,879	6,982	6,030	5,390	4,514	-42.7%
H. Wayne Huizenga College of Business and Entrepreneurship	5,003	4,457	4,152	3,743	3,554	-29.0%
College of Psychology	2,275	2,227	2,191	2,128	2,046	-10.1%
College of Arts, Humanities, and Social Sciences	2,186	2,092	2,055	1,933	1,913	-12.5%
Halmos College of Natural Sciences and Oceanography	1,528	1,500	1,488	1,427	1,441	-5.7%
College of Engineering and Computing	1,265	1,125	1,069	1,002	969	-23.4%
Shepard Broad College of Law	1,221	1,144	1,054	997	909	-25.6%

### Geographic Diversity

Nova Southeastern University is quite diverse geographically, with students meeting in 14 states and 4 countries. Despite the geographic scope of the university locations, the majority of students have

permanent residence status in Florida (see Table 4). In fall 2015, approximately 65 percent of all students enrolled reported Florida as their state of permanent residence.

**Table 4**

Permanent Residence of Students Fall 2015					
Permanent Residence (Inside U.S.)	Students	Percent of Enrollment	Permanent Residence (Outside U.S.)	Students	Percent of Enrollment
<b>Florida</b>	<b>14,975</b>	<b>64.66%</b>	Canada	178	0.8%
Georgia	776	3.3%	Dominican Republic, WI	144	0.6%
Puerto Rico	569	2.4%	Venezuela	131	0.6%
New York	436	1.9%	India	118	0.5%
New Jersey	379	1.6%	Mexico	113	0.5%
California	360	1.5%			
Texas	317	1.4%	<b>Total Outside U.S.</b>	<b>1,649</b>	<b>7.1%</b>
Pennsylvania	292	1.3%			
Virginia	282	1.2%			
Maryland	220	0.9%			
North Carolina	209	0.9%			
Ohio	178	0.8%			
Alabama	169	0.7%			
Michigan	169	0.7%			
Mississippi	156	0.7%			
Massachusetts	147	0.6%			
South Carolina	137	0.6%			
Connecticut	117	0.5%			
Nevada	113	0.5%			
<b>Total Students</b>	<b>21,344</b>	<b>91.9%</b>			

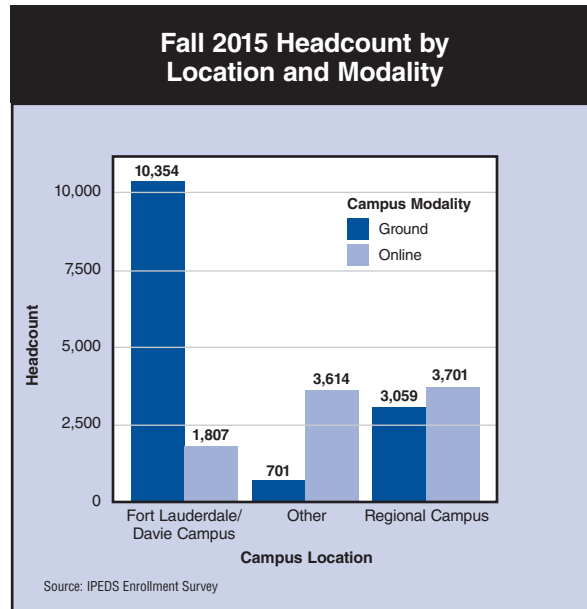
Note: States and countries with less than 0.5% of enrollment are not included on this table. However, those students are included when determining the totals listed. Contact the Office of Institutional Effectiveness for more detailed information.

### Enrollment and Credit Hours by Location and Course Delivery Modality

Nova Southeastern University offers courses in a variety of locations in face-to-face settings and online delivery formats. In fall of 2015, 45 percent of NSU students were enrolled in at least one course that met face to face at the Fort Lauderdale/Davie Campus (including the Oceanographic Campus) (Figure 5). An additional 29 percent of students were related to a regional campus with 13 percent attending at least one class that met face to face at a regional campus and 16 percent exclusively online students within a regional

campus service area. Similarly, an additional 8 percent of online students were in Broward County with access to the Fort Lauderdale/Davie Campus. Other than the Fort Lauderdale/Davie Campus and regional campuses, NSU continues to offer some face-to-face courses at cluster locations. Those students comprise 3 percent of enrollment. And, approximately 15 percent were enrolled exclusively in online courses and were not within Broward County or the regional campus service areas. If all exclusively online students are combined, regardless of their permanent residence location, they comprise 39 percent of enrollment.

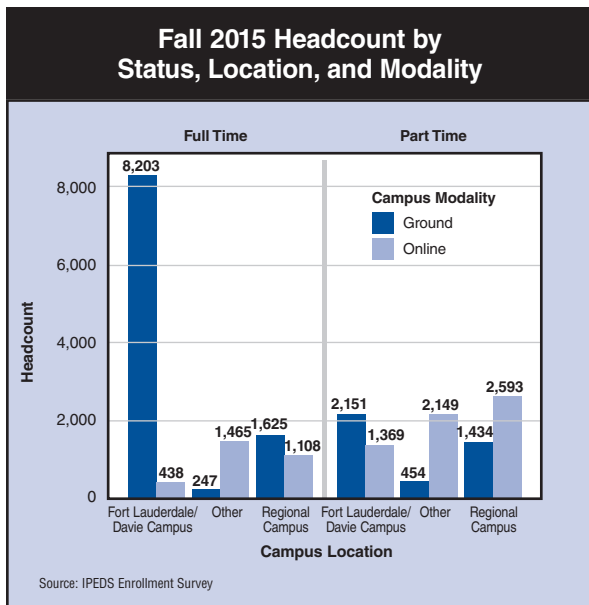
Figure 5



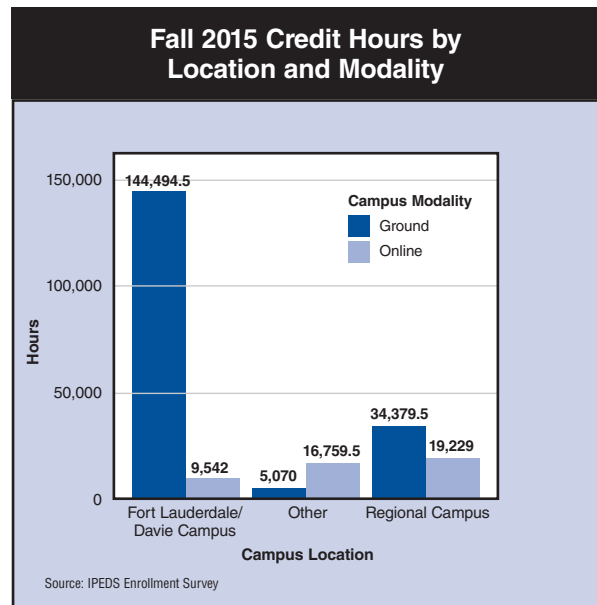
Of the 10,220 students who take at least one course in Fort Lauderdale in a face-to-face setting, 8,203, or 80 percent of them, are enrolled full time. This accounts for 63 percent of all full-time students at NSU. Students taking courses exclusively online are more likely to be

taking courses part time (Figure 6). This pattern of Fort Lauderdale students being more likely to be enrolled full time explains the large proportion (63 percent) of credit hours being taught in face-to-face courses at the Fort Lauderdale/Davie Campus (Figure 7).

**Figure 6**



**Figure 7**



All professional students took face-to-face courses (Figure 8), and 86 percent of undergraduates took at least one face-to-face course in fall 2015. However, the

majority of graduate students took exclusively online courses at 57 percent (Figure 8).

Figure 8

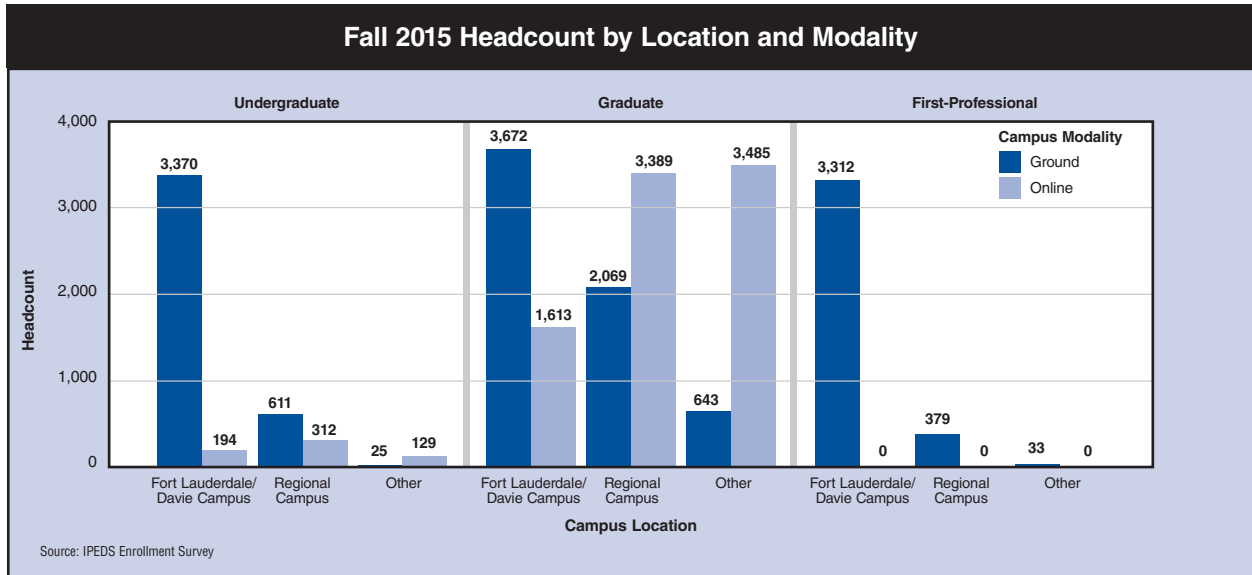




Table 5, examines enrollment and credit hours at the regional campuses by degree level and delivery modality. The Miami Campus has the largest enrollment with 680 students taking at least one course there, followed by Palm Beach with 591, and Tampa with 511. Overall,

3,057 students were enrolled in at least one course that met on a regional campus in fall 2015, accounting for more than 34,000 credit hours. An additional 3,601 students took exclusively 18,738 credit hours online, but were within a short distance from a regional campus.

**Table 5**

Fall 2015 Enrollment and Credit Hours at the Regional Campuses by Degree Level and Delivery Modality						
Regional Campus Degree Level	Face to Face		Online		Total	
	Students	Credit Hours	Students	Credit Hours	Students	Credit Hours
<b>Fort Myers</b>	<b>295</b>	<b>4,252.5</b>	<b>176</b>	<b>918</b>	<b>471</b>	<b>5,170.5</b>
Undergraduate	125	1,429	25	187	150	1,616
Graduate	170	2,823.5	151	731	321	3,554.5
Professional	0	0	0	0	0	0
<b>Jacksonville</b>	<b>185</b>	<b>2,657</b>	<b>454</b>	<b>2,353</b>	<b>639</b>	<b>5,010</b>
Undergraduate	0	0	28	208	28	208
Graduate	185	2,657	426	2,145	611	4,802
Professional	0	0	0	0	0	0
<b>Miami</b>	<b>680</b>	<b>6,670.5</b>	<b>1,422</b>	<b>7,660.5</b>	<b>2,102</b>	<b>1,4331</b>
Undergraduate	449	5,033	142	1,072	591	6,105
Graduate	231	1,637.5	1,280	6,588.5	1,511	8,226
Professional	0	0	0	0	0	0
<b>Miramar</b>	<b>92</b>	<b>512</b>	<b>0</b>	<b>0</b>	<b>92</b>	<b>512</b>
Undergraduate	0	0	0	0	0	0
Graduate	92	512	0	0	92	512
Professional	0	0	0	0	0	0
<b>Orlando</b>	<b>251</b>	<b>3,709</b>	<b>538</b>	<b>2,861.5</b>	<b>789</b>	<b>6,570.5</b>
Undergraduate	7	62	46	384	53	446
Graduate	244	3,647	492	2,477.5	736	6,124.5
Professional	0	0	0	0	0	0
<b>Palm Beach</b>	<b>591</b>	<b>5,846.5</b>	<b>488</b>	<b>2,473.5</b>	<b>1,079</b>	<b>8,320</b>
Undergraduate	11	144	29	205	40	349
Graduate	393	2,533	459	2,268.5	852	4,801.5
Professional	187	3,169.5	0	0	187	3,169.5
<b>Puerto Rico</b>	<b>452</b>	<b>5,178.5</b>	<b>86</b>	<b>160</b>	<b>538</b>	<b>5,338.5</b>
Undergraduate	0	0	0	0	0	0
Graduate	260	1927	86	160	346	2,087
Professional	192	3,251.5	0	0	192	3,251.5
<b>Tampa</b>	<b>511</b>	<b>5,535.5</b>	<b>437</b>	<b>2,311.5</b>	<b>948</b>	<b>7,847</b>
Undergraduate	19	252	39	340	58	592
Graduate	492	5,283.5	398	1,971.5	890	7,255
Professional	0	0	0	0	0	0

### Race and Ethnicity

Table 6 provides detailed demographics for students enrolled in fall 2015. The percent of NSU students from minority populations has steadily risen from 21 percent in 1990 to 55 percent in 2010. Since 2010 the racial/ethnic composition of NSU students has

remained relatively constant with approximately 55 percent from minority groups (Figures 9 and 10 and Tables 7 and 8). The largest proportion of minorities is represented among undergraduate students, with the greatest increase over the past five years in enrollment of Hispanic students (Table 7).

**Table 6**

Enrollment Summary by Race/Ethnicity, Gender, and Degree Level for Fall 2015																			
Degree Level	White, Non-Hispanic		Black, Non-Hispanic		Hispanic		Native American or Alaskan Native		Asian or Pacific Islander		More Than One Race		Nonresident Alien		Race/Ethnicity Unknown		Total by Gender		Grand Total All Students
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
<b>Full-time</b>																			
Undergraduate	384	712	145	355	262	615	1	7	111	223	12	44	112	115	35	61	1,062	2,132	<b>3,194</b>
Graduate	632	1,772	303	1,068	409	981	4	6	92	169	33	103	149	149	130	397	1,752	4,645	<b>6,397</b>
First-Professional	644	573	78	110	320	651	2	2	256	348	27	53	100	138	96	97	1,523	1,972	<b>3,495</b>
<b>Total Full-time</b>	<b>1,660</b>	<b>3,057</b>	<b>526</b>	<b>1,533</b>	<b>991</b>	<b>2,247</b>	<b>7</b>	<b>15</b>	<b>459</b>	<b>740</b>	<b>72</b>	<b>200</b>	<b>361</b>	<b>402</b>	<b>261</b>	<b>555</b>	<b>4,337</b>	<b>8,749</b>	<b>13,086</b>
Total by Race/Ethnicity	<b>4,717</b>		<b>2,059</b>		<b>3,238</b>		<b>22</b>		<b>1,199</b>		<b>272</b>		<b>763</b>		<b>816</b>		<b>33%</b>	<b>67%</b>	
Percent of Full-time	<b>36%</b>		<b>16%</b>		<b>25%</b>		<b>0%</b>		<b>9%</b>		<b>2%</b>		<b>6%</b>		<b>6%</b>		<b>33%</b>	<b>67%</b>	
<b>Part-time</b>																			
Undergraduate	95	263	60	247	136	479	1	4	19	53	6	9	5	11	11	48	333	1,114	<b>1,447</b>
Graduate	633	1,602	576	1,937	643	1,514	9	13	97	170	37	142	135	168	190	608	2,320	6,154	<b>8,474</b>
First-Professional	45	38	9	27	30	39	0	0	9	10	1	2	3	3	7	6	104	125	<b>229</b>
<b>Total Part-time</b>	<b>773</b>	<b>1,903</b>	<b>645</b>	<b>2,211</b>	<b>809</b>	<b>2,032</b>	<b>10</b>	<b>17</b>	<b>125</b>	<b>233</b>	<b>44</b>	<b>153</b>	<b>143</b>	<b>182</b>	<b>208</b>	<b>662</b>	<b>2,757</b>	<b>7,393</b>	<b>10,150</b>
Total by Race/Ethnicity	<b>2,676</b>		<b>2,856</b>		<b>2,841</b>		<b>27</b>		<b>358</b>		<b>197</b>		<b>325</b>		<b>870</b>		<b>27%</b>	<b>73%</b>	
Percent of Part-time	<b>26%</b>		<b>28%</b>		<b>28%</b>		<b>0%</b>		<b>4%</b>		<b>2%</b>		<b>3%</b>		<b>9%</b>		<b>27%</b>	<b>73%</b>	
<b>Undergraduate Total</b>	<b>479</b>	<b>975</b>	<b>205</b>	<b>602</b>	<b>398</b>	<b>1,094</b>	<b>2</b>	<b>11</b>	<b>130</b>	<b>276</b>	<b>18</b>	<b>53</b>	<b>117</b>	<b>126</b>	<b>46</b>	<b>109</b>	<b>1,395</b>	<b>3,246</b>	<b>4,641</b>
Percent by Race/Ethnicity	<b>31%</b>		<b>17%</b>		<b>32%</b>		<b>0%</b>		<b>9%</b>		<b>2%</b>		<b>5%</b>		<b>3%</b>		<b>30%</b>	<b>70%</b>	
<b>Graduate Total</b>	<b>1,265</b>	<b>3,374</b>	<b>879</b>	<b>3,005</b>	<b>1,052</b>	<b>2,495</b>	<b>13</b>	<b>19</b>	<b>189</b>	<b>339</b>	<b>70</b>	<b>245</b>	<b>284</b>	<b>317</b>	<b>320</b>	<b>1,005</b>	<b>4,072</b>	<b>10,799</b>	<b>14,871</b>
Percent by Race/Ethnicity	<b>31%</b>		<b>26%</b>		<b>24%</b>		<b>0%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		<b>9%</b>		<b>27%</b>	<b>73%</b>	
<b>First-Professional</b>	<b>689</b>	<b>611</b>	<b>87</b>	<b>137</b>	<b>350</b>	<b>690</b>	<b>2</b>	<b>2</b>	<b>265</b>	<b>358</b>	<b>28</b>	<b>55</b>	<b>103</b>	<b>141</b>	<b>103</b>	<b>103</b>	<b>1,627</b>	<b>2,097</b>	<b>3,724</b>
Percent by Race/Ethnicity	<b>35%</b>		<b>6%</b>		<b>28%</b>		<b>0%</b>		<b>17%</b>		<b>2%</b>		<b>7%</b>		<b>6%</b>		<b>44%</b>	<b>56%</b>	
<b>Grand Total</b>	<b>2,433</b>	<b>4,960</b>	<b>1,171</b>	<b>3,744</b>	<b>1,800</b>	<b>4,279</b>	<b>17</b>	<b>32</b>	<b>584</b>	<b>973</b>	<b>116</b>	<b>353</b>	<b>504</b>	<b>584</b>	<b>469</b>	<b>1,217</b>	<b>7,094</b>	<b>16,142</b>	<b>23,236</b>
Total by Race/Ethnicity	<b>7,393</b>		<b>4,915</b>		<b>6,079</b>		<b>49</b>		<b>1,557</b>		<b>469</b>		<b>1,088</b>		<b>1,686</b>		<b>31%</b>	<b>69%</b>	
Percentage	<b>32%</b>		<b>21%</b>		<b>26%</b>		<b>0%</b>		<b>7%</b>		<b>2%</b>		<b>5%</b>		<b>7%</b>		<b>31%</b>	<b>69%</b>	

Source: IPEDS Enrollment Survey

Figure 9

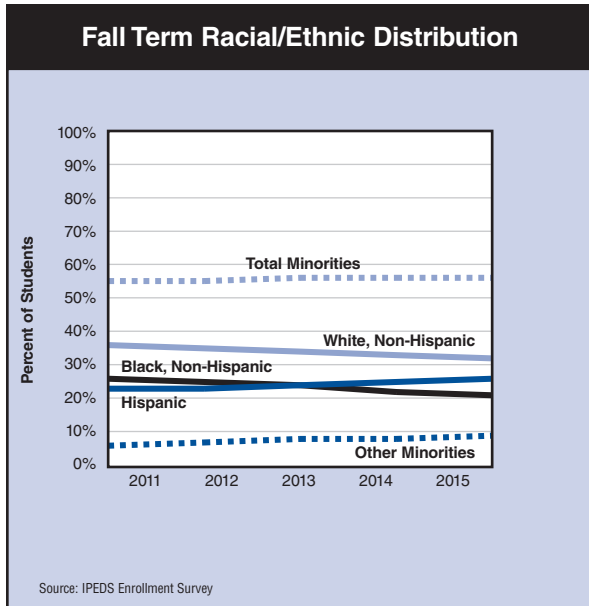


Figure 10

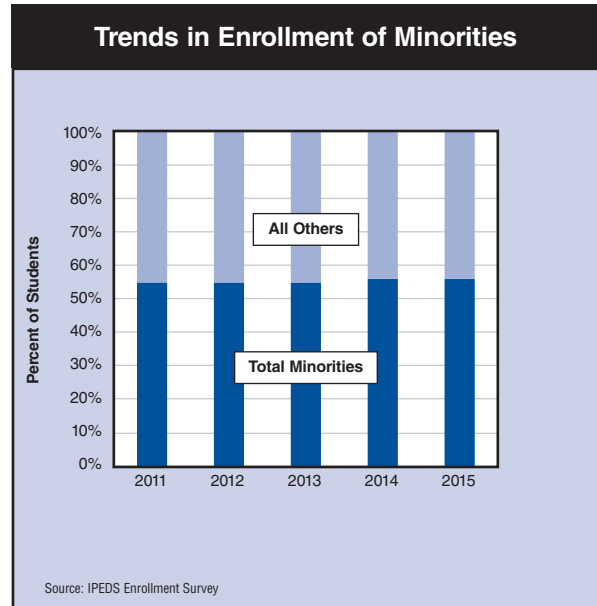


Figure 11

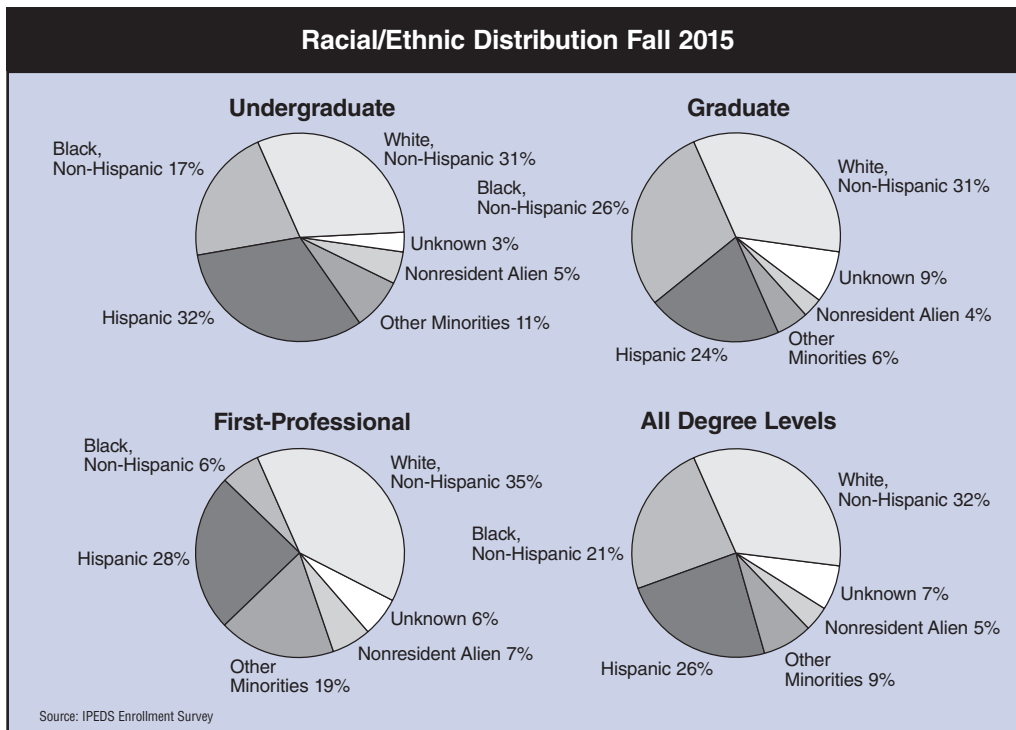


Table 7

Racial/Ethnic Distribution of Students by Headcount									
Degree Level	Fall Term	Total Headcount	Total Minorities	White	Hispanic	Black	*Other Minority	Nonresident Alien	Race/Ethnicity Unknown
<b>Undergraduate</b>	<b>2015</b>	<b>4,641</b>	<b>2,789</b>	<b>1,454</b>	<b>1,492</b>	<b>807</b>	<b>490</b>	<b>243</b>	<b>155</b>
	2014	4,699	2,822	1,498	1,534	835	453	238	141
	2013	5,156	3,136	1,604	1,636	1,066	434	253	163
	2012	5,739	3,585	1,629	1,886	1,264	435	319	206
	2011	6,397	4,077	1,778	2,118	1,502	457	278	264
<b>Graduate</b>	<b>2015</b>	<b>14,871</b>	<b>8,306</b>	<b>4,639</b>	<b>3,547</b>	<b>3,884</b>	<b>875</b>	<b>601</b>	<b>1,325</b>
	2014	15,667	8,758	5,041	3,627	4,327	804	495	1,373
	2013	16,635	9,141	5,708	3,557	4,772	812	430	1,356
	2012	17,120	9,274	6,203	3,366	5,109	799	446	1,197
	2011	18,135	10,019	6,686	3,523	5,720	776	415	1,015
<b>First-Professional</b>	<b>2015</b>	<b>3,724</b>	<b>1,974</b>	<b>1,300</b>	<b>1,040</b>	<b>224</b>	<b>710</b>	<b>244</b>	<b>206</b>
	2014	3,782	1,918	1,403	989	212	717	236	225
	2013	3,879	1,865	1,526	939	219	707	240	248
	2012	3,949	1,798	1,658	915	209	674	257	236
	2011	3,925	1,708	1,764	851	189	668	247	206
<b>University Total</b>	<b>2015</b>	<b>23,236</b>	<b>13,069</b>	<b>7,393</b>	<b>6,079</b>	<b>4,915</b>	<b>2,075</b>	<b>1,088</b>	<b>1,686</b>
	2014	24,148	13,498	7,942	6,150	5,374	1,974	969	1,739
	2013	25,670	14,142	8,838	6,132	6,057	1,953	923	1,767
	2012	26,808	14,657	9,490	6,167	6,582	1,908	1,022	1,639
	2011	28,457	15,804	10,228	6,492	7,411	1,901	940	1,485

University total headcounts include students taking courses in foreign countries.

\*Includes Native Americans, Alaskan Natives, Asians, Pacific Islanders, and students with more than one race. Source: IPEDS Enrollment Survey

Table 8

Racial/Ethnic Distribution of Students by Percentage								
Degree Level	Fall Term	Total Minorities	White	Hispanic	Black	*Other Minority	Nonresident Alien	Race/Ethnicity Unknown
<b>Undergraduate</b>	<b>2015</b>	<b>60%</b>	<b>31%</b>	<b>32%</b>	<b>17%</b>	<b>11%</b>	<b>5%</b>	<b>3%</b>
	2014	60%	32%	33%	18%	10%	5%	3%
	2013	61%	31%	32%	21%	8%	5%	3%
	2012	62%	28%	33%	22%	8%	6%	4%
	2011	64%	28%	33%	23%	7%	4%	4%
<b>Graduate</b>	<b>2015</b>	<b>56%</b>	<b>31%</b>	<b>24%</b>	<b>26%</b>	<b>6%</b>	<b>4%</b>	<b>9%</b>
	2014	56%	32%	23%	28%	5%	3%	9%
	2013	55%	34%	21%	29%	5%	3%	8%
	2012	54%	36%	20%	30%	5%	3%	7%
	2011	55%	37%	19%	32%	4%	2%	6%
<b>First-Professional</b>	<b>2015</b>	<b>53%</b>	<b>35%</b>	<b>28%</b>	<b>6%</b>	<b>19%</b>	<b>7%</b>	<b>6%</b>
	2014	51%	37%	26%	6%	19%	6%	6%
	2013	48%	39%	24%	6%	18%	6%	6%
	2012	46%	42%	23%	5%	17%	7%	6%
	2011	44%	45%	22%	5%	17%	6%	5%
<b>University Total</b>	<b>2015</b>	<b>56%</b>	<b>32%</b>	<b>26%</b>	<b>21%</b>	<b>9%</b>	<b>5%</b>	<b>7%</b>
	2014	56%	33%	25%	22%	8%	4%	7%
	2013	55%	34%	24%	24%	8%	4%	7%
	2012	55%	35%	23%	25%	7%	4%	6%
	2011	56%	36%	23%	26%	7%	3%	5%

University totals include students taking courses in foreign countries.

\*Includes Native Americans, Alaskan Natives, Asians, Pacific Islanders, and students with more than one race. Source: IPEDS Enrollment Survey

Female students have been in the majority at NSU for more than 10 years, and have consistently been about 70 percent of total enrollment for the past five years (Figure 12 and Table 6). Women are the majority of students at every degree level. However, they only comprise 56 percent of professional students, compared to 70 percent of undergraduate students and 73 percent of graduate students (Table 6).

Along with ethnicity and gender, age represents an important component of diversity in the student body. NSU has a large number of students of nontraditional college age. This is true at both the undergraduate and graduate levels with 30 percent of undergraduates age 25 or older and 40 percent of graduate and professional students older than age 35. Eighteen-year-old students entering the university directly from high school can

study alongside working adults. Similarly, 22-year-old students starting graduate school immediately after completing their bachelor's degree can perform research with seasoned professionals who have returned to school to further their careers.

Many undergraduate and graduate students at Nova Southeastern University did not begin their programs immediately after high school or after graduating from college. With regard to full-time students, 80 percent of undergraduates, 20 percent of graduate students, and 40 percent of first-professional students were under age 25 during the 2015 fall term. A considerable rise in undergraduate-level students under age 25 has been noted, but the fraction of students under age 25 at the graduate-level has changed little in the past five years.

Figure 12

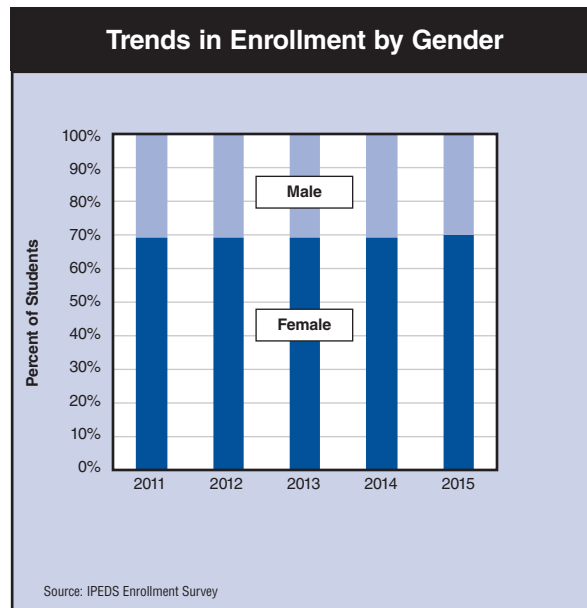




Table 9 shows the mean and median ages of enrolled students by degree level. The majority (80 percent) of full-time undergraduates were of traditional age (defined here as full-time students between 16–24 years old).

The age distribution of part-time undergraduates was more dispersed with the mean and median ages outside of the traditional student age range. Overall, 70 percent of all undergraduates were of traditional age during the 2015 fall term.

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

than 25 years old. As shown in Table 9, the mean age of graduate students was in the mid to late 30s, with 30 percent of students 40 or older. This is consistent with the fact that most graduate students enrolled at NSU are working adults at various levels in their professional career. Many have returned to school to upgrade their academic credentials, while others are preparing for a career change.

The majority of students (80 percent) attending professional programs at NSU range from 22–29 years old, indicating that most enter immediately, or soon after completing their bachelor’s degree. As shown in Table 9, the median and mean ages of full-time students fall within this age range.

**Table 9**

<b>Average Age of Students Enrolled in Fall 2015</b>		
	<b>Mean</b>	<b>Median</b>
<b>Undergraduate Students</b>		
Full-time	22	20
Part-time	31	27
<b>Graduate Students</b>		
Full-time	35	32
Part-time	37	35
<b>First-Professional Students</b>		
Full-time	26	25
Part-time	31	29





**University Graduates**



# University Graduates

**M**ore than 172,000 people claim Nova Southeastern University as their alma mater. These graduates reside in all 50 states and in more than 100 other countries. Many alumni are in high-level positions in areas such as business, education, health care, law, politics, and public service. NSU graduates have served as presidents, chief executive officers, and vice presidents of leading corporations; college presidents and provosts; superintendents and assistant superintendents in some of the nation's

largest school districts; and as judges, state bar officials, state representatives, city and county commissioners, and mayors.

## Degrees Awarded

From 2010–2011 through 2014–2015, NSU has awarded between 7,129 and 8,175 degrees annually (Figure 13). NSU has increased the number of doctoral degrees awarded by 7 percent during this time (Figure 14).

Figure 13

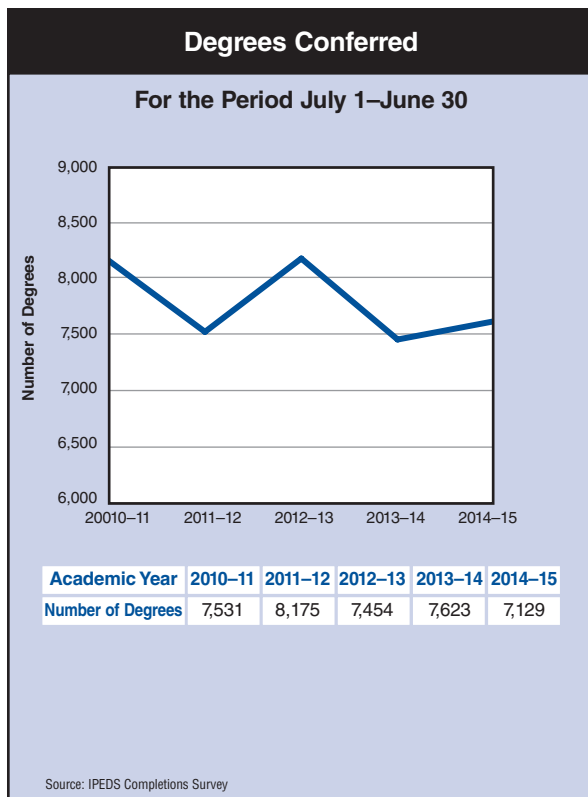


Figure 14

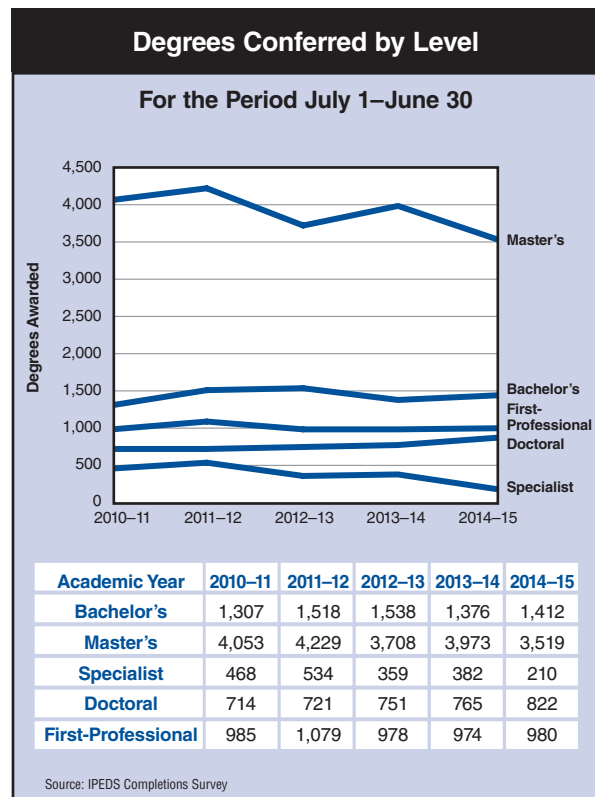
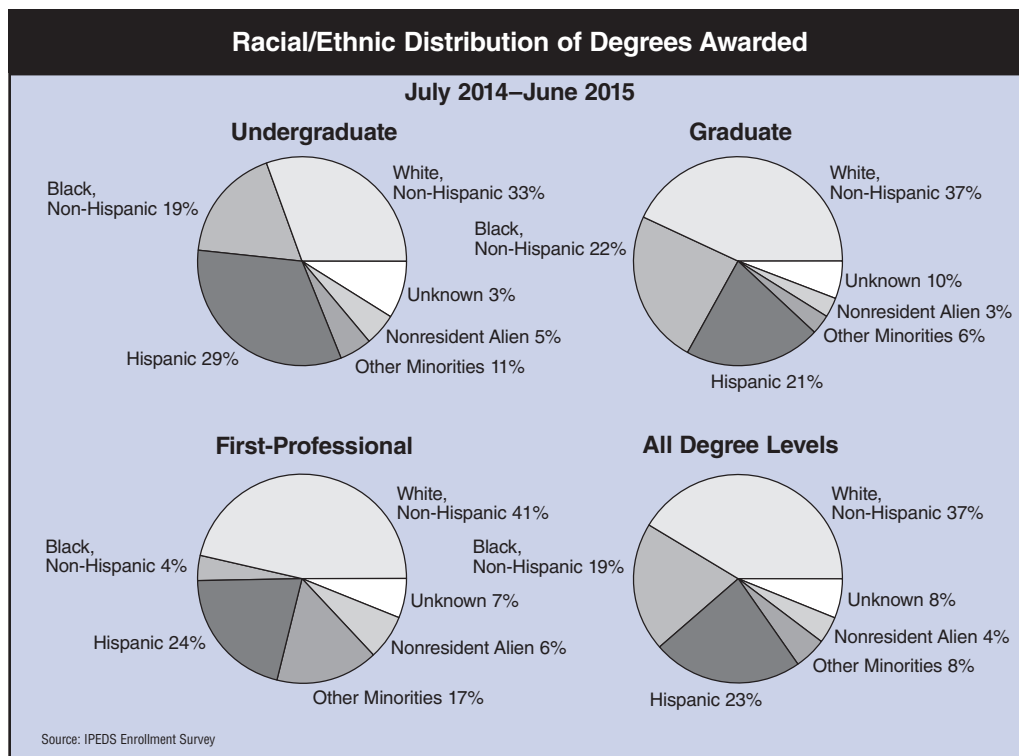


Figure 15 and Table 10 show the racial/ethnic composition of the most recent group of graduates. It is worth noting that 50 percent of graduates at all degree levels are minorities. In particular, 59 percent of

bachelor's degree recipients are minorities. Forty-nine percent of graduate and 45 percent of professional degree recipients are minorities.

Figure 15



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

■ Analysis of data from the National Center for Education Statistics IPEDS Data Center for four-year, private, nonprofit, degree-granting institutions nationally revealed that in academic year 2012–2013, NSU ranked 11th in total degrees awarded and third in the total number of degrees awarded to students from all racial/ethnic minorities combined. NSU ranked first in total degrees awarded to Hispanics and fifth in total degrees to black or African American students. With regard to master's degrees, NSU ranked fourth overall, fourth in degrees to all minority students, first in Hispanic, and third in black or African American. For combined doctoral and first-professional degrees, NSU ranked first nationally in total degrees awarded, awards to all minorities, and awards to Hispanics. NSU ranked second nationally in awards to black or African American students.

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

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

■ Of all degrees awarded by Nova Southeastern University in 2014–2015, 70 percent were awarded to women. Half of all the degrees awarded were master's degrees.

■ Of all the degrees awarded at NSU, 29 percent were awarded through the Health Professions Division, with an additional 23 percent through the Abraham S. Fischler College of Education.

**Table 10**

Degrees Conferred July 2014–June 2015												
	Bachelor's		Master's		Specialist		Doctoral		*First-Professional		**All Degrees	
By Gender	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	1,020	72%	2,576	73%	168	80%	601	73%	520	53%	5,004	70%
Male	392	28%	943	27%	42	20%	221	27%	460	47%	2,125	30%
<b>By Race/Ethnicity</b>												
White, Non-Hispanic	463	33%	1,279	36%	69	33%	359	44%	416	42%	2,631	37%
Hispanic	413	29%	827	24%	35	17%	121	15%	237	24%	1,664	23%
Black, Non-Hispanic	260	18%	702	20%	78	37%	237	29%	44	4%	1,362	19%
Asian	118	8%	127	4%	3	1%	19	2%	139	14%	415	6%
Pacific Islander	1	<1%	3	<1%	1	<1%	0	<1%	1	<1%	6	<1%
Native American/Alaskan Native	2	<1%	4	<1%	1	<1%	2	<1%	2	<1%	11	<1%
More Than One Race	38	3%	70	2%	5	2%	11	1%	29	3%	171	2%
Nonresident Alien	75	5%	131	4%	1	<1%	15	2%	51	5%	291	4%
Unknown	42	3%	376	11%	17	8%	58	7%	61	6%	578	8%
<b>Grand Total</b>	<b>1,412</b>	<b>100%</b>	<b>3,519</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>822</b>	<b>100%</b>	<b>980</b>	<b>100%</b>	<b>7,129</b>	<b>100%</b>
<small>* First-Professional includes Juris Doctor, Doctor of Dental Medicine, Doctor of Optometry, Doctor of Osteopathic Medicine, and Doctor of Pharmacy.  **Two associate's degrees and 184 certificates awarded, but not otherwise shown in the table, are included in the total for all degrees.</small>												
Source: IPEDS Completions Survey												



The most recent data presented for degrees awarded is for July 2014 through June 2015, which is pre-realignment. Therefore, all degree completion data by college in this book represents pre-realignment. The 2017 *Fact Book* will be recast for post-realignment.

Both the average age of students currently enrolled (Table 9) and their age at time of graduation (Table 12) clearly indicate that Nova Southeastern University serves predominantly older, working adults. Accordingly, the university has structured its academic programs and delivery systems to meet the needs of this population.

**Table 11**

<b>Degrees Conferred by Academic Center July 2014–June 2015</b>						
<b>Center/School</b>	<b>Total No. Graduates*</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Specialist</b>	<b>Doctoral</b>	<b>First-Professional</b>
Criminal Justice Institute	138	0	134	0	4	0
Fischler School of Education	1,650	45	986	185	391	0
Farquhar College of Arts and Sciences	631	617	13	0	0	0
H. Wayne Huizenga School of Business and Entrepreneurship	1,214	234	918	0	5	0
Health Professions Division	2,061	516	626	0	192	0
Shepard Broad Law Center	317	0	22	0	0	293
Center for Psychological Studies	613	0	503	14	96	0
Graduate School of Computer and Information Sciences	234	0	164	11	53	0
Graduate School of Humanities and Social Sciences	213	0	106	0	79	0
Oceanographic Center	58	0	47	0	2	0
<b>University-Wide</b>	<b>7,129</b>	<b>1,412</b>	<b>3,519</b>	<b>210</b>	<b>822</b>	<b>293</b>

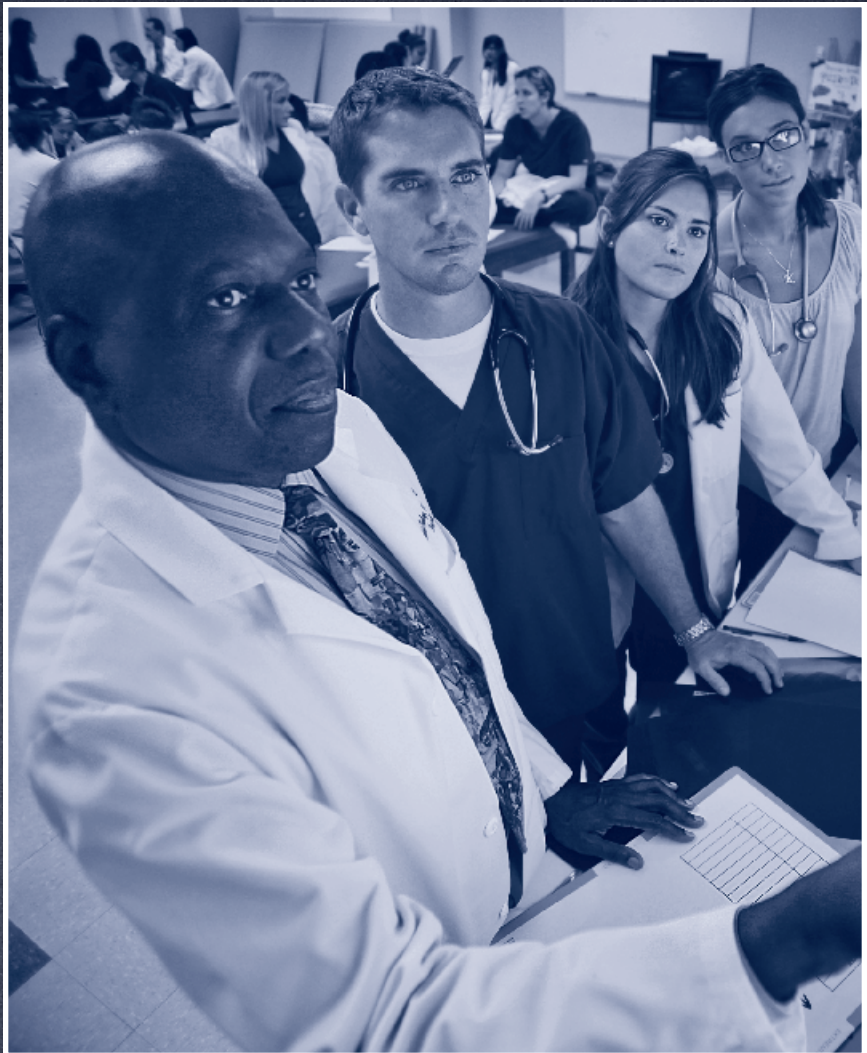
\*Total graduates includes two associate's degree and 184 certificates awarded, but not otherwise shown in the table.

**Table 12**

<b>Age at Time of Graduation—Degrees Conferred July 2014–June 2015</b>			
<b>Degree Level</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
<b>Bachelor's</b>	28	25	22
<b>Master's</b>	34	31	26
<b>Specialist</b>	40	39	32
<b>Doctoral</b>	41	41	44
<b>First-Professional</b>	29	28	26
<b>University-Wide</b>	33	30	26







## University Personnel



# University Personnel

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

Since 2010, the full-time, noninstructional staff increased 2 percent, and the number of full-time faculty members increased by 11 percent (Table 13). From 2010 to 2014, the ratio of FTE students to the total of full-time faculty, administration, and staff members has remained between six and seven to one.

**Table 13**

Racial/Ethnic Distribution of Full-Time University Personnel by Headcount											
Position Type	Fall Term	Total Headcount	Male	Female	Total Minorities	White	Hispanic	African American	*Other Minority	Nonresident Alien	Race/Ethnicity Unknown
<b>Full-Time Faculty</b>	<b>2015</b>	<b>837</b>	<b>402</b>	<b>435</b>	<b>227</b>	<b>570</b>	<b>91</b>	<b>67</b>	<b>69</b>	<b>14</b>	<b>26</b>
	2014	806	396	410	201	557	74	64	63	16	32
	2013	813	415	398	200	552	85	63	52	25	36
	2012	816	412	404	206	565	92	54	60	19	26
	2011	815	420	395	207	559	99	52	56	16	33
<b>Executive/ Administrative/ Managerial</b>	<b>2015</b>	<b>559</b>	<b>218</b>	<b>341</b>	<b>157</b>	<b>377</b>	<b>51</b>	<b>88</b>	<b>18</b>	<b>1</b>	<b>24</b>
	2014	547	236	311	131	399	50	56	25	0	17
	2013	548	232	316	145	385	68	57	20	0	18
	2012	534	226	308	146	375	66	54	26	0	13
	2011	526	236	290	139	376	62	50	27	1	10
<b>Other Administrative/ Managerial</b>	<b>2015</b>	<b>915</b>	<b>341</b>	<b>574</b>	<b>326</b>	<b>534</b>	<b>96</b>	<b>175</b>	<b>55</b>	<b>10</b>	<b>45</b>
	2014	955	326	629	360	545	93	211	56	12	38
	2013	949	333	616	387	502	167	177	43	18	42
	2012	923	323	600	397	477	173	173	51	18	31
	2011	936	303	633	397	468	173	172	52	25	46
<b>Secretarial/ Clerical</b>	<b>2015</b>	<b>616</b>	<b>104</b>	<b>512</b>	<b>305</b>	<b>282</b>	<b>70</b>	<b>217</b>	<b>18</b>	<b>1</b>	<b>28</b>
	2014	656	98	558	322	303	75	226	21	0	31
	2013	679	105	574	373	271	144	215	14	0	35
	2012	731	147	584	428	277	180	223	25	1	25
	2011	691	118	573	426	229	183	218	25	1	35
<b>Technical/ Paraprofessional</b>	<b>2015</b>	<b>276</b>	<b>106</b>	<b>170</b>	<b>169</b>	<b>100</b>	<b>48</b>	<b>107</b>	<b>14</b>	<b>1</b>	<b>6</b>
	2014	304	124	180	180	113	37	127	16	0	11
	2013	310	127	183	198	104	64	120	14	0	8
	2012	260	112	148	181	74	69	102	10	0	5
	2011	295	123	172	204	81	83	112	9	1	9
<b>Maintenance/ Skilled Crafts</b>	<b>2015</b>	<b>148</b>	<b>109</b>	<b>39</b>	<b>77</b>	<b>66</b>	<b>20</b>	<b>54</b>	<b>3</b>	<b>0</b>	<b>5</b>
	2014	124	97	27	58	56	15	38	5	0	10
	2013	127	101	26	66	58	22	40	4	0	3
	2012	110	64	46	62	45	20	40	2	0	3
	2011	136	101	35	65	64	27	36	2	0	7
<b>University Total</b>	<b>2015</b>	<b>3,351</b>	<b>1,280</b>	<b>2,071</b>	<b>1,261</b>	<b>1,929</b>	<b>376</b>	<b>708</b>	<b>177</b>	<b>27</b>	<b>134</b>
	2014	3,392	1,277	2,115	1,252	1,973	344	722	186	28	139
	2013	3,426	1,313	2,113	1,369	1,872	550	672	147	43	142
	2012	3,374	1,284	2,090	1,420	1,813	600	646	174	38	103
	2011	3,399	1,301	2,098	1,438	1,777	627	640	171	44	140

\*Includes Native American, Alaskan Native, Asian, and Pacific Islander.  
Source: IPEDS Human Resources Survey

This ratio does not include the faculty and staff of the Mailman Segal Center for Human Development and NSU University School.

Consistently, women have been the majority of all university employees, and they have occupied positions at all levels. For example, 51 percent of the faculty, 57 percent of executive/administrative/managerial positions, and 66 percent of the other administrative and professional levels were women (Table 14).

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

The data in Tables 13 and 14 do not include 466 full-time employees of the Mailman Segal Center for Human Development and NSU University School. When these personnel are included, the university has a total of 3,853 full-time employees.

**Table 14**

<b>Racial/Ethnic Distribution of Full-Time University Personnel by Percentage</b>										
<b>Position Type</b>	<b>Fall Term</b>	<b>Male</b>	<b>Female</b>	<b>Total Minorities</b>	<b>White</b>	<b>Hispanic</b>	<b>African American</b>	<b>*Other Minority</b>	<b>Nonresident Alien</b>	<b>Race/Ethnicity Unknown</b>
<b>Full-Time Faculty</b>	<b>2015</b>	<b>48%</b>	<b>52%</b>	<b>27%</b>	<b>68%</b>	<b>11%</b>	<b>8%</b>	<b>8%</b>	<b>2%</b>	<b>3%</b>
	2014	49%	51%	25%	69%	9%	8%	8%	2%	4%
	2013	51%	49%	25%	68%	10%	8%	6%	3%	4%
	2012	50%	50%	25%	69%	11%	7%	7%	2%	3%
	2011	52%	48%	25%	69%	12%	6%	7%	2%	4%
<b>Executive/Administrative/Managerial</b>	<b>2015</b>	<b>39%</b>	<b>61%</b>	<b>28%</b>	<b>67%</b>	<b>9%</b>	<b>16%</b>	<b>3%</b>	<b>0%</b>	<b>4%</b>
	2014	43%	57%	24%	73%	9%	10%	5%	0%	3%
	2013	42%	58%	26%	70%	12%	10%	4%	0%	3%
	2012	42%	58%	27%	70%	12%	10%	5%	0%	2%
	2011	45%	55%	26%	71%	12%	10%	5%	0%	2%
<b>Other Administrative and Professional</b>	<b>2015</b>	<b>37%</b>	<b>63%</b>	<b>36%</b>	<b>58%</b>	<b>10%</b>	<b>19%</b>	<b>6%</b>	<b>1%</b>	<b>5%</b>
	2014	34%	66%	38%	57%	10%	22%	6%	1%	4%
	2013	35%	65%	41%	53%	18%	19%	5%	2%	4%
	2012	35%	65%	43%	52%	19%	19%	6%	2%	3%
	2011	32%	68%	42%	50%	18%	18%	6%	3%	5%
<b>Secretarial/Clerical</b>	<b>2015</b>	<b>17%</b>	<b>83%</b>	<b>50%</b>	<b>46%</b>	<b>11%</b>	<b>35%</b>	<b>3%</b>	<b>0%</b>	<b>5%</b>
	2014	15%	85%	49%	46%	11%	34%	3%	0%	5%
	2013	15%	85%	55%	40%	21%	32%	2%	0%	0%
	2012	20%	80%	59%	38%	25%	31%	3%	0%	0%
	2011	17%	83%	62%	33%	26%	32%	4%	0%	0%
<b>Technical/Paraprofessional</b>	<b>2015</b>	<b>38%</b>	<b>62%</b>	<b>61%</b>	<b>36%</b>	<b>17%</b>	<b>39%</b>	<b>5%</b>	<b>0%</b>	<b>2%</b>
	2014	41%	59%	59%	37%	12%	42%	5%	0%	4%
	2013	41%	59%	64%	34%	21%	39%	5%	0%	3%
	2012	43%	57%	70%	28%	27%	39%	4%	0%	2%
	2011	42%	58%	69%	27%	28%	38%	3%	0%	3%
<b>Maintenance/Skilled Crafts</b>	<b>2015</b>	<b>74%</b>	<b>26%</b>	<b>52%</b>	<b>45%</b>	<b>14%</b>	<b>36%</b>	<b>2%</b>	<b>0%</b>	<b>3%</b>
	2014	78%	22%	47%	45%	12%	31%	4%	0%	8%
	2013	80%	20%	52%	46%	17%	31%	3%	0%	2%
	2012	58%	42%	56%	41%	18%	36%	2%	0%	3%
	2011	74%	26%	48%	47%	20%	26%	1%	0%	5%
<b>University Total</b>	<b>2015</b>	<b>38%</b>	<b>62%</b>	<b>38%</b>	<b>58%</b>	<b>11%</b>	<b>21%</b>	<b>5%</b>	<b>1%</b>	<b>4%</b>
	2014	38%	62%	37%	58%	10%	21%	5%	1%	4%
	2013	38%	62%	40%	55%	16%	20%	4%	1%	0%
	2012	38%	62%	42%	54%	18%	19%	5%	1%	0%
	2011	38%	62%	42%	52%	18%	19%	5%	1%	0%

\*Includes Native American, Alaskan Native, Asian, and Pacific Islander.  
Source: IPEDS Human Resources Survey







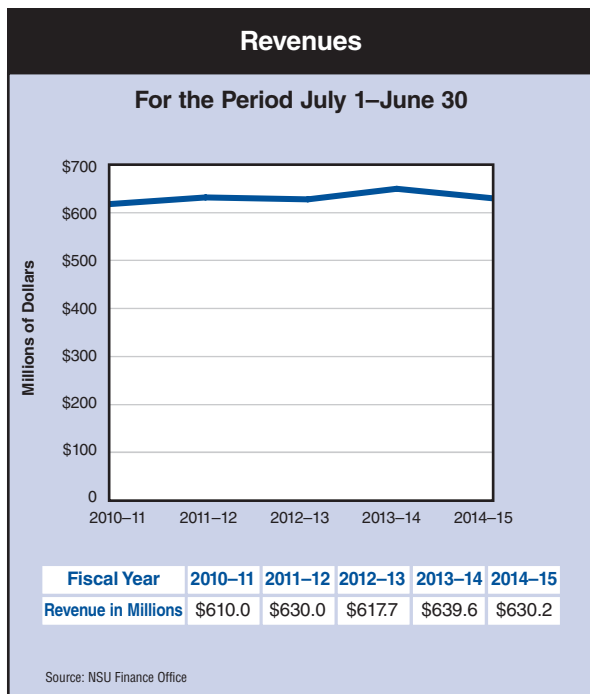
## University Finances

# University Finances

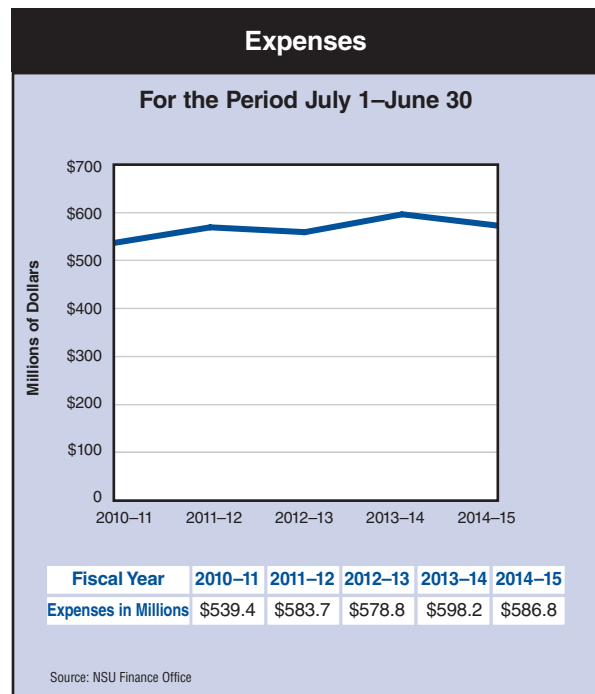
Revenues have exceeded expenses by a mean of 8 percent over the past five years with a net margin ranging from approximately 6 to 12 percent.

Over the five-year period shown in Figures 16 and 17, revenues increased 3 percent while expenses increased 9 percent.

**Figure 16**



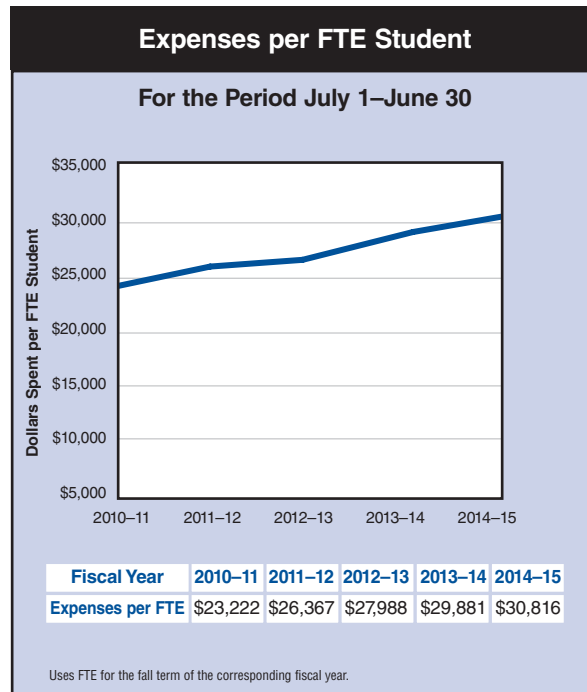
**Figure 17**



As shown in Figure 18, expenses per FTE student increased during the last five years. Between 2010–

2011 and 2014–2015, there was a 33 percent increase in expenses per FTE.

**Figure 18**





As shown in Figure 19, the university's primary source of revenue was tuition and fees from educational programs. The majority of expenses, 56 percent, was for

instruction (Figure 20). Since fiscal year 2010–2011, expenses for research increased by 21 percent.

**Figure 19**

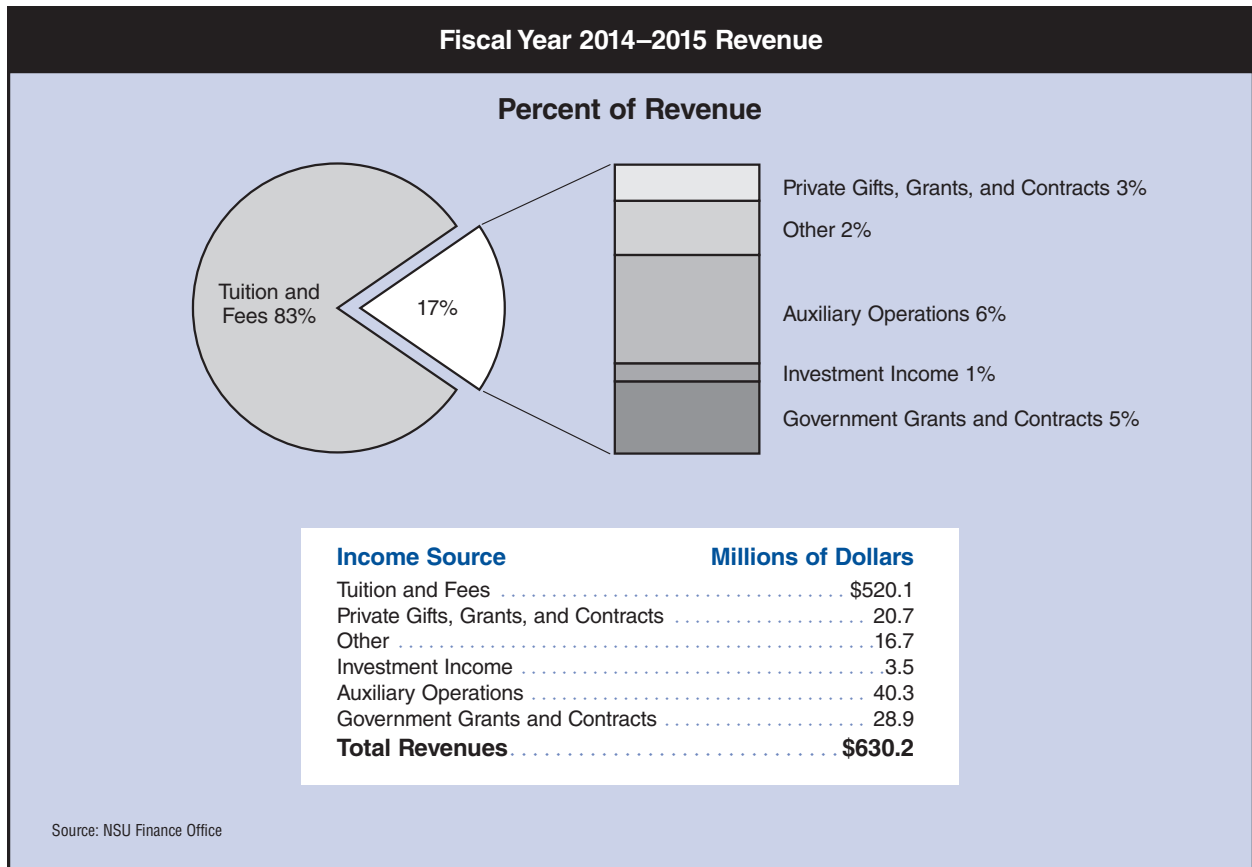
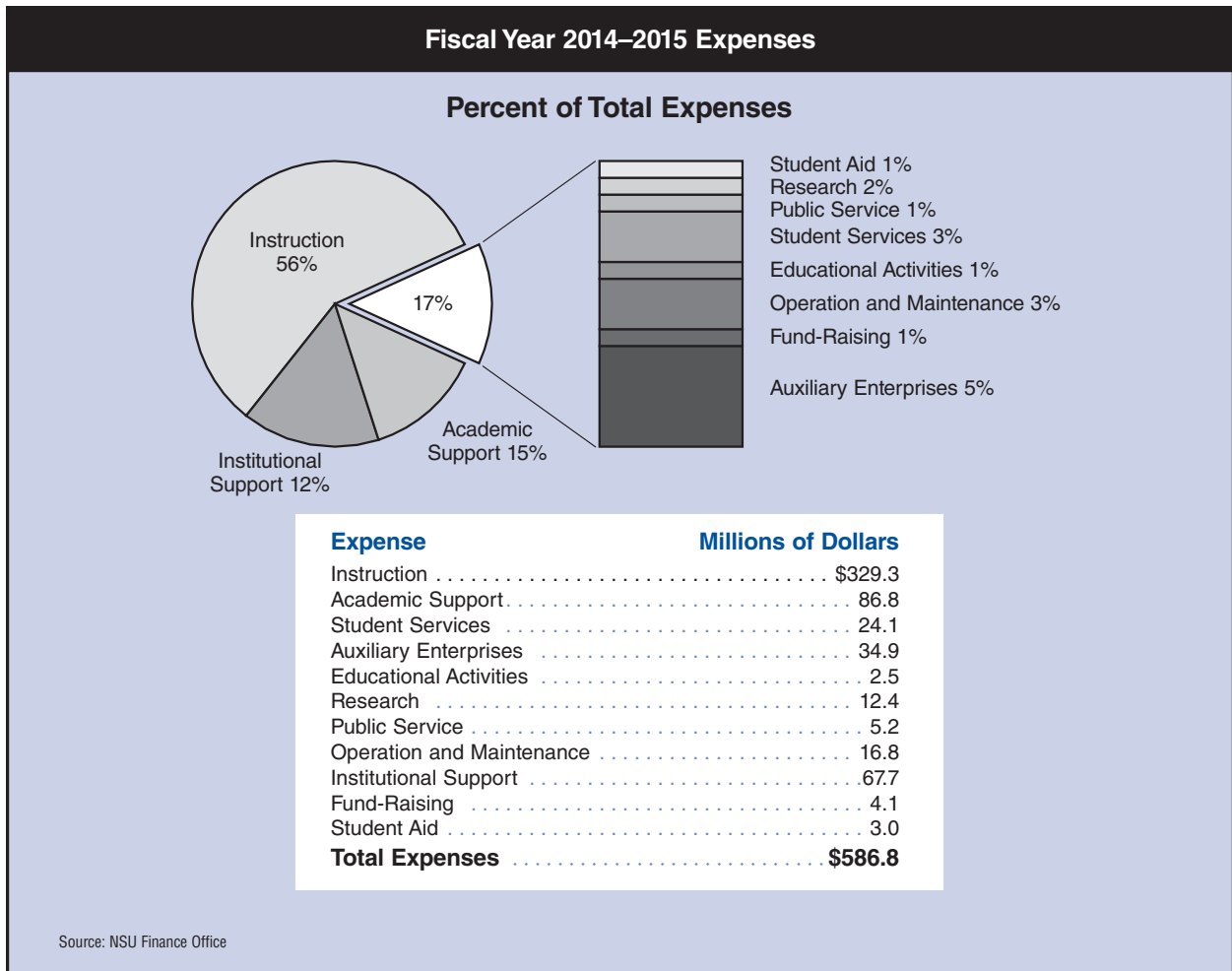




Figure 20







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