

Application for Approval and Registration of Postsecondary School

Iowa Code Chapter 262B

Submitted to:

Iowa College Student Aid Commission

Submitted by:

Nova Southeastern University

November, 2011

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Institutional Description

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

NSU is well known for innovation and quality in both traditional and distance education. The university serves large numbers of adult students and a growing population of traditional undergraduates. Using 2009 fall-term enrollment as a measure, Nova Southeastern University is the seventh largest not-for-profit independent institution nationally. NSU is one of 230 colleges and universities located in Florida, and, among the state's independent four-year institutions, is one of 106.

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 is one of only two colleges of pharmacy in South Florida. The institution also enjoys an excellent reputation for its programs for families offered through the Mailman Segal Institute for Early Childhood Studies and the University School. These include innovative parenting, preschool, primary, and secondary education programs.

The university's programs are administered through academic centers that offer courses at the Fort Lauderdale campuses as well as at locations throughout Florida, across the nation, and in 12 countries. Despite the geographic diversity of sites where classes are offered, 89 percent of the student body attends classes in Florida.

Eighty-two percent of all students enrolled attend classes in the tri-county area (i.e., Miami-Dade, Broward, and Palm Beach counties). Nova Southeastern University is a major provider of educational programs for Florida residents. Through its undergraduate, graduate, and professional degree programs, NSU educated more than 25,000 Florida students in calendar year 2010. With annual expenditures of approximately \$539 million, Nova Southeastern University also has a significant economic impact on the surrounding community.

Overview and List of Programs Included in the Application

Nova Southeastern University is seeking approval to offer the following degree programs to residents of Iowa via distance education/on-line delivery modality. It should be noted that the institution does not have any instructional or administrative locations in the state of Iowa or employ any agents in the state.

The degree offerings are driven by the academic units at Nova Southeastern University. The programs included in this application are grouped by the school/college offering the degree. Tables 1 through 11 provide a listing of each degree program included in this application. The institution seeks approval to offer these programs via distance education/online modality to residents of Iowa.

Table 1: Center for Psychological Studies degree Programs included in the Application	
Program	Degree
Clinical Psychology	Doctor of Philosophy in Clinical Psychology – Ph.D.
School Psychology	Doctor of school Psychology – Psy.D.
	Specialist in School Psychology – Psy.S
Counseling	Master of Science in Counseling – M.S.
	Master of Science Mental Health Counseling - M.S.
	Master of Science in School Counseling - M.S.

Table 2. College of Allied Health and Nursing Degree Programs Included in the Application for Approval	
Program	Degree
Health Science	Bachelor of Health Science – BHS
	Master of Health Science – MHS
	Doctor of Health Science – DHS
Nursing	Master of Science in Nursing – MSN
	Doctor of Philosophy in Nursing – Ph.D.
Occupational Therapy	Doctor of Philosophy in Occupational Therapy – Ph.D.
	Doctor of Occupational Therapy – Dr. OT
Physical Therapy	Doctor of Philosophy in Physical Therapy – Ph.D.
	Entry-level Doctor of Physical Therapy – D.P.T.
	Transition Doctor of Physical Therapy – T-DPT

Table 3. College of Optometry Degree Programs Included in the Application for Approval	
Program	Degree
Clinical Vision Research	Master of Science in Clinical Vision Research – M.S.

Note Regarding Education Programs: The NSU education programs presented in this application are not intended to lead to initial certification/licensure in Iowa. The education programs are designed for individuals who want to earn their degree **in order to** acquire substantive knowledge and skills in the field of education. NSU will not market or provide educator preparation programs to residents of Iowa as leading to initial certification/licensure in Iowa.

Table 4. Fischler School of Education Associate Programs Included in the Application for Approval	
Program	Degree
Early Childhood Education	Associate of Arts – A.A.

Table 5. Fischler School of Education Bachelor Programs Degree Programs Included in the Application for Approval	
Program	Degree
Child Development	Bachelor of Science – B.S.

Table 6. Fischler School of Education Master’s Programs Included in the Application for Approval	
Program	Degree
BrainSMART	Master of Science – M.S.
Teaching and Learning	Master of Art in Teaching and Learning – MATL
Education	Master of Science in Education – M.S.
Instructional Technology and Distance Education	Master of Science in Instructional Technology and Distance Education – M.S.
Leadership	Master of Science in Leadership – M.S.
Speech-Language Pathology	Master of Science in Speech-Language and Communication Disorders - MS

**Table 7. Fischler School of Education Specialist Programs
Included in the Application for Approval**

Program	Degree
BrainSMART	Education Specialist - Ed.S.
Educational Specialist	Education Specialist - Ed.S.

**Table 8. Fischler School of Education Doctorate Programs
Included in the Application for Approval**

Program	Degree
Education	Doctor of Education – Ed.D.
Speech-Language Pathology	Doctor of Speech-Language Pathology – SLP.D.
Education Research	Doctor of Philosophy – Ph.D.

**Table 9. Huizenga School of Business Bachelor’s Programs
Included in the Application for Approval**

Program	Degree
Business Administration	Bachelor of Business Administration – B.B.A.
Accounting	Bachelor of Science in Accounting - B.S.
Economics	Bachelor of Science in Economics – B.S.
Finance	Bachelor of Science in Finance – B.S.
Management	Bachelor of Science in Management – B.S.
Marketing	Bachelor of Science in Marketing – B.S.
Sport and Recreation Management	Bachelor of Science in Sport and Recreation Management – B.S.

**Table 10. Huizenga School of Business Master's Programs
Included in the Application for Approval**

Program	Degree
Accounting	Master of Accounting – M.Acc.
Business Administration	Master of Business Administration – M.B.A.
International Business Administration	Master of International Business Administration – M.I.B.A.
Public Administration	Master of Public Administration- M.P.A.
Human Resource Management	Master of Science in Human Resource Management – M.S. HRM
Leadership	Master of Science in Leadership – M.S.L.
Taxation	Master of Taxation- M.Tax

**Table 11. Graduate School of Computer and Information Sciences Master's Programs
Included in the Application for Approval**

Program	Degree
Computer Science	Master of Science in Computer Science – M.S.
Computer Information Systems	Master of Science in Computer Information Systems- M.S.
Information Security	Master of Science in Information Security – M.S.
Information Technology	Master of Science in Information Technology – M.S.
Information Technology in Education	Master of Science in Information Technology in Education - M.S.
Management Information Systems	Master of Science in Management Information Systems – M.S.

Table 12. Graduate School of Computer and Information Sciences Master's Programs Included in the Application for Approval

Program	Degree
Computer Science	Doctor of Philosophy in Computer Science – Ph.D.
Computer Information Systems	Doctor of Philosophy in Computer Information Systems – Ph.D.
Computing Technology in Education	Doctor of Philosophy in Computing Technology in Education – Ph.D.
Information Systems	Doctor of Philosophy in Information Systems – Ph.D.

Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator
200 10th Street, Fourth Floor
Des Moines, IA 50309
(515) 725-3470

Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Pursuant to Iowa Code Chapter 261B, the undersigned school applies for registration to conduct or maintain one or more courses of instruction, including courses of instruction by correspondence, where the courses are offered in Iowa or the school has a presence in Iowa and desires to offer courses in other states or foreign countries.

Submit a paper document and a complete duplicate in pdf format on a CD.
Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

Applications for an initial approval and registration must include a *non-refundable* check for \$4,000 payable to the State of Iowa.

Applications fees are to be sent to:

Postsecondary Approval and Registration Administrator
200 10th Street, Fourth Floor
Des Moines, IA 50309

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Responses are required to have a minimum of a summary paragraph on this form. Responses that include only statements similar to "please see attached", will be considered incomplete. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents..

(Registrations must be renewed every four years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:
[(261B.4(2))] and [(261B.4(1))]

Name of School: Nova Southeastern University
Suite: _____
Street: 3301 College Avenue
City: Fort Lauderdale
State: Florida
Zip: 33314
Country: USA
Telephone Number (including country or area code): (954) 262-5381

Type of corporation:

- For-profit
 Non-profit

Address of this school in all in other states, and in foreign countries:

Please see Attachment 1a

Suite	Street	City	State	Zip	Country	Telephone

Address of all locations in Iowa where instruction is to be provided Please see Attachment 1b

Suite	Street	City	State	Zip	Country	Telephone

Tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))] Please see Attachment 1c

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] If the refund policy is attached, please summarize the policy below.

Please see Attachment 2

Degrees granted by the school [(261B.4(5))]

Offered in Iowa [(261B.4(11))] - Please see Attachment 3a

Offered outside of Iowa - Please see Attachment 3b

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: George L. Hanbury, II, Ph.D. - President
 Suite: _____

Street: 3301 College Avenue
City: Fort Lauderdale
State: Florida
Zip: 33314
Country: USA
Telephone Number (including country or area code): (954) 262-7555

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:

261B.9 DISCLOSURE TO STUDENTS.

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

Response:

Please see Attachment 4

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))] - Not Applicable.

Name: NSU does not utilize any representative or administrator for
Suite: contact in Iowa.
Street:
City:
State:
Zip:
Country:

Telephone Number (including country or area code): _____

Name, address, and title of the other officers and members of the legal governing body of the school:

[(261B.4(6))]

NSU is a non profit organization governed by a Board of Trustees. Please see Attachment 5 for listing.

Officer Number 1

Name: _____

Suite: _____

Street: _____

City: _____

State: _____

Zip: _____

Country: _____

Telephone No. (including country or area code): _____

For officers 2 or more, add pages as needed:

Owner Number 2

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]

Name: _____

Suite: _____

Street: _____

City: _____

State: _____

Zip: _____

Country: _____

Telephone Number (including country or area code): _____

For owners 2 or more, add pages as needed

Name all agencies accrediting the institution. For each agency, include **name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education.** [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. **Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.**

Accrediting agency 1 - Please see Attachment 6.

Name: _____

Suite: _____

Street: _____

City: _____

State: _____

Zip: _____

Country: _____

Telephone Number (including country or area code): _____

Contact Person: _____

Is this agency recognized by the U. S. Department of Education? [] Yes [] No

Accrediting Agency 2

Name: _____
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____
Contact Person: _____

Is this agency recognized by the U. S. Department of Education? Yes No

Accrediting Agency 3

Name: _____
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone No. (including country or area code): _____
Contact Person: _____

Is this agency recognized by the U. S. Department of Education? Yes No

Accrediting Agency 4+

Respond on a separate page:

Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]

Please see Attachment 7

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Name: Elaine Poff - University Registrar
Suite: _____
Street: 3301 College Avenue
City: Fort Lauderdale
State: Florida
Zip: 33314
Country: USA
Telephone Number. (including country or area code): (954) 262-7261

List the states and approval or registration agencies for all states in which the school operates or maintains a presence.

Please see Attachment 8

State	Agency Name	Address	Contact Person	Telephone Number

Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used,, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

_____ Please see Attachment 9

Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.

Please see Attachment 10

Agency Name	Contact Person	Telephone Number	Approval Status

Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

Yes No

If yes, explain below.

Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.

Milton Hale, Jr.
Financial Analyst
U.S. Department of Education
School Participation Team SC -Atlanta
Phone: (404) 562-6314
Fax: (404) 562-6321
e-mail: milton.hale@ed.gov

Do you:

Enroll students in Iowa? Yes No

Employ Iowa faculty? Yes No

Do you intend to:

Enroll students in Iowa? Yes No

No Employ Iowa faculty? Yes No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

Please see Attachment 11

Name, address, and telephone number of full-time employees in Iowa.

Name: _____
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

Will your school comply with Iowa Code section 261B.7 limiting the use of references to the Secretary of State, State of Iowa, or College Student Aid Commission in promotional material (See the Iowa Code for details)

Yes No

Will your school comply with the requirements of Iowa Code section 261.9(1)"e" to "g"? [

(See the Iowa Code for details.) Yes No

Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?

Yes No

Attached a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

Please see Attachment 12

Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

Please see Attachment 13

Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

Please see Attachment 14

Provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

Not Applicable. NSU does not utilize any physical facilities in the state of Iowa.

Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Statement may be in an attached document. Please see Attachment 15

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

Please see Attachment 16

Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Please see Attachment 17

Provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

Please see Attachment 18

Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,

Although NSU maintains a number of off-campus locations, the institution does not operate any branch campuses as defined by the Southern Association of Colleges. The average debt upon graduation for NSU students that had their degrees conferred between 7/1/2010 and 6/30/2011 was \$57,056.

Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

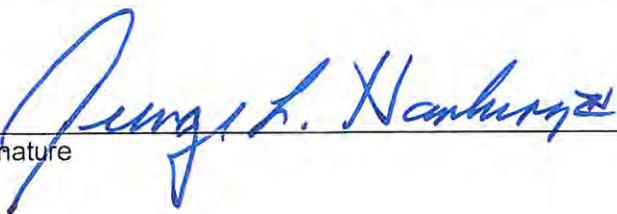
Although NSU maintains a number of off-campus locations, the institution does not operate any branch campuses as defined by the Southern Association of Colleges. Therefore the institution is required to report only one graduation rate to the U.S. Department of Education National Center for Education Statistics. The most recent graduation rate (Fall 2004 cohort) reported to the U.S. Department of Education National Center for Education Statistics was 41% for the total organization.

SIGNATURE

Applicant School Chief Executive Officer

George L. Hanbury II, Ph.D.
Name

President and CEO
Title


Signature

8/11/11
Date

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.

Attachment 1: Program Location

ATTACHMENT 1a: PROGRAM LOCATIONS

ATTACHMENT 1b: IOWA LOCATION

ATTACHMENT 1c: TUITION AND FEES

Attachment 1a: Program Location and Address in Florida

ATTACHMENT 1A: PROGRAM LOCATION AND ADDRESS IN FLORIDA

Attachment 1a: Program Location and Address in Florida

Davie
University Park Plaza 3530 S. University Drive Davie, FL 33328
Daytona Area
Embry-Riddle Aeronautical University 600 S. Clyde Morris Blvd. Daytona Beach, FL 32114
Fort Lauderdale
NSU Health Professions Division Assembly Bldg. Room 3204 3200 S. University Dr. Fort Lauderdale, FL 33332
NSU/CPS 3301 College Avenue Fort Lauderdale, FL 33314
Fort Myers Area
NSU Fort Myers Student Educational Center 3650 Colonial Court Ft. Myers, FL 33914
Jacksonville Area
NSU Jacksonville Student Educational Center 6675 Corporate Center Parkway Suite 115 Jacksonville, FL 32224
Lakeland Area
Lakeland All Saints Academy 5001 State Road TR 540 W Winter Haven, FL 33880

Attachment 1a: Program Location and Address in Florida

Miami
NSU Miami Student Educational Center 8585 SW 124th Ave. Miami, FL 33176
Miramar
Miramar Town Center Student Educational Center 2050 Civic Center Place, 3rd Floor Miramar, FL 33025
Melbourne Area
Educational Services Facility 2700 Judge Fran Jamieson Way Viera, FL 32940
North Miami Beach
NSU/FSEHS/NMB 1750 NE 167th St N. Miami Beach, FL 33163
Orlando Area
NSU Orlando Student Educational Center 4850 Millenia Blvd. Orlando, FL 32840
Tallahassee Area
Tallahassee Community College Economic Workforce Development Bldg. 444 Appleyard Dr. Tallahassee, FL 32304
Tampa Area
NSU Tampa Student Educational Center 3632 Queen Palm Ave. Tampa, FL 33623

Attachment 1a: Program Location and Address in Florida

Vero Beach Area
Vero Beach High School- Freshman Learning Center 1507 19th Street Vero Beach, FL 32961
West Palm Beach Area
NSU WPB Student Educational Center 3970 RCA Blvd. Suite 7000 Palm Beach Gardens, FL 33411
Jupiter Police 210 Military Trail Jupiter, FL 33458

ATTACHMENT 1a: PROGRAM LOCATION AND ADDRESS NATIONAL

Attachment 1a: Program Location and Address

Alabama
Huntsville Marriot Tranquility Base Huntsville, AL 35805
Realty South Training & Business Center 2629 Cahaba Road Birmingham, AL 35223
Spring Hill College 4000 Dauphin Street Mobile, AL 36608
Arizona
Arizona School Administrators Office 1910 W. Washington Street Phoenix, AZ 85009
California
El Segundo Hilton Garden Inn (LAX/El Segundo) 2100 E. Mariposa Ave. El Segundo, CA 90245
Hesperia Unified School District 15576 Main Street Hesperia, CA 92345
Alpha Vista Services 3179 Temple Ave., Suite 120 Pomona, CA 91768
Colorado
Park Elementary School 623 East 5th Street Durango, Co 81301-5637
Delaware
Delaware Tech Community College 400 Stanton-Christiana Road #2 Newark, DE 19713
Georgia

Attachment 1a: Program Location and Address

Georgia International Convention Center 2000 Convention Center Concourse College Park, GA 30337
Central Georgia Technical College 3300 Macon Technical Drive Macon, GA 31206
Indiana
Courtyard Marriott 5525 Fortune Circle E Indianapolis, IN 46241
Louisiana
East Baton Rouge Central Office Resource Center 1050 S. Foster Drive Baton Rouge, LA 70817
Westlake High School 1000 Garden Drive Westlake, LA 70669
Hampton Inn Shreveport Airport 5226 Monkhouse Drive Shreveport, LA 71109
Massachusetts
Courtyard Boston Waltham 387 Winter Street Waltham, MA 02451
Sheraton Springfield Hotel One Monarch Place Springfield, MA 01144
Missouri
Clarion Hotel Sports Complex 9103 39th Street Kansas City, MO 64133
Earth City Marriott Courtyard 3101 Rider Trail South

Attachment 1a: Program Location and Address

St. Louis, MO 63044
Nevada
Las Vegas Instructional Site 8945 W. Russell Road Suite 170 Las Vegas, NV 89148-1229
New Jersey
Thomas A. Edison State College 101 W. State Street Trenton, NJ 08603
New Mexico
College of the Santa Fe at Albuquerque 4501 Indian School Suite 100 Albuquerque, NM 87110
Oregon
Williamette Education Service District Administration Office 2611 Pringle Rd. SE Salem, OR 97302
Pennsylvania
Holy Family University-Woodhaven Campus 1311 Bristol Pike Bensalem, PA 19020
Chambersburg Area School District School Board Office 435 Stanley Ave. Chambersburg, PA 17201
Greater Johnstown School District Eastside Elementary School 220 Messenger Street Johnstown, PA 15902
Marriot Courtyard Hotel 8900 Bartram Ave. Philadelphia, PA 19151

Attachment 1a: Program Location and Address

Puerto Rico
Universidad Del Este Escuela de Educacion Recinto de Carolina Carr. 190 KM 1.8 Avenida Principal Sabana Abajo Carolina, PR 00984
Pontifical Catholic University 2250 Avenida Las Americas Perea Bldg. Suite 607 Ponce, PR 00717-0779
South Carolina
Hampton Inn Daniel Island 160 Fairchild St. Charleston, SC 29492
Greystone Embassy Suites Columbia 200 Stoneridge Drive Columbia, SC 29210
Texas
Infomart1 950 Stemmons Freeway Suite 1063 Dallas, TX 75207
Northwest Independent School District 2001 Texan Drive Justin, TX 76247
Virginia
Hilton Alexandria Mark Center 5000 Seminary Road Alexandria, VA 22311
Stanford Inn & Convention Center 2500 Riverside Drive Danville, VA 24540

Attachment 1a: Program Location and Address

Norfolk Waterside Marriott Hotel 235 E. Main Street Norfolk, VA 23160
Strayer University Henrico Campus 11501 Nuckois Road Glen Allen, VA 23059
Roanoke Higher Educational Center 108 North Jefferson Street Suite 208 Roanoke, VA 24016
Washington
Pacific Northwest University (PNWU) 111 South 33rd Street Yakima, Washington 98901
Wisconsin
Best Western Miday Hotel 2901 Martin Ave. Wausau, WI 54401

ATTACHMENT 1a: PROGRAM LOCATIONS AND ADDRESS INTERNATIONAL

Attachment 1a: Program Location and Address International

Bahamas
Bishop Michael Eldon School East Sunrise Highway P.O. Box F40667 Freeport, Bahamas
Bahamas Baptist Community College8 Jean St., N-4830, Nassau, Bahamas
Belize
University of Belize University Drive Belize City, Belize
Colombia
UNAD Calle 14 Sur No. 14-23 Bogotá, Colombia
Costa Rica
UNED San José, Tibás, Llorente, 200 SO del Automercado, Condominio Villas Jade N. 558, San José, Costa Rica
Dominican Republic
INTEC Santo Domingo Republica Dominicana
ICATEC Cibao, La Vega Republica Dominicana
UCNE San Francisco de Macoris Republica Dominicana

Attachment 1a: Program Location and Address International

INTEC Santo Domingo Republica Dominicana
UASD Santo Domingo Republica Dominicana
UCADE Higüey, Republica Dominicana
ISFODOSU Santo Domingo Republica Dominicana
UNICDA Santo Domingo Republica Dominicana
Ecuador
UTPL Particular de Loja, Ecuador
ESPOJ Calle Darquea Teran 1553 y Avenida 10 de Agosto Quito, Ecuador
Jamaica
Medallion Hall Hotel 53 Hope Road Kingston 10 Jamaica, WI
Manchester High School PO Box 137, Mandeville Manchester, Jamaica, WI
Wexford Court Hotel 39 Gloucester Avenue PO Box 108, Montego Bay St. James, Jamaica, WI

Attachment 1a: Program Location and Address International

Brown's Town Community College Ocho Rios/St. Ann, Jamaica, WI
South Korea
Seoul Foreign School 55 Yonhi-Dong, Sodaemun-Gu, Seoul, Korea, 120-113822-330-3100
Malaysia
ISKL International School Kuala Lumpur PO Box 12645, 50784 Kuala Lumpur, Malaysia
University Pendidikan SultanIdria and Helmsdale, University Centre 35900 Tanjong Malim, Malaysia
Mexico
Universidad de Guadalajara, Sistema Virtual Escuela Militar de Aviación No 16 Col. Ladrón de Guevara C.P. 44170, Guadalajara, Jalisco, Mexico
Universidad Autónoma de Nayarit, Ciudad de la Cultura "Amado Nervo" Tepic, Nayarit, Mexico, C.P. 63155
Turks and Caicos
Osetta Jolly Primary School Blue Hills Turks and Caicos Islands, British WI
United Kingdom
University of Westminster 115 New Cavendish St. London, UK W1W6UW

ATTACHMENT 1b: IOWA LOCATION

Address of all locations in Iowa:

Not applicable. Nova Southeastern University provides distance education/online programs to residents of Iowa. The institutional does not have physical location for instruction, administration, or recruitment.

ATTACHMENT 1C: TUITION, FEES, AND OTHER COSTS

Center for Psychological Studies

Program to be Offered in Iowa	Tuition (per credit hr.)	Fees	Books and Supplies	Other	Total (per semester)
Clinical Psych Doctoral	\$890	\$25 registration \$250 student service \$10 insurance	\$1100		\$12,182
School Psychology Doctoral Program	\$890	\$25 registration \$250 student service \$10 insurance	\$1000		\$11,965
School Psychology Specialist Program	\$650	\$25 registration \$250 student service \$10 insurance	\$500		\$6635
MS in Counseling	\$580	\$25 registration \$250 student service \$10 insurance \$750 practicum (one-time fee)	\$200		\$3765 (excluding one-time practicum fee)
MS in Mental Health Counseling	\$580	\$25 registration \$250 student service \$10 insurance	\$200		\$3765
MS in School Counseling	\$580	\$25 registration \$250 student service \$10 insurance	\$200		\$3765

**Center for Psychological Studies
(continued)**

Program to be Offered in Iowa	Tuition (per credit hr.)	Fees	Books and Supplies	Other	Total (per semester)
MS in General Psychology	\$580	\$25 registration \$250 student service \$10 insurance	\$200		\$3765
MS in Clinical Psychopharmacology	\$580	\$25 registration \$250 student service \$10 insurance	\$200		\$3765

Doctoral programs are based on 1st yr rec. curriculum;

Master's programs are based on Full time enrollment/2 courses

College of Allied Health and Nursing

Program to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total (estimated)
Bachelor of Health Science - BHS	\$300/credit	\$750 Student Fee/annually; \$50 non-refundable application fee; \$75 Diploma only fee or \$225 for graduation and diploma fee for students who elect to participate in the formal, On-campus graduation ceremony (not required)	\$1000/annually		Health Professions Division (HPD) Tuition varies by program; HPD Low \$22,800 HPD High \$46,150
Master of Health Science - MHS	\$300/credit + Master of Health Law courses offered by the Shepherd Broad Law Center is \$545/credit	Same as above	\$1000/annually		
Doctor of Health Science - DHS	\$550/credit	Same as above	\$1000/annually		
Doctor of Philosophy in Nursing- Ph.D.	\$700 per credit	Same as above	\$1000/annually		
Master of Science in Nursing- MSN	\$550/credit	Same as above	\$500/annually		
Doctor of Philosophy in Occupational Therapy (OT)- Ph.D.	\$550/credit	Same as above	\$1300/annually		
Doctor of Occupational Therapy (OT)- Dr. OT	\$450/credit	Same as above	\$1200/annually		
Doctor of Philosophy in Physical Therapy (PT) – Ph.D.	\$550/credit	Same as above	\$1300/annually		
Transition Doctor of Physical Therapy (PT) - T-DPT	\$450/credit	Same as above	\$1200/annually		

**College of Allied Health and Nursing
(Continued)**

Program to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Physical Therapy, Hybrid entry-level Doctor of Physical Therapy, Tampa	\$19,500/annually	\$750 Student Fee/annually; \$50 non-refundable application fee; \$225 for graduation and diploma fee ; \$145 Student Access fee	\$7500/annually		\$28,120

Note: The list outlines the online or hybrid programs in the College of Allied Health and Nursing only

College of Optometry

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Master of Science in Clinical Vision Research – M.S.	\$450 per credit	\$450/Annually	\$1,000/Annually		\$18,450

Fischler School of Education – Associate Programs

Programs to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Associate of Arts in Early Childhood Education – A.A.	\$290/credit	Application Fee (non-refundable) \$50 Degree Application Fee \$100 Internship Fee \$100 Lab Fee \$200 Late Registration Fee \$100 Registration Fee \$30 (\$25 -for undergraduate courses) Student Services Fee (one course – \$125 3 credit hours or less) Student Services Fee (one course – 4 credit hours or more/ two or more courses) \$250 Transcript Fee \$10	Approximately \$75–100 per course		\$22,310

Fischler School of Education – Bachelor’s Programs

Programs to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Bachelor of Science in Child Development – B.S.	\$445/credit	Application Fee (non-refundable) \$50 Degree Application Fee \$100 Internship Fee \$100 Lab Fee \$200 Late Registration Fee \$100 Professional Seminar Fee (EDU 601/602) \$347.50 Registration Fee \$30 Student Services Fee (one course – \$125 3 credit hours or less) Student Services Fee (one course – 4 credit hours or more/ two or more courses) \$250 Transcript Fee \$10	Approximately \$75–100 per course		\$58,310

Fischler School of Education – Master’s Programs

Programs to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Master of Science BrainSMART® - M.S.	\$410/credit	Application Fee (non-refundable) \$50	\$674	NA	\$16,434
Master of Arts in Teaching and Learning – M.A. (Pearson Education)	\$460/credit	Degree Application Fee \$100 Internship Fee \$100 Lab Fee \$200	\$827	NA	\$15,487
Master of Science in Education- M.S.	\$695/credit	Late Registration Fee \$100	\$674	NA	\$28,903
Master of Science in Instructional Design and Diversity Education – M.S.	\$695/credit	Professional Seminar Fee (EDU 601/602) \$347.50 Registration Fee \$30	\$740	NA	\$28,340
Master of Science in Instructional Technology and Distance Education – M.S.	\$695/credit	Student Services Fee (one course – \$125 3 credit hours or less)	\$640	NA	\$25,878
Master of Science in Leadership – M.S.	\$550/credit	Student Services Fee (one course – 4 credit hours or more/ two or more courses) \$250	\$833	NA	\$28,903
Master of Science in Speech Language Pathology – M.S.	\$965/credit, 52 credits	Transcript Fee \$10	\$1832	N/A	\$62,809

Fischler School of Education – Education Specialist Programs

Programs to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
BrainSMART® - Ed.S.	\$410/credit	Application Fee (non-refundable) \$50	\$674	NA	\$16,434
Educational Specialist - Ed.S.	\$695/credit	Degree Application Fee \$100 Internship Fee \$100 Lab Fee \$200 Late Registration Fee \$100 Professional Seminar Fee (EDU 601/602) \$347.50 Registration Fee \$30 Student Services Fee (one course – \$125 3 credit hours or less) Student Services Fee (one course – 4 credit hours or more/ two or more courses) \$250 Transcript Fee \$10		NA	\$28,903

Fischler School of Education – Doctorate Programs

Programs to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Doctor of Education - Ed.D.	\$910/credit, 69 credits	Applied Dissertation Services per semester/term \$2300	\$1392	N/A	\$68,404
Doctor of Speech-Language Pathology - SLP.D.	\$920/credit, 50 credits	Application Fee (non-refundable) \$50 Degree Application Fee \$100 Internship Fee \$100 Lab Fee \$200	\$2150	N/A	\$54,466
Doctor of Philosophy in Education Research - Ph.D.	\$1170/credit, 75 credits	Late Registration Fee \$100 Professional Seminar Fee (EDU 601/602) \$347.50 Registration Fee \$30 Student Services Fee (one course – \$125 3 credit hours or less) Student Services Fee (one course – 4 credit hours or more/ two or more courses) \$250 Transcript Fee \$10	\$1200	N/A	\$96,410

Note: University Student Services Fees must be paid in addition to tuition each term. The Student Services Fees will amount to \$250 per semester for students enrolled in two or more courses for a combined total of four or more credits, not to exceed \$750 per year. Students enrolled in a single course of three credit hours or less will pay \$125 per semester, not to exceed \$750 per year. Students taking quarterly programs will be adjusted to the same as those of semester students. The Student Services Fee will go towards the introduction of new programs and the enhancement of existing activities concerning health, safety, welfare and technology services available to NSU students. Tuition rates are posted per credit hour. Students enrolled in Applied Dissertation Services pay per term.

Huizenga School of Business - Bachelor's Programs

Program to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total (estimated for one year)
Bachelor of Business Administration- B.B.A Bachelor of Science in Accounting - B.S. Bachelor of Science in Economics - B.S. Bachelor of Science in Finance- B.S. Bachelor of Science in Management - B.S. Bachelor of Science in Marketing - B.S. Bachelor of Science in Sport and Recreation Management - B.S.	Online program tuition/credit \$605	Application fee \$50 Registration fee (per semester) \$25 Late tuition payment fee (per semester) \$100 Student services fee (per semester): one 1-4 credit class OR multiple classes with 3 or fewer total credits \$125 one 5 credit class OR multiple classes with 4 or more total credits \$250 Laboratory fee (per credit) \$20 Field trip fee (per credit) \$5 Materials fee Variable where applicable Application for degree processing fee (diploma only), (Seniors only) \$100 Transcript fee \$10	Approx. \$1,000 per Term		\$21,600

Huizenga School of Business- Master's Programs

Program to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total (estimated)
Master of Accounting - M.Acc.	\$740/credit	Registration \$20 Late Registration \$200 Student Services (\$93.75 for 3 credits or less and \$187.50 for 4 credits or more per term maximum \$750 per year) Course Materials: INB 5848, MGT 5102, MGT 5104, PUB 5402 \$150 Course Materials: REE Program – ULI Membership \$250 Field Seminar (non-refundable deposit) \$950 Tuition and Late Fee payment \$100 Degree Application \$75	Approximately \$1,000 per term		\$26, 660
Master of Business Administration - M.B.A.	\$709/credit		Approximately \$1,000 per term		\$26, 660
Master of International Business Administration - M.I.B.A.	\$709/credit		Approximately \$1,000 per term		\$26, 660
Master of Public Administration - M.P.A.	\$709/credit		Approximately \$1,000 per term		\$26, 660
Master of Science in Human Resource Management - M.S. HRM	\$709/credit		Approximately \$1,000 per term		\$26, 660
Master of Science in Leadership - M.S.L	\$550/credit		Approximately \$1,000 per term		\$22,000
Master of Science in Real Estate Development - M.S.	\$709/credit		Approximately \$1,000 per term		\$26, 660
Master of Taxation - M.Tax	\$709/credit		Approximately \$1,000 per term		\$26, 660

Graduate School of Computer and Information Sciences: Master's Programs

Program to be offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Master of Science in Computer Science – M.S.	\$578 per credit, 36 credits	\$250 student service fee per term (over three credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 12 courses= \$1,200	N/A	Estimated cost for student taking two courses per term to complete program is at least \$23,788.
Master of Science in Computer Information Systems – M.S.	\$578 per credit, 36 credits	\$250 student service fee per term (over three credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 12 courses= \$1,200	N/A	Estimated cost for student taking two courses per term to complete program is at least \$23,788.
Master of Science in Information Security – M.S.	\$578 per credit, 36 credits	\$250 student service fee per term (over three credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 12 courses= \$1,200	N/A	Estimated cost for student taking two courses per term to complete program is at least \$23,788.
Master of Science in Information Technology – M.S.	\$578 per credit, 36 credits	\$250 student service fee per term (over three credits) \$100 registration fee per term \$75 graduation fee	\$100 average price per textbook, 12 courses= \$1,200	N/A	Estimated cost for student taking two courses per term to complete program is at least \$23,788.
Master of Science in Information Technology in Education – M.S.	\$578 per credit, 36 credits	\$250 student service fee per term (over three credits) \$100 registration fee per term \$100 graduation fee	\$100 average price per textbook, 12 courses= \$1,200	N/A	Estimated cost for student taking two courses per term to complete program is at least \$23,788.
Master of Science in Management Information Systems – M.S.	\$578 per credit, 36 credits	\$250 student service fee per term (over three credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 12 courses= \$1,200	N/A	Estimated cost for student taking two courses per term to complete program is at least \$23,788.

Graduate School of Computer and Information Sciences: Doctorate Programs

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Doctor of Philosophy in Computer Science – Ph.D.	\$825 per credit, 40 credits in coursework (\$33,000) \$19,800 for Dissertation I and II. As needed, \$3300 for each term of Continuing Dissertation	\$250 student service fee per term (over four credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 10 courses= \$1,000	N/A	Estimated cost for student taking two courses per term to complete program is at least \$55,760.
Doctor of Philosophy in Computer Information Systems – Ph.D.	\$825 per credit, 40 credits in coursework (\$33,000) \$19,800 for Dissertation I and II. As needed, \$3300 for each term of Continuing Dissertation	\$250 student service fee per term (over four credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 10 courses= \$1,000	N/A	Estimated cost for student taking two courses per term to complete program is at least \$55,760.
Doctor of Philosophy in Computing Technology in Education – Ph.D.	\$825 per credit, 40 credits in coursework (\$33,000) \$19,800 for Dissertation I and II. As needed, \$3300 for each term of Continuing Dissertation	\$250 student service fee per term (over four credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 10 courses= \$1,000	N/A	Estimated cost for student taking two courses per term to complete program is at least \$55,760.
Doctor of Philosophy in Information Systems – Ph.D.	\$825 per credit, 40 credits in coursework (\$33,000) \$19,800 for Dissertation I and II. As needed, \$3300 for each term of Continuing Dissertation	\$250 student service fee per term (over four credits) \$30 registration fee per term \$100 graduation fee	\$100 average price per textbook, 10 courses= \$1,000	N/A	Estimated cost for student taking two courses per term to complete program is at least \$55,760.

ATTACHMENT 2: REFUND POLICY

Nova Southeastern University
Refunds of Charges, Tuition, and Fees

Students receiving federal and state financial aid should consult a financial aid counselor before dropping or withdrawing from courses to ensure compliance with federal and state requirements for [satisfactory academic progress \(SAP\)](#). If a student is entitled to a refund of tuition and fees, the refund will first be applied to any sources of financial aid from which the student may have been awarded. Once all balances owed to NSU have been satisfied, any excess funds remaining on the student account will be refunded to the student.

Note: Academic units at NSU establish their refund policies within the parameters of the institutional policies.

Center for Psychological Studies
Refunds of Charges, Tuition, and Fees

Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition fees paid. Furthermore, a student shall receive a full refund of tuition fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment. Refund schedules for tuition fees after the commencement of instruction may be found in the appropriate center or program catalogs.

Fees other than tuition are not refundable. Students who wish a tuition refund must notify the program office in writing of their request and their reason for withdrawal. Unless written notification is on file, students are assumed to be active participants and are responsible for tuition payments.

*Refund schedule is published in the program handbook and on provided with registration schedules. Main campus and online format programs receive refunds (100%, 75%, 50%, 25%) based on dates set by the university. Field-based format programs receive 50% or 100%, depending on date of drop.

**College of Allied Health and Nursing
Refunds of Charges, Tuition, and Fees**

Tuition Refund Policy—Voluntary Withdrawals

Students who wish to withdraw must submit a written request for voluntary withdrawal to the dean, who will evaluate the student’s request. After completing the required withdrawal form (s) and obtaining the dean’s approval, an eligible student may receive partial refund of the tuition, according to the following formula:

First three class days.....	70 percent
Fourth or fifth class day.....	60 percent
Sixth or seventh class day.....	40 percent
Eighth, ninth, or tenth class day.....	20 percent
After the tenth class day.....	0 percent

No refunds will be made thereafter. (Students with questions should consult the program office.) Students may not be given refunds for portions of tuition paid by financial aid funds. As appropriate, the respective financial aid programs will be credited in accordance with federal regulations. Students should notify the Office of Student Financial Assistance prior to withdrawing to determine the effect this will have on financial aid. For complete withdrawals, please refer to the Return of Title IV Funds section of the student handbook.

College of Optometry
Refunds of Charges, Tuition, and Fees

- Tuition is due before the start of the term.
- A 100% refund will be given before the first day of the term.
- A 50% refund within the first week.
- No refunds will be given after the first week of the quarter.

Fischler School of Education
Refunds of Charges, Tuition, and Fees

Tuition Refund Policy (FSE Policy 1.1.1)

A student who cancels his /her registration before the first class meeting/session is entitled to a full tuition refund; student fees are also refundable.

A student who drops a course after the first class meeting will receive a partial tuition refund. The partial tuition refund will be based on the number of class meetings/sessions held during the term as of the date of receipt of a completed *Student Transaction Form* (STF).

A student who drops a course after the first class meeting must:

1. Notify the Office of Student Services Registration Department of the intent to drop a course.
2. Complete a STF to drop or withdraw and return the completed form to a Student Educational Center or mail or fax the completed form to:

Nova Southeastern University
Abraham S. Fischler School of Education
Office of Student Services
ATTN: Registration Department
1750 NE 167th Street
North Miami Beach, FL 33162
Fax (954) 262-2336

A student may not withdraw one week before the end of the term/semester. Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation (i.e., educational activity) includes attendance, logging onto an online course, the submission of assignments, or examinations, etc. A student who stops attending class will receive a final grade based on course requirements and work completed. An official drop request must be submitted and received by the Office of Student Services in order to drop/withdraw a student from class.

FSE Refund Amounts based on a 14 week to 16-week schedule

- 100% Tuition and Student Fees
Written notice of drop/withdrawal before the official start date of the term.
- 50% Tuition Written notice of drop/withdrawal before the end of the 6th week of class following the official start date of the term.
- 25% Tuition Written notice of drop/withdrawal by the end of the 8th week of class following the official start date of the term.

No Refund No refunds will be granted after the end of the 9th week of the class meeting.

FSE Refund Amounts based on 6-week to 8-week schedule

- 100% Tuition and Student Fees
Written notice of drop/withdrawal before the official start date of the term.
- 50% Tuition Written notice of drop/withdrawal before the end of the 3rd week of class following the official start date of the term.
- 25% Tuition Written notice of drop/withdrawal by the end of the 4th week of class following the official start date of the term.

No Refund will be granted after the end of the 4th week of class.

H. Wayne Huizenga School of Business and Entrepreneurship
Refunds of Charges, Tuition, and Fees

Master’s students are entitled to a refund of all payments (excluding registration and application fee) if the registration is cancelled by the student prior to the start of the term. In addition, students will receive a full refund of tuition payments and registration fee paid (excluding application fee) if they do not meet minimum admission requirements; for a cancelled course, seminar, or workshop; or for a cluster that does not begin. Nonattendance/nonparticipation does not constitute a drop or refund request. If a student wishes to drop or withdraw from a course, he/she must complete the online master’s drop or withdrawal request form located in the HS Portal under the My Classes module. Neglecting to do so will result in a failing grade for the course and a zero percent refund. Master’s students who complete the master’s drop or withdrawal request form are entitled to a tuition refund based on the following schedules. Students should contact their academic advisor for exact refund amounts. Dropping or withdrawing from a course outside the 50% refund window will result in a zero tuition refund. The amounts below are defined regardless of a student’s participation or attendance in class, and are based on the date and time posted on the master’s drop request form. The day the student drops or withdraws is calculated into the refund amount.

Zero -credit courses/workshops

Students registered for any zero credit course/workshop may receive a 100% tuition refund if the drop request is made prior to the start of the class. If the drop request is made after the class begins, no refund will be granted, but the student may withdraw up until the last day of class. Two and 3 week courses – Student may withdraw at any time up to the last day of class. No refund once class has begun.

5-weekend course:

Weekend	After class begins weekend 1 but prior to weekend 2	After class begins weekend 2 but prior to weekend 3	After class begins weekend 3 but prior to weekend 4	After class begins weekend 4 but prior to weekend 5	After class begins weekend 5
% refund	75%	50%	0%	0%	0%
Grade on transcript	None	None	W	W	Grade earned

How to read this grid: Five-weekend course - students who drop a course after class begins on the fifth weekend will receive the letter grade that reflects their performance in the course. A "W" will display on the transcript when a student drops a course after the second weekend ends but prior to the start of the fifth weekend of class. Drop percentage: If a student attends any part of class the first weekend and drops prior to the second weekend, the student will receive a 75% refund.

Attachment 2: Refund Policy

4-weekend course:

Weekend	After class begins weekend 1 but prior to weekend 2	After class begins weekend 2 but prior to weekend 3	After class begins weekend 3 but prior to weekend 4	After class begins Weekend 4
% refund	75%	50%	0%	0%
Grade on transcript	None	None	W	Grade earned

6-week online course:

Week (Monday – Sunday)	1	2	3	4	5	6
% refund	75%	50%	0%	0%	0%	0%
Grade on transcript	None	None	W	W	W	Grade earned

9-week course (9 or 18 class meetings):

Week (Monday – Sunday)	1	2	3	4	5	6	7	8	9
% refund	75%	50%	0%	0%	0%	0%	0%	0%	0%
Grade on transcript	None	None	W	W	W	W	W	Grade earned	Grade earned

10-week course:

Week (Monday – Sunday)	1	2	3	4	5	6	7	8	9	10
%refund	75%	50%	0%	0%	0%	0%	0%	0%	0%	0%
Grade on transcript	None	None	W	W	W	W	W	W	Grade earned	Grade earned

None indicates the course will not show as an attempt on the transcript. Refunds are made within 30 days after the effective date of withdrawal.

Note: Students who are suspended or dismissed from their program of study due to academic misconduct will not receive a refund of tuition and fees.

**School of Business
Undergraduate Programs**

Tuition Refund Policies

Refunds of Admission Deposits

The \$200 deposit paid upon admission to the Professional and Liberal Studies (PALS) Program is refundable if requested by May 1 for fall enrollment, September 1 for winter enrollment, or January 1 for summer enrollment.

Refunds of Tuition and Fees

Pro-rated tuition refunds are limited to the first three weeks of each term (during the add/drop period) according to the policies outlined below for each program. All fees will be refunded to students prior to the first day of classes for a semester. Non-attendance does not constitute an official drop. Students must formally drop courses in order to be eligible for a refund. Contact an academic advisor for assistance.

Processing of Refunds

For tuition refund requests to be considered, students must provide written notification to their academic advisor. Refund amounts are based on the date of written notification, such as the date of sent email (must be from an NSU email account) or postmark for mailed requests. For general registration, drop/add, and withdrawal policies, refer to Academic Policies and Procedures.

Refunds for Expelled Students

Students who are expelled from NSU will not receive tuition refunds.

Refunds for Course Cancellations

The university reserves the right to cancel any course or section when registered enrollments are low. The university will refund 100 percent of tuition and any associated class fees for courses that are cancelled. If a student registered for only one course, the registration fee and student services fee will also be refunded.

Exceptions to Refund Policies

Refunds or credits to student accounts may be considered after the drop period if proof of exceptional circumstances exists. Students should contact their academic advisor with questions about exceptional circumstances. Requests for refunds must be made during the same semester in which courses are scheduled. It is the student's responsibility to provide all necessary documentation. Academic advisors will forward requests to appropriate directors for consideration. See also the Student Action Request (SAR) section in Problem Resolution Procedures.

School of Computer and Information Sciences
Refunds of Charges, Tuition, and Fees

Refund Policy Regarding Withdrawals for M.S. Students

A student withdrawing from a course may be eligible for a refund (full or partial) of tuition paid (not including fees) depending on the date of withdrawal. Course withdrawal requests must be submitted to the program office in writing (via postal mail or email) by the student. Withdrawals sent by email must be sent from the student's assigned NSU email account and must clearly identify the student. Requests for withdrawal must be received by the program office by withdrawal deadline date for that term; see the Academic Calendar on p. ii of the Graduate Catalog. Failure to attend class or participate in class activities will not automatically withdraw a student from the class. Students withdrawing the first week of the term will receive a 100% refund of tuition paid. In the second, third, and fourth weeks of the term, students will receive a 75% refund, 50% refund, and 25% refund of tuition paid, respectively. Students withdrawing after the fourth week of the term will receive no refund. If a student is using one of the payment plans (see section Tuition Payment Options in Graduate Catalog) the tuition due or the amount refunded will be adjusted accordingly.

Refund Policy Regarding Withdrawals for Ph.D. students

A student withdrawing from a course may be eligible for a refund (full or partial) of tuition paid (not including fees) depending on the date of withdrawal. Course withdrawal requests must be submitted to the program office in writing (via postal mail or email) by the student. Withdrawals sent by email must be sent from the student's assigned NSU email account and must clearly identify the student. Requests for withdrawal must be received by the program office by withdrawal deadline date for that term; see the Academic Calendar on p. ii. Failure to attend class or participate in class activities will not automatically withdraw a student from the class. Students withdrawing the first week of the term will receive a 100% refund of tuition paid. In the second, third, and fourth weeks of the term, students will receive a 75% refund, 50% refund, and 25% refund of tuition paid, respectively. Students withdrawing after the fourth week of the term will receive no refund. If a student is using one of the payment plans (see section Tuition Payment Options) the tuition due or the amount refunded will be adjusted accordingly.

ATTACHMENT 3a: PROPOSED DEGREES PROGRAMS TO OFFER VIA DISTANCE
EDUCATION IN IOWA

Overview and List of Programs Included in the Application

Nova Southeastern University is seeking approval to offer the following degree programs to residents of Iowa via distance education/on-line delivery modality. It should be noted that the institution does not have any instructional locations in the state of Iowa or employ any agents in the state.

Degree offerings are driven by the academic units at Nova Southeastern University. The degree programs included in this application are grouped by academic unit offering. Tables 1 through 11 provide a listing of each degree program included in this application to offer programs via distance education/online modality to residents of Iowa.

Table 1: Center for Psychological Studies degree Programs included in the Application	
Program	Degree
Clinical Psychology	Doctor of Philosophy in Clinical Psychology – Ph.D.
School Psychology	Doctor of School Psychology – Psy.D.
	Specialist in School Psychology – Psy.S
Counseling	Master of Science in Counseling – M.S.
	Master of Science Mental Health Counseling - M.S
	Master of Science in School Counseling - M.S.

Table 2. College of Allied Health and Nursing Degree Programs Included in the Application for Approval	
Program	Degree
Health Science	Bachelor of Health Science – BHS
	Master of Health Science – MHS
	Doctor of Health Science – DHS
Nursing	Master of Science in Nursing – MSN
	Doctor of Philosophy in Nursing – Ph.D.
Occupational Therapy	Doctor of Philosophy in Occupational Therapy – Ph.D.
	Doctor of Occupational Therapy – Dr. OT
Physical Therapy	Doctor of Philosophy in Physical Therapy – Ph.D.
	Entry-level Doctor of Physical Therapy – D.P.T.
	Transition Doctor of Physical Therapy – T-DPT

Table 3. College of Optometry Degree Programs Included in the Application for Approval	
Program	Degree
Clinical Vision Research	Master of Science in Clinical Vision Research – M.S.

Note Regarding Education Programs: The NSU education programs presented in this application are not intended to lead to certification/licensure in Iowa. The education programs are designed for individuals who want to earn their degree to acquire substantive knowledge and skills in the field of education. NSU will not market or provide educator preparation programs to residents of Iowa as leading to initial certification/licensure in Iowa.

Table 4. Fischler School of Education Associate Programs Included in the Application for Approval	
Program	Degree
Early Childhood Education	Associate of Arts – A.A.

Table 5. Fischler School of Education Bachelor Programs Degree Programs Included in the Application for Approval	
Program	Degree
Child Development	Bachelor of Science – B.S.

Table 6. Fischler School of Education Master’s Programs Included in the Application for Approval	
Program	Degree
BrainSMART	Master of Science – M.S.
Teaching and Learning	Master of Art in Teaching and Learning – MATL
Education	Master of Science in Education – M.S.
Instructional Technology and Distance Education	Master of Science in Instructional Technology and Distance Education – M.S.
Leadership	Master of Science in Leadership – M.S.
Speech-Language Pathology	Master of Science in Speech-Language and Communication Disorders - MS

Table 7. Fischler School of Education Specialist Programs Included in the Application for Approval	
Program	Degree
BrainSMART	Education Specialist - Ed.S.
Educational Specialist	Education Specialist - Ed.S.

Table 8. Fischler School of Education Doctorate Programs Included in the Application for Approval	
Program	Degree
Education	Doctor of Education – Ed.D.
Speech-Language Pathology	Doctor of Speech-Language Pathology – SLP.D.
Education Research	Doctor of Philosophy – Ph.D.

Table 9. Huizenga School of Business Bachelor’s Programs Included in the Application for Approval	
Program	Degree
Business Administration	Bachelor of Business Administration – B.B.A.
Accounting	Bachelor of Science in Accounting - B.S.
Economics	Bachelor of Science in Economics – B.S.
Finance	Bachelor of Science in Finance – B.S.
Management	Bachelor of Science in Management – B.S.
Marketing	Bachelor of Science in Marketing – B.S.
Sport and Recreation Management	Bachelor of Science in Sport and Recreation Management – B.S.

Table 10. Huizenga School of Business Master's Programs Included in the Application for Approval	
Program	Degree
Accounting	Master of Accounting – M.Acc.
Business Administration	Master of Business Administration – M.B.A.
International Business Administration	Master of International Business Administration – M.I.B.A.
Public Administration	Master of Public Administration- M.P.A.
Human Resource Management	Master of Science in Human Resource Management – M.S. HRM
Leadership	Master of Science in Leadership – M.S.L.
Taxation	Master of Taxation- M.Tax

Table 11. Graduate School of Computer and Information Sciences Master's Programs Included in the Application for Approval	
Program	Degree
Computer Science	Master of Science in Computer Science – M.S.
Computer Information Systems	Master of Science in Computer Information Systems- M.S.
Information Security	Master of Science in Information Security – M.S.
Information Technology	Master of Science in Information Technology – M.S.
Information Technology in Education	Master of Science in Information Technology in Education - M.S.
Management Information Systems	Master of Science in Management Information Systems – M.S.

ATTACHMENT 3b: DEGREE GRANTED BY SCHOOL

The Following is a List of all Degree Programs Offered by NSU

Attachment 3: Degree Granted by School

Abraham S. Fischler School of Education

Degree	Major	Abbreviation
A.A.	Associate of Arts Early Childhood Education	AA-ED
B.S.	Bachelor of Science Applied Professional Studies	BS-APS
B.S.	Bachelor of Science Education	BS-EDU
B.S.	Bachelor of Science Elementary Education	BS-ELED
B.S.	Bachelor of Science Exceptional Student Education	BS-EXS
B.S.	Bachelor of Science Middle Grades English Education	BS-MGS
B.S.	Bachelor of Science Middle Grades General Science Education	BS-MGGS
B.S.	Bachelor of Science Middle Grades Social Studies Education	BS-MGSS
B.S.	Bachelor of Science Prekindergarten Primary Education	BS-P-KP
B.S.	Bachelor of Science Secondary Biology Education	BS-SBE
B.S.	Bachelor of Science Secondary English Education	BS-SEE
B.S.	Bachelor of Science Secondary Mathematics Education	BS-SME
B.S.	Bachelor of Science Secondary Social Studies Education	BS-SSSE
Ed.D.	Doctor of Education EdD Education 11 Specializations	EDD
SLP.D.	Doctor of Speech-Language Pathology SLPD Speech- Language Pathology	SLPD
M.A.	Master of Arts Teaching and Learning	MA-TL
M.S.	Master of Science Education 39 Specializations	MS-ED
M.S.	Master of Science Instructional Design and Diversity Education	MS-IDDE
M.S.	Master of Science Instructional Technology and Distance Education	MS-ITDE
M.S.	Master of Science Speech Language Pathology	MS-SLP
Ed.S	Education Specialist Education 14 Specializations	EDS

Attachment 3: Degree Granted by School

Center for Psychological Studies

Degree	Major	Abbreviation
Ph.D.	Doctor of Philosophy Clinical Psychology	PHD-CP
Psy.D.	Doctor of Psychology Clinical Psychology	PSYD-CP
M.S.	Master of Science Clinical Psychopharmacology	MS-C PPHARM
M.S.	Master of Science Counseling	MS-COUN
M.S.	Master of Science Mental Health Counseling	MS-MH
M.S.	Master of Science School Counseling	MS-SC
Psy.S.	Specialist in School Psychology School Psychology	EDS-SP

College of Allied Health and Nursing

Degree		Major	Abbreviation
Au.D.	Doctor of Audiology	Audiology	DR-AUI
BHSc	Bachelor of Health Science	Health Science	BS-HLT
MHSc	Master of Health Science	Health Science	MS-HLT
DHSc	Doctor of Health Science	Health Science	DR-DHS
Ph.D.	Doctor of Philosophy	Health Science	PHD-HS
B.S.N.	Bachelor of Science in Nursing	Nursing Entry BSN	BS-ENR
B.S.N.	Bachelor of Science in Nursing	Nursing RN to BSN	BS-RN
MSN	Master of Science in Nursing	Nursing RN to MSN	MS-RN
MSN	Master of Science in Nursing	Nursing	MS-NUR
Ph.D.	Doctor of Philosophy	Nursing	PHD-NR
MOT	Master in Occupational Therapy	Occupational Therapy	MS-OCT
DrOT	Doctor of Occupational Therapy	Occupational Therapy	DO-OCT
Ph.D.	Doctor of Philosophy	Occupational Therapy	PHD-OT
DPT	Doctor of Physical Therapy	Physical Therapy Entry Level	DR-PTH
TDPT	Transition Doctor of Physical Therapy	Post-professional Doctor of Physical Therapy	DR-TDPT
Ph.D.	Doctor of Philosophy	Physical Therapy	PHD-PT
M.M.S.	Master of Medical Science	Physician Assistant	MS-MED

Attachment 3: Degree Granted by School

College of Dental Medicine

Degree		Major	Abbreviation
D.M.D.	Doctor of Dental Medicine	Dental Medicine	DR-DMD
M.ScD.	Master of Science in Dentistry	Dentistry	MS-CFR

Attachment 3: Degree Granted by School

College of Medical Science

Degree	Major		Abbreviation
M.B.S.	Master of Biomedical Science	Biomedical Sciences	MS-MBS

Attachment 3: Degree Granted by School

College of Optometry

Degree	Major		Abbreviation
M.S.	Master of Science	Clinical Vision Research	MS-CVR
O.D.	Doctor of Optometry	Optometry	DO-OPT

Attachment 3: Degree Granted by School

College of Osteopathic Medicine

Degree		Major	Abbreviation
M.P.H.	Master of Public Health	Public Health	MS_PUBH
D.O.	Doctor of Osteopathic Medicine	Osteopathic Medicine	DR-OST
M.S.B.I.	Master of Science in Biomedical Informatics	Biomedical Informatics	MS_MI

Attachment 3: Degree Granted by School

College of Pharmacy

Degree	Major	Abbreviation
Pharm.D.	Doctor of Pharmacy Pharmacy	DR-RXD

Attachment 3: Degree Granted by School

Criminal Justice Institute

Degree		Major	Abbreviation
M.H.S.	Master of Human Services	Child Protection	MHS-CS
M.S.	Master of Science	Criminal Justice	MS-CJ

Attachment 3: Degree Granted by School

Farquhar College of Arts and Sciences

Degree		Major	Abbreviation
B.A.	Bachelor of Art	American Studies	BA-AS
B.A.	Bachelor of Art	Art	BA-ART
B.A.	Bachelor of Art	Arts Administration	BA-ART ADMIN
B.A.	Bachelor of Art	Communication Studies	BA-CS
B.A.	Bachelor of Art	Dance	BA-DAN
B.A.	Bachelor of Art	English	BA-ENG
B.A.	Bachelor of Art	History	BA-HIST
B.A.	Bachelor of Art	Humanities	BA-HUM
B.A.	Bachelor of Art	International Studies	BA-IS
B.A.	Bachelor of Art	Music	BA-MUS
B.A.	Bachelor of Art	Philosophy	BA-PHIL
B.A.	Bachelor of Art	Theatre	BA-THE
B.S.	Bachelor of Science	Applied Professional Studies	BS-APS
B.S.	Bachelor of Science	Athletic Training	BS-AT
B.S.	Bachelor of Science	Biology Premedical	BS-BIO
B.S.	Bachelor of Science	Computer Information Systems	BS-CIS
B.S.	Bachelor of Science	Computer Science	BS-CS
B.S.	Bachelor of Science	Criminal Justice	BS-CJ
B.S.	Bachelor of Science	Environmental Science Studies	BS-ESS
B.S.	Bachelor of Science	Exercise and Sport Science	BS-EX. SS
B.S.	Bachelor of Science	General Studies	BS-GS
B.S.	Bachelor of Science	Legal Studies Prelaw	BS-LS
B.S.	Bachelor of Science	Marine Biology	BS-MB
B.S.	Bachelor of Science	Paralegal Studies	BS-PS
B.S.	Bachelor of Science	Psychology	BS-PSYC
B.S.	Bachelor of Science	Sociology	BS-SOC
M.A.	Master of Art	Writing	MA-WRIT

Attachment 3: Degree Granted by School

Graduate School of Humanities and Social Sciences

Degree		Major	Abbreviation
DMFT	Doctor of Marriage and Family Therapy	Marriage and Family Therapy	DMFT
PhD	Doctor of Philosophy	Conflict Analysis and Resolution	PHD-CAR
PhD	Doctor of Philosophy	Family Therapy	PhD-FT
MA	Master of Art	Cross Disciplinary Studies	MA-CDS
MS	Master of Science	College Student Affairs	MS-CSA
MS	Master of Science	Conflict Analysis and Resolution	MS-CAR
MS	Master of Science	Family Therapy	MS-FT

Attachment 3: Degree Granted by School

H. Wayne Huizenga School of Business and Entrepreneurship

Degree		Major	Abbreviation
B.S.	Bachelor of Science	Accounting	BS-ACC
B.S.	Bachelor of Science	Business Administration	BS-BA
B.S.	Bachelor of Science	Finance	BS-FIN
B.S.	Bachelor of Science	Management	BS-MAN
B.S.	Bachelor of Science	Marketing	BS-MARK
B.S.	Bachelor of Science	Sport and Recreation Management	BS-SRM
D.B.A.	Doctor of Business Administration	Business Administration	DBA
D.P.A.	Doctor of Public Administration	Public Administration	DPA
M.Acc	Master of Accounting	Accounting	MACC
M.B.A	Master of Business Administration	Business Administration	MBA
M.I.B.A.	Master of International Business Administration	International Business Administration	MIBA
M.P.A.	Master of Public Administration	Public Administration	MPA
M.S.	Master of Science	Human Resource Management	MS-HRM
M.S.	Master of Science	Leadership	MS-LEAD
M.S.	Master of Science	Real Estate Development	MS-RE
M.Tax	Master of Taxation	Taxation	MTAX

Oceanographic Center

Degree	Major	Abbreviation
Ph.D.	Doctor of Philosophy Oceanography Marine Biology	PHD-OMB
M.S.	Master of Science Biological Science	MS-BS
M.S.	Master of Science Coastal Zone Management	MS-CZM
M.S.	Master of Science Marine Biology	MS-MB
M.S.	Master of Science Marine Environmental Sciences	MS-MES

Graduate School of Computer and Information Sciences

Degree	Major	Abbreviation
Ph.D.	Doctor of Philosophy Computer Information Systems	PHD-CIS
Ph.D.	Doctor of Philosophy Computer Science	PHD-CS
Ph.D.	Doctor of Philosophy Computing Technology in Education	PHD-CTE
Ph.D.	Doctor of Philosophy Information Systems	PHD-IS
M.S.	Master of Science Computer Information Systems	MS-ITE
M.S.	Master of Science Computer Science	MS-MIS
M.S.	Master of Science Information Security	MS-CIS
M.S.	Master of Science Information Technology	MS-CS
M.S.	Master of Science Information Technology in Education	MS-IS
M.S.	Master of Science Management Information Systems	MS-IT

Attachment 3: Degree Granted by School

Shepard Broad Law School

Degree		Major	Abbreviation
JD	Juris Doctor	Law	JD-LAW
MS	Master of Science	Education Law	MS-EDL
MS	Master of Science	Employment Law	MS-EML
MS	Master of Science	Health Law	MS-HL

ATTACHMENT 4: DISCLOSURE TO STUDENTS

NSU Compliance with 261B.9 Disclosure to Students

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section 261.B. The primary vehicle for disclosing this information will be through the program catalog/student handbooks as noted below. Each academic unit participating in this application will provide the required language by inserting required statements in the catalogs.

1. The name or title of the course.

Response:

Prior to matriculation, all Iowa residents that are applicants to NSU programs will be provided information about the titles, tuition charges/fees, and descriptions for all courses through the academic unit/program catalog. Do note that this information is also available through a number of resources including websites, program brochures, and where applicable through counselors and advisors At the present time, at the present time, NSU academic units participating in this application do not provide the specific language in the form of a written disclosure that such actions are in compliance with Code Section 261B.9. Once approved, all programs will provide the written disclosure to applicants and matriculants per Iowa requirements.

2. A brief description of the subject matter of the course.

Response:

Prior to matriculation, all Iowa residents that are applicants to NSU programs will be provided information about the titles, tuition charges/fees, and descriptions for all courses through the academic unit/program catalog. Do note that this information is also available through a number of resources including websites, program brochures, and where applicable through counselors and advisors At the present time, at the present time, NSU academic units participating in this application do not provide the specific language in the form of a written disclosure that such actions are in compliance with Code Section 261B.9. Once approved, all programs will provide the written disclosure to applicants and matriculants per Iowa requirements.

3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.

Response:

Prior to matriculation, all Iowa residents that are applicants to NSU programs will be provided information about the titles, tuition charges/fees, and descriptions for all courses through the academic unit/program catalog. Do note that this information is also available through a number of resources including websites, program brochures, and where applicable through counselors and advisors At the present time, at the present time, NSU academic units participating in this application do not provide the specific language in the form of a written disclosure that such actions are in compliance with Code

Section 261B.9. Once approved, all programs will provide the written disclosure to applicants and matriculants per Iowa requirements.

4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.

Response:

Prior to matriculation, all applicants to every program within NSU programs are provided information about refund policies related to application deposits in various publications including the program catalog. Potential students, upon inquiries, are also provided information about course refunds from each program's office through the catalog. Matriculants in NSU programs are also provided information by the same means. At the present time, at the present time, NSU academic units participating in this application do not provide the specific language in the form of a written disclosure that such actions are in compliance with Code Section 261B.9. Once approved, all programs will provide the written disclosure to applicants and matriculants per Iowa requirements.

5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.

Response:

No certificates or credentials are awarded to students on the completion of a course. All courses included in the application are part of an degree programs, which upon successful completion of the degree requirements by a student, a diploma certificate is awarded. This information is outlined in program catalog which is provided to applicants and matriculants of the program as noted above.

6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

Response:

The name of NSU's the accrediting agency is included in the program catalog as noted above.

ATTACHMENT 5: BOARD OF TRUSTEES

NOVA SOUTHEASTERN UNIVERSITY BOARD OF TRUSTEES
Mailing Addresses – September 26, 2011

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Boca Raton, FL 33433

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Ex-Officio:

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Chair, Shepard Broad Law Center
Board of Governors

Honorable Melanie G. May
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Chair, Headmaster's Advisory Board

Susanne Hurowitz
5601 Oakview Terrace
Hollywood, FL 33312

Chair, Sports Advisory Board, NSU

Mr. Tony Segreto
4351 SW 102nd Avenue
Davie, FL 33328

ATTACHMENT 6: INSTITUTIONAL ACCREDITATION

Institutional Accreditation

In regard to institutional accreditation, Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). A letter documenting the institutions accreditation status is attached. Contact information for SACS is provided below:

Commission on Colleges of the Southern Association of Colleges and Schools
1866 Southern Lane, Decatur, GA 30033
(404)679-4500
Fax: (404)679-4558

Contact: Dr. Barry Goldstein

Documentation that every NSU location is approved is contained in the accreditation letter through the following statement:

...The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located...

As noted above, SACS accredits the entire institution and not individual programs. This accreditation is the only institutional accreditation NSU holds; however, there are numerous programmatic/specialized accreditations held by the various academic units and programs at the university. Those accreditations are listed below. Iowa regulations call for institutional accreditations; documentation of program/specialization accreditation is available upon request.

Programmatic/specialized accreditation

- Name of programmatic/specialized accreditor:
 - The Association of American Law Schools/Council of the Section of Legal Education
- Title(s) of accredited program(s):
 - Law Degree Program, J.D.
- Original date of accreditation:
 - 1982
- Date of last review:
 - 2003
- Date of next review:
 - 2010
- Briefly describe the results of the institution's last accreditation review.
 - Full Accreditation

Programmatic/specialized accreditation

(Continued)

- Name of programmatic/specialized accreditor:
 - The American Bar Association
- Title(s) of accredited program(s):
 - Law Degree Program, J.D.
- Original date of accreditation:
 - 1982
- Date of last review:
 - 2003
- Date of next review:
 - 2010
- Briefly describe the results of the institution's last accreditation review.
 - Full Accreditation

- Name of programmatic/specialized accreditor:
 - The Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association
- Title(s) of accredited program(s):
 - Doctor of Osteopathic Medicine, D.O.
- Original date of accreditation:
 - 1981 by the American Osteopathic Association (COCA was not in existence at that time)
- Date of last review:
 - 2004
- Date of next review:
 - 2011
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - Council on Education in Public Health (CEPH)
- Title(s) of accredited program(s):
 - Master of Public Health
- Original date of accreditation:
 - 2000
- Date of last review:
 - 2006
- Date of next review:
 - 2013
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

**Programmatic/specialized accreditation
(Continued)**

- Name of programmatic/specialized accreditor:
 - Accreditation Council for Pharmacy Education
- Title(s) of accredited program(s):
 - Doctor of Pharmacy, Pharm.D.
- Original date of accreditation:
 - 1992
- Date of last review:
 - 2008
- Date of next review:
 - 2011
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - Accreditation Council on Optometric Education/American Optometric Association
- Title(s) of accredited program(s):
 - Doctor of Optometry, D.O.
- Original date of accreditation:
 - 1993
- Date of last review:
 - 2007
- Date of next review:
 - 2011
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - Accreditation Council for Occupational Therapy Education
- Title(s) of accredited program(s):
 - Occupational Therapy Program, M.O.T.
- Original date of accreditation:
 - 2000
- Date of last review:
 - 2010
- Date of next review:
 - 2016/2017
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

**Programmatic/specialized accreditation
(Continued)**

- Name of programmatic/specialized accreditor:
 - The Commission on Dental Accreditation
- Title(s) of accredited program(s):
 - Doctor of Dental Medicine, D.M.D.
- Original date of accreditation:
 - Accreditation eligible in 1997
 - Approved with reporting requirements in 2001
 - Approved without reporting requirements in 2002
- Date of last review:
 - 2008 with reporting requirements
 - 2009 without reporting requirements
- Date of next review:
 - 2014
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association
- Title(s) of accredited program(s):
 - Physical Therapy Program, D.P.T.
- Original date of accreditation:
 - 1996
- Date of last review:
 - 2002
- Date of next review:
 - 2011
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor: Main Campus Location
 - Accreditation Review Commission (ARC-PA)
- Title(s) of accredited program(s):
 - Physician Assistant Program, M.M.S
- Original date of accreditation:
 - 1994
- Date of last review:
 - 2008
- Date of next review:
 - 2015
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

**Programmatic/specialized accreditation
(Continued)**

- Name of programmatic/specialized accreditor: Ft. Myers Location
 - Accreditation Review Commission (ARC-PA)
- Title(s) of accredited program(s):
 - Physician Assistant Program, M.M.S
- Original date of accreditation:
 - 2005
- Date of last review:
 - 2007
- Date of next review:
 - 2011
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor: Orlando Location
 - Accreditation Review Commission (ARC-PA)
- Title(s) of accredited program(s):
 - Physician Assistant Program, M.M.S
- Original date of accreditation:
 - 2007
- Date of last review:
 - 2010
- Date of next review:
 - 2012
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor: Jacksonville Location
 - Accreditation Review Commission (ARC-PA)
- Title(s) of accredited program(s):
 - Physician Assistant Program, M.M.S
- Original date of accreditation:
 - 2009
- Date of last review:
 - 2009
- Date of next review:
 - 2012
- Briefly describe the results of the institution's last accreditation review.
 - Provisional accreditation
- Name of programmatic/specialized accreditor:
 - International Assembly for Collegiate Business Education

**Programmatic/specialized accreditation
(Continued)**

- Title(s) of accredited program(s):
 - Accounting, B.S.

- Accounting, M.Acc.
- Business Administration, B.S.
- Business Administration, D.B.A.
- Business Administration, M.B.A.
- Doctor of International Business Administration, D.I.B.A
- Economics, B.S.
- Finance, B.S.
- Human Resource Management, M.S.
- International Business Administration, M.I.B.A
- Leadership, M.S.
- Management, B.S.
- Marketing, B.S.
- Public Administration, D.P.A.
- Public Administration, M.P.A.
- Real Estate Development, M.S.
- Sport and Recreation Management, B.S.
- Taxation, M.Tax
- Original date of accreditation:
 - 1999
- Date of last review:
 - 2005
- Date of next review:
 - 2015
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Title(s) of accredited program(s):
 - Anesthesiologist Assistant, Health Science Program, B.Hsc.
- Original date of accreditation: 2006
- Date of last review: 2006
- Date of next review: 2011
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

**Programmatic/specialized accreditation
(Continued)**

- Name of programmatic/specialized accreditor:
 - Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Title(s) of accredited program(s):

- Anesthesiologist Assistant, Health Science Program, B.Hsc. (Tampa)
- Original date of accreditation:
 - 2009
- Date of last review:
 - 2009
- Date of next review:
 - 2014
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Title(s) of accredited program(s):
 - Vascular Sonography, Health Science Program, B.Hsc.
- Original date of accreditation:
 - 2006
- Date of last review:
 - 2009
- Date of next review:
 - 2014
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - The American Psychological Association (APA)
- Title(s) of accredited program(s):
 - Psychology, Ph.D
- Original date of accreditation:
 - 1981
- Date of last review:
 - 2008
- Date of next review:
 - 2013
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

**Programmatic/specialized accreditation
(Continued)**

- Name of programmatic/specialized accreditor:
 - Council on Academic Accreditation of the American Speech-Language-Hearing Association
- Title(s) of accredited program(s):

- Speech-Language Pathology, M.S.
- Original date of accreditation:
 - 1990
- Date of last review:
 - 2009
- Date of next review:
 - 2015
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - The Commission on Accreditation for Marriage and Family Therapy (AAMFT) of the American Association for Marriage and Family Therapy (AAMFT)
- Title(s) of accredited program(s):
 - Family Therapy, M.S.
- Original date of accreditation:
 - 1998
- Date of last review:
 - 2007
- Date of next review:
 - 2014
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation

- Name of programmatic/specialized accreditor:
 - The Commission on Accreditation for Marriage and Family Therapy (AAMFT) of the American Association for Marriage and Family Therapy (AAMFT)
- Title(s) of accredited program(s):
 - Family Therapy, Ph.D.
- Original date of accreditation:
 - 2000
- Date of last review:
 - 2010
- Date of next review:
 - 2017
- Briefly describe the results of the institution's last accreditation review.
 - Full accreditation



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January 23, 2008

Mr. Ray Ferrero, Jr.
President
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314

Dear Mr. Ferrero:

This is to certify that Nova Southeastern University in Fort Lauderdale, Florida, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's and Doctoral degrees.

The institution was initially accredited in 1971 and was last reviewed and reaffirmed in 2007. The reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2017.

Sincerely,

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:rb

ATTACHMENT 7: STUDENT RECORDS AND PRESERVATION

Student Records: Preservation and Administration

The student record consists of a combination of electronic data, original data documents and microfilmed/microfiche data. The electronic record is updated and maintained as the student progresses toward completion of educational objectives. All original paper documents (registration forms, transcripts from other institutions, evaluation forms, etc.) are first scanned and an image is stored on-line for our use and then stored off campus in a secure building in a locked rooms. These records are maintained in accordance with the University's Retention Policy. Old microfilm and microfiche data is maintained in locked fire safe cabinets with duplicate tapes stored off campus.

The University takes all steps necessary to ensure the security of its student records. The University has policies concerning what constitutes the permanent records of each student, as well as policies concerning retention and disposal of records. Academic records are maintained according to an established record retention schedule. The University has permanent records accumulated over time and in various formats. Through the late 1970's prior to computerized records, hard copies of transcripts, grade rosters, and other records were archived and stored off campus in appropriate files. Microfilm and, in some cases, microfiche records, in duplicate, also are stored and used to provide data as required. Beginning in 1978 and until 1989, computerized records were developed and maintained in accessible electronic format, with academic transcript data being indexed and stored on microfilm. Records from 1989 to the present are maintained electronically. The record retention schedule provides for the microfilming of all pertinent documents in a systematic way and provides information that goes beyond the guidelines of the American Association of Collegiate registrars and Admissions Officers.

All records on current students can be retrieved through an on-line computer terminal with access given only at read only capability or read and write update capability by authorized personnel. The University Registrar determines which personnel will have read capability and those who will have both read and update capability.

The Office of Information Technology (OIT) maintains the security of electronic data records with backup occurring daily. The OIT also provides an elaborate security system to protect access to the data. Duplicate tapes are stored in another building in an area designed to provide protection from fire and magnetic corruption. The permanent record in the Office of the University Registrar includes the electronic record and certain audit sensitive documents, such as official transcripts from other institutions that serve as authorization for the awarding of transcript credit.

The University has established and publishes information-release policies that respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution. The University, in compliance with the Family Educational Rights and Privacy Act of 1974, as amended by the Buckley Amendment, ensures the confidentiality of student educational records.

ATTACHMENT 8: STATE APPROVAL AGENCIES

Attachment 8: State Approval Agencies

Alabama
<p>Dr. Elizabeth C. French, Director Office of Institutional Effectiveness and Planning Alabama Commission on Higher Education 100 North Union Street Montgomery, AL 36104-3758 334-242-2179</p> <p>Ms. Annette McGrady Private School License Specialist Alabama Department of Postsecondary Education 15 South Union Street Montgomery, AL 36104 334-293-4651</p>
Arizona
<p>Ms. Teri Stanfill, Executive Director Arizona State Board for Private Postsecondary Education 1400 W. Washington, Room 260 Phoenix, AZ 85007 602-542-2399</p>
California
<p>Ms. Joanne Wenzel Deputy Bureau Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 916-431-6959</p>
Colorado
<p>Ms. Heather DeLange Degree Authorization Act Officer Colorado Department of Higher Education 1560 Broadway, Suite 1600 Denver, CO 80202 303-866-2723</p>

Attachment 8: State Approval Agencies

Delaware
Dr. Wayne A. Barton, Director Teacher & Administrator Quality Development Delaware Department of Education 401 Federal Street, Suite 2 Dover, DE 19901-3639 302-735-4120
Georgia
Dr. Ben Sealy Standards Administrator Nonpublic Postsecondary Education Commission 2082 East Exchange Place, Suite 220 Tucker, GA 30084-5305 770-414-3300
Illinois
Mr. Bob Blakenberger Deputy Director, Academic Affairs Illinois Board of Higher Education 431 East Adams, Second Floor Springfield, IL 62701-1418 217-782-2551
Indiana
Mr. Kyle Robertson Accreditation Specialist Indiana Commission on Proprietary Education 302 W. Washington Street, Room E201 Indianapolis, IN 46204 317-232-1320

Attachment 8: State Approval Agencies

Louisiana
Dr. Larry Tremblay Associate Commissioner for Planning, Research and Performance Louisiana Board of Regents 1201 N. Third Street, Suite 6-200 Baton Rouge, LA 70802 225-342-4253
Massachusetts
Dr. Claudia R. Bell Academic Program and Policy Specialist Massachusetts Department of Higher Education One Ashburton Place, Room 1401 Boston, MA 02108 617 994-6913
Missouri
Mr. Leroy Wade Assistant Commissioner Missouri Department of Higher Education 3515 Amazonas Drive Jefferson City, MO 65109-5717 573-751-2361
Nevada
Mr. David Permlan Education Specialist Department of Education Commission on Postsecondary Education 3663 East Sunset Road, Suite e202 Las Vegas, NV 89120 702-486-7330

Attachment 8: State Approval Agencies

New Jersey
Ms. Iris Duffield Academic Affairs State of New Jersey Commission on Higher Education 20 West State Street, 7th Floor Trenton, NJ 08608-1206 609-292-2955
New Mexico
Ms. Stephanie A. Ellis Private & Proprietary Schools Administrator Private & Proprietary Schools Division New Mexico Higher Education Department 2048 Galisteo Street Santa Fe, NM 87505-2100 505-476-8442
Oregon
Ms. Jennifer Diallo Director, Degree Authorization Office of Degree Authorization Student Assistance Commission 1500 Valley River Drive, #100 Eugene, OR 97401 541-687-7478
Pennsylvania
Dr. Albert Happ Pennsylvania Department of Education 333 Market Street, 12th Floor Harrisburg, PA 17126-0333 717-787-4448

Attachment 8: State Approval Agencies

Puerto Rico
Blanca E. Rivera-Alicea, Ph.D. Higher Education Analyst Puerto Rico Council on Higher Education 268 Ponce de León Avenue Hato Rey Center Building, Suite 1500 San Juan, PR 00918
South Carolina
Ms. Renea H. Eshleman Nonpublic Postsecondary Institution Licensing South Carolina Commission on Higher Education 1333 Main Street, Suite 200 Columbia, SC 29201 803-737-2281
Texas
Mr. Fred A. White Program Director Texas Higher Education Coordinating Board Academic Affairs and Research Division 1200 E. Anderson Lane Austin, TX 78752 512-427-6223
Virginia
Ms. Linda H. Woodley Director for Private and Out-of-State Postsecondary Education James Monroe Building 101 North Fourteenth Street Richmond, VA 23219 804-371-2938

Attachment 8: State Approval Agencies

Washington
Mr. Mike Ball Associate Director, Degree Authorization and Veterans Programs Higher Education Coordinating Board 917 Lakeridge Way SW Olympia, WA 98502 360-753-7869
Wisconsin
Mr. Zachary B. Galin Educational Approval Board 30 W. Mifflin Street, 9th Floor Madison , WI 53707-7843 608-267-7733

ATTACHMENT 9: INSTRUCTIONAL METHODOLOGIES

Academic and Instructional Methodologies

As previously stated, this application is being submitted for authorization to offer programs to residents of Iowa via distance education/online delivery systems. With the exception of one program (Speech, Language, Pathology) that includes a clinical experience in Iowa, programs are taught predominately via online distance education delivery systems that include both synchronous and asynchronous forms of instruction. Some of the programs included in this application require students to travel to campus for instruction and/or a capstone experience; however, these activities obviously do not take place in the state of Iowa.

Nova Southeastern University utilizes Blackboard as its established Learning Management System and platform. Blackboard is an integrated set of web-based tools used for course management and delivery, and it enables instructors to provide students with course materials, discussion boards, assignments, email, blogs, wikis, chat tools (including Elluminate and Wimba), assessment materials, grade centers, academic resources, and tutorials. This user-friendly platform facilitates student and faculty participation in classes delivered online, and enhances overall engagement in activities which complement face-to-face or online teaching. Although the Blackboard system itself offers an online tutorial that provides log-in instructions and information about its features including email, chats, discussion board, and presentation formats; all faculty are required to complete training in effective use and application of this resource. All students enrolled in online courses are expected to have continuous access to a computer and the Internet in order to take full advantage of the online instructional delivery activities. A laptop is also strongly recommended.

In general, following admission into the program, the university notifies all new students of their NSU email account, which provides access to not only their email but secure NSU sites, personal Web site space, numerous online tools, and their online Blackboard courses. They also have access to WebSTAR, an all-purpose site where they can register for classes and view class schedules, grades and transcripts; check loan deferments; verify enrollment; request a printed transcript; review financial aid requirements and awards; and make credit card or e-check tuition and fee payments. WebSTAR accounts require a student ID number and PIN number to gain access. The Student Online Support System (SOS) offers an additional means for students to seek assistance with problems that they may not be able to solve on their own. After logging on and submitting a question/concern, the item is ticketed and forwarded to the appropriate office/person for response. The student can track the status of his/her request until it is resolved. Additional support is available through the NSU Help Desk, which provides assistance with questions and technology issues related to email accounts, Internet access, Blackboard, WebSTAR, and interactive tools (Elluminate, DigiChat, Wimba).

Faculty

Ongoing opportunities for faculty seeking further training and professional development are also made available by the Innovation Zone (IZone) and NSU's technology resource department, which is devoted exclusively to providing "support for online course development, instructional interactive media development, and technology training for NSU faculty and staff." Throughout the year, instructors have access to online tutorials and PDF information documents, and can attend face-to-face training sessions on a wide range of classroom technology applications that include, but are not limited to, the following: Blackboard, Tegrity, Elluminate, Wimba, Opinio, and Turning Point.

All newly hired full- and part-time faculty are expected to complete the Blackboard training session described above.

ATTACHMENT 10: OTHER STATE OF IOWA AGENCIES REQUIRING APPROVAL

Other Iowa Agencies Requiring Approval

For each academic program included in this application, Nova Southeastern University has attempted to identify other agencies in the State of Iowa that may require approval if an institution intends on offering such degrees to residents of the state. After researching this matter, to best of our knowledge, there are two programs that require approval by another agency. The Master of Science in Speech-Language and Communications Disorder degree and the Master of Science in School Counseling degree appear to require approval by the State of Iowa Department of Education. As of this writing, the institution is in the process of obtaining the required approval. To the best of our knowledge, no other agencies require approval for the remaining programs included in this application.

ATTACHMENT 11: CURRENT OPERATIONS IN IOWA

Current Operations in Iowa

Nova Southeastern University seeks authorization to offer distance education/online programs to residents of Iowa. The institution does not utilize any instructional sites in the state or employ agents in Iowa. There are no focused marketing efforts to recruit students taking place in the state. There are three residents of Iowa that are employed by the institution as adjunct faculty. Two of these individuals occasionally teach online courses from their residents in Iowa.

ATTACHMENT 12: AUDITED FINANCIAL STATEMENTS

Audited Financial Statements

The most recent NSU Annual Report is included as Attachment 12. The report contains the institutions audited financial statements. On page 31 the report of the independent certified public accountants (Ernst & Young, LLP) contains an unqualified opinion on NSU's financial statements.

ATTACHMENT 13: ACCESS TO LEARNING RESOURCES

University Libraries

The university library system is composed of the Alvin Sherman Library, Research, and Information Technology Center, Health Professions Division Library, Law Library, the William S. Richardson Ocean Sciences Library, and four school libraries. The programs contained in the application for registration utilize the Alvin Sherman Library, Research, and Information Technology Center and Health Professions Division Library. Therefore, the discussion here will be focused on those two facilities. The Alvin Sherman Library facilities will be discussed first followed by the Health Professions Division Library facilities.

Alvin Sherman Library, Research, and Information Technology Center

The Alvin Sherman Library, Research, and Information Technology Center in Fort Lauderdale, serves as the primary library for all NSU programs except for those in the Health Professions, Law, and Oceanography. Students are able to access a wealth of online resources that are described below, print materials mailed to students are no cost to them, and library training and reference services are provided by the Alvin Sherman Library. These resources and services are detailed as follows:

General Description of Library and Learning Resources

Purpose and Scope of the Alvin Sherman Library

The Alvin Sherman Library uses both innovative information technologies and traditional library methodologies to support NSU's mission by offering "rich learning resources on campus and at distance sites" to "prepare students for lifelong learning". The library reflects the university's commitment to providing educational support, services, and materials for the learning needs of working adult students. The library's services take into account the educational needs of students whether they are on campus, online, or attend classes at field-based clusters in the United States and internationally.

The library resources provided by the Alvin Sherman Library to NSU's masters' and doctoral students support the needs of the students in terms of quality, relevance, accessibility, and availability as well as in terms of the delivery of resources and services. NSU students have access to a broad range of learning resources that support the program's educational goals. In response to changes in communications and information technologies, the Alvin Sherman Library specifically acquires both print and digitized materials in education, psychology, medicine, computer sciences, and business for its collection to support the NSU programs. Because of emerging new technologies and changing user expectations, the Alvin Sherman Library puts increasing emphasis on providing all NSU students with remote access to online resources when possible. Hence, NSU's electronic resources have been developed to provide remote access to both the Alvin Sherman Library's collection and its services for students whether they live locally or at a distance.

Library Support

The Alvin Sherman Library is the primary means of accessing more than 10 million volumes and learning materials for the NSU students in academic programs supported by the library. As of July 1, 2011, the Alvin Sherman Library had 998,278 volumes including almost 350 databases that provide access to 92,190 e-books and 90,598 unique e-journals. Students also have access to 1.2 million digitized dissertations, 100,000+ ERIC ED documents, 171,795 resource links via NovaCat. The NSU libraries provide access via the following:

- Alvin Sherman Library, Research, and Information Technology Center,

- Electronic Resources,
- Health Professions Division Library,
- Law Library,
- Lending agreements with University of Michigan, and
- Document delivery suppliers.

General Description of Resources Related to the NSU Program Supported by the Alvin Sherman Library

NSU provides all students, regardless of location, with convenient and effective access to a wide variety of online electronic bibliographic databases that can be reached via the World Wide Web. Students have online access 24 hours a day, 7 days a week, 365 days a year.

A number of library resources provide access to education, psychology, and the social sciences:

ERIC: The ERIC database is a index of published and unpublished sources of educational information produced by the Educational Resource Information Center. The references describe items published since 1966. ERIC contains more than 700,000 annotated references to non-journal materials indexed in *Resources in Education (RIE)* and to journal articles in *Current Index to Journals in Education (CIJE)*.

Dissertations and Theses (Proquest): Bibliographic database of over 1.2 million full-text entries providing information about doctoral dissertations and master's theses from over 1,000 graduate schools and universities. The database includes bibliographic citations for dissertations beginning in 1861. Full-text on-line is available for dissertations starting with titles published from 1997 forward.

Family & Society Studies Worldwide (EBSCOhost) has citations and abstracts for literature on research, policy, and practice literature in the fields of family science, human ecology, human development, and social welfare.

Health and Psychosocial Instruments (HAPI): Provides information on measurement instruments in the fields of healthcare, psychosocial sciences, organizational behavior, and library and information science.

NSU MARPs, Practicums and Applied Dissertation Database: An index to MARPs (Major Applied Research Projects) practicums and applied dissertations by NSU graduate students in education. Full-text is available as PDF files.

ProQuest Career and Technical Education: Provides vocational and technical education periodicals.

ProQuest Central: This database indexes 12,000 general and academic journals, covering business, current affairs, education, religion, psychology, women's studies, and others. A total of 9,000 journals are available full-text online.

ProQuest Education Journals: This database provides indexing and full text for nearly 300 academic journals in education and related fields.

ProQuest Psychology Journals: This database provides indexing and full text for nearly 300 academic journals in psychology and related fields.

ProQuest Research Library Periodicals: This database indexes 1500 general and academic journals, covering business, current affairs, education, religion, psychology, women's studies, and others. Coverage: 1987 to present. Selected full text and full image.

PsycARTICLES: The American Psychological Association's full-text article database is available via the OCLC FirstSearch service. It includes searchable full-text articles from 42 peer-reviewed journals published by the American Psychological Association (APA) and allied organizations. Topics include general psychology and specialized basic, applied, clinical and theoretical research in psychology.

PsycINFO: This database covers scholarly literature in psychology, anthropology, nursing, business, pharmacology, education, physiology, law, psychiatry, linguistics, sociology, and more. It includes original research and journal articles, literature reviews, reports of surveys, case studies, theoretical discussions, bibliographies, and descriptions of tests and apparatus. Indexed materials are selected from more than 9,900 sources internationally in over 25 languages. This database provides a good source of education articles on behavior and adolescence. Coverage: 1967 to present.

Sage Journals Online contains a collection of over 100 journals, primarily covering management, education, psychology, health, and nursing.

ScienceDirect contains full-text articles from Elsevier journals covering all subject areas. Particular emphasis is placed on scientific, technical and medical information.

ScienceDirect Reference Works includes full-text reference work: *Comprehensive Clinical Psychology*, *Encyclopedia of Applied Psychology*, *Encyclopedia of Information Systems*, *Encyclopedia of International Media and Communications*, *Encyclopedia of Language and Linguistics*, *Encyclopedia of Psychotherapy*, *Encyclopedia of Social Measurement*, *Encyclopedia of the Human Brain*, and *International Encyclopedia of the Social & Behavioral Sciences*.

Social Sciences Citation Index from Thomson's Web of Knowledge provides abstracts, cited references, times cited, and links to full text when available for articles in the social sciences (1975 to present).

Sociological Abstracts (SocioAbs): This database indexes citations to research in sociology, social work, and other social and behavioral sciences. It draws information from an international selection of over 2,600 journals and other publications, plus conference papers, books, and dissertations.

Taylor & Francis (Taylor & Francis): Collection contains over 140 journals, primarily covering education, health, psychology, and social sciences

Teacher Reference Center (EBSCOhost): This database indexes citations from over 260 education trade journals, periodicals, and books, providing coverage of key education topics such as assessment, continuing education, current pedagogical research, curriculum development, instructional media, language arts, literacy standards, science and mathematics, and more.

Tests in Print serves as a comprehensive bibliography to all known commercially available tests that are currently in print in the English language. TIP provides vital information to users including test purpose, test publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

Wilson Education Full Text: This is a bibliographic database that cites every article of at least one column in length in more than 400 English-language periodicals and yearbooks published in the United States and elsewhere. Every age and sector of the educational community is covered from preschool and kindergarten through high school and college. Special education is also covered.

Wiley Online Library provides the full-text of selected Wiley journals. This database covers business, chemistry, computer science, earth and environmental sciences, education, engineering, law, life sciences, mathematics and statistics, medicine and healthcare, physics and astronomy, polymers and materials science, psychology, social sciences, and more.

Web of Science provides abstracts, cited references, times cited, and links to full text when available for articles in the sciences, social sciences, and arts and humanities (1975 to present). This includes Science Citation Index, Social Sciences Citation Index, and Arts and Humanities Citation Index which can also be searched separately.

For technology and science databases, NSU students can access:

ACM Digital Library: Citations and full-text of ACM articles from journals, magazines, and conference proceedings. Titles include *ACM Computing Surveys (CSUR)*, *ACM Journal of Computer Documentation (JCD)*, *Journal of Experimental Algorithmics (JEA)*, *Journal of the ACM (JACM)*, *Communications of the ACM*, *Computers in Entertainment (CIE)*, *Crossroads*, *Queue*, *StandardView*, *Ubiquity*, *eLearn*, *intelligence*, *interactions*, *netWorker* and *Journal on Educational Resources in Computing (JERIC)*.

Applied Science and Technology Full Text (Wilson): This database has citations to 485 international and English-language periodicals, covering engineering, mathematics, physics, and computer technology. Includes articles, interviews, meetings, conferences, exhibitions, new product reviews/ announcements, and more.

Computer and Information Systems Abstracts (ProQuest): Citations and abstracts to literature on theoretical research and practical applications related to computer and information systems.

Computers and Applied Sciences Complete (EBSCOhost: Provides indexing, abstracts, and full text for literature on research and development in computing and applied science disciplines, including engineering, computer theory & systems, new technologies, and social & professional context

Computer Database (Gale): Information on computer-related product introductions, news, and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology.

Emerald Management eJournals: Full-text articles from over 200 journals covering human resources, library science, marketing, management, operations, and other related topics. Provides detailed reviews (no full-text) for articles in an additional 300 management journals. Coverage back to Volume 1 Issue 1 for over 120 journals.

Ed/ITLib (Association for the Advancement of Computing in Education): Contains ten peer-reviewed journals on the research, developments, and applications related to all aspects of Educational Technology and E-Learning.

IEEE Xplore Digital Library: Full-text PDF images of 143 IEEE journals, transactions, and magazines including all IEEE societies, dating from 2005. Conference proceedings are available in IEEE Computer Science Digital Library

IEEE Computer Society Digital Library: Provides selected full-text access to 19 Computer Society periodicals, IEEE transactions, and over 350 conference proceedings. The documents are available in both HTML and PDF formats.

PapersFirst: Indexes papers included in every congress, conference, exposition, workshop, symposium, and meeting received at The British Library.

Science Direct: Indexes science, technical and medical journals published by Elsevier Science. Includes full text for 800 of those journals from 1995 to the present.

Web of Science: Provides abstracts, cited references, times cited, and links to full text when available for articles in the sciences, social sciences, and arts and humanities (1975 to present). Tools allow citation tracking, exporting of citations, saved searches, and other personalization. WOS includes Science Citation Index, Social Sciences Citation Index, and Arts & Humanities Citation Index which can also be searched separately.

Databases related to management and leadership include:

ABI/Inform Complete: Business database with more than 3,840 full-text titles covering business and economic conditions, corporate strategies, management techniques, as well as competitive and product information. Includes all content from ABI/Inform Archive, Dateline, Global, and Trade & Industry. Click here to browse Commodity Reports, Country Data Reports, SWOT, Market Research, and Industry Reports from EIU and BMI.

Business and Management (Oxford Scholarship Online): Full-text of the best academic books on business and management covering the following areas of business history, corporate governance and accountability, finance, HRM/IR, international business, public management and much more

Business Plan e-Books: Updated annually, this collection contains complete business plans for hundreds of different types of businesses.

Business Source Premier: This database provides full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles, as well as business-oriented newspapers, magazines and even case studies. This database provides full text back to 1886, and searchable cited references back to 1998. Business Source Premier is updated daily and is strong in the areas of management, accounting, finance and economics.

Demographics Now: Presents preformatted and customizable data reports on demographic data including age, income, housing, employment, consumer expenditures, and race. Includes census data and projects data for the future

Emerald Management eJournals: Full-text articles from over 200 journals covering human resources, library science, marketing, management, operations, and other related topics. Provides detailed reviews (no full-text) for articles in an additional 300 management journals. Coverage back to Volume 1 Issue 1 for over 120 journals.

Lexis Nexus Academic Business: Contains business information including company profiles, SEC filings, accounting publications, and country profiles. Default search is Company Profiles; choose other options on left.

Snapshot Series: Over 3,400 market research reports across 30 industries in 26 countries. Snapshot Reports include views of market segments, market size, market shares, and forecast information.

Library Collections

The Alvin Sherman Library has designed, developed, and implemented a library to support the research needs for education, business, psychology, and computer science students from undergraduate to doctoral-level programs. Librarians, teaching faculty, and researchers at NSU share in the development of collections, and NSU has policies defining their involvement. The Collection Development Policy can be read at <http://www.nova.edu/library/about/policies/CollectionDevelopmentPolicy.pdf> and the Collection Scope policy can be seen at <http://www.nova.edu/library/about/policies/CollectionLevels.pdf>

The NSU library system has a policy governing resource material selection and elimination. The Alvin Sherman Library actively encourages NSU faculty to participate in recommending books and journals in their subject areas. The library also has a procedure for preserving, replacing, or removing deteriorating materials in the collection.

The Alvin Sherman Library also provides an efficient and appropriate circulation system via software purchased from Innovative Interfaces Inc. The library provides NSU students with access to specialized materials available within the NSU library system via NovaCat.

Staffing and Services to Support Initiative

Reference Services

The Alvin Sherman Library provides all distant students with synchronous and asynchronous individualized help on how to use online technologies and personal assistance in conducting research. Students can communicate with reference librarians there using either synchronous or asynchronous online technologies such as online chats and email. The goal of reference services in the library is to provide all students with the information literacy skills that enable them to locate, evaluate, and use information independently.

Bibliographic Instruction

The Alvin Sherman Library provides NSU students with library instruction in a variety of methods including face-to-face, synchronous, and asynchronous instruction. In addition, formal instruction is supplemented and reinforced in a variety of ways and using a variety of modalities. These additional resources include web pages designed specifically for the NSU programs. Students can access information about basic library services and skills, library guides on how to use specific online databases, pathfinders for research in specific subjects, user aids, and access to self-paced online tutorials. These asynchronous materials have the advantage of providing point-of-need help 24 hours a day. Students can also schedule individual research consultations with a reference librarian via phone, VoIP technologies such as Wimba and Elluminate, and face-to-face if they happen to be in south Florida. Students are also provided with updates on new resources via both e-mail and the web. The focus of all library training and instructional materials is to prepare students to be continuing life-long learners.

Document Delivery

Students can request up to a maximum of 25 free documents per week. These include books, copies of journal articles, NSU dissertations, and a total of two copies of non-NSU dissertations. In addition, starting in 2002, students have free access to more than 1.2 million full-image digitized dissertations and theses made available through NSU's Digital Dissertations subscription. This provides NSU students with world-class access to primary research materials of 1,000 graduate schools and universities in the United States, Canada, and selected institutions from other countries written since 1997.

The Alvin Sherman Library's Document Delivery Department uses an array of methods for acquiring materials for NSU students including interlibrary loan, deposit accounts with several document delivery suppliers including UnCover, UMI, EDRS, IEEE and the British Library Document Supply Centre. Distance students are not charged for the cost of acquiring materials from documents delivery services, for photocopying of journal articles from the NSU libraries or for faxing. NSU students also receive materials sent by FedEx when appropriate.

Staffing of the Library, Research, and Information Technology Center

There are 42 FTE professional librarians with ALA-accredited library degrees, 8 other professionals, 48 ½ FTE staff people, and about 40 FTE student assistants. The reference librarians are available more than 70 hours per week for help via NSU's toll-free telephone number or email at refdesk@nova.edu.

Physical Facilities

The Alvin Sherman Library has adequate facilities to house, service, and make the library's collection easily available to students when they are on campus. The Alvin Sherman Library has a 325,000 square-foot facility built at a cost of \$43,000,000. This is a joint-use facility with Broward County has 975 user seats, and 20 electronic classrooms.

Cooperative Agreements

NSU has host agreements with the University of Michigan in order to provide NSU students with additional access to research-quality library collections. These research collections provide NSU students with access to a total of more than 10 million records.

Information Access

Technologically, the university supports NSU students' Internet needs with a Fractional Optical Carrier 3 line (OC3) that upgraded NSU's T1 lines and very adequately supports the Internet access needs of NSU. NSU has used technology to expand access to information for users at remote sites such as those in Puerto Rico, Mexico, Malaysia, and South

General Description of Resources Related to the NSU Program Supported by the Health Professions Division Library

The library resources at Nova Southeastern University are designed to thoroughly support the educational and research goals of its faculty and students. Nova Southeastern University (NSU) has one of the largest electronic library systems in the country. The resources provided by the Health Professions Division (HPD) Library support the needs of the students in terms of quality, relevance, accessibility, and availability, and also in terms of the delivery of resources and services. Students, both on- and off-campus, have access to a broad range of learning resources that support the university's educational goals. In response to changing information technologies, the HPD Library acquires print and digitized resources to support the HPD programs.

The HPD Library print/multimedia collection consists of 26,000 monograph titles, 1100+ CD-Rom titles, and more than 2000 videos. In addition, the library subscribes to more than 600 print journals and continuations. Because of emerging new technologies and changing user expectations, the HPD Library provides all students, regardless of location, with convenient and effective access to a wide variety of online electronic full-text and bibliographic databases via the World Wide Web. Students have access to electronic resources 24 hours a day, 7 days a week via the Internet.

The online resources available to Health Profession Division students include 33,000 full-text journals (unique titles), more than 400 online medical and nursing textbooks, indexing (bibliographic) databases, and subject specific databases, such as drug information and anatomy imaging. More than 200 databases are available to all NSU students. In addition, other medical/health databases are available for online use such as AgeLine and Alt-HealthWatch. Copies of required texts are maintained on reserve in the library at a ratio of 1:50 students.

As noted above, the Alvin Sherman Library, Research and Information Technology Center offers a full collections of research materials, specialized databases, popular fiction and nonfiction books, magazines and journals, CDs, and DVDs. There are 20 electronic classrooms and a knowledge navigation center that allows faculty and students to experience the latest in computer technology. The library provides total wireless access throughout the building. It is the largest library of its kind in Florida.

ATTACHMENT 14: QUALIFICATIONS OF FACULTY

Academic and Professional Preparation

Nova Southeastern University (NSU) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Accreditation requires that the institution employ qualified and competent faculty to accomplish the goals of the institution. NSU maintains the required faculty standards and places substantive effort in the recruitment and retention of outstanding faculty. Specific qualification for faculty are addressed in the Faculty Policy Manual and reproduced below.

Faculty Qualifications

(From NSU Faculty Policy Manual: 11/95; revised 10/96, 3/97)

Undergraduate: Each full-time and part-time (adjunct) faculty member teaching credit courses leading toward the baccalaureate degree must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline or a related discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases are determined by the Vice President of Academic Affairs or the Chancellor of the Health Professions on an individual basis.

Graduate: Each full-time and part-time (adjunct) faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline. In unusual cases, the University may employ faculty who have demonstrated exceptional scholarly or creative activity, or have professional experience, but who may not possess the required academic credentials. Such cases are determined by the Vice President of Academic Affairs or the Chancellor of the Health Professions on an individual basis. All graduate faculty must also demonstrate a high level of competence in teaching and scholarship, and faculty teaching at the doctoral level must additionally demonstrate research capabilities. Faculty members responsible for the direction of doctoral research must be experienced in directing independent study.

As part of the hiring process, the credentials of candidates will be reviewed for appropriate terminal degrees in accordance with SACS requirements. Candidates with international degrees or degrees from non-regionally accredited institutions in the United States will be held responsible for submitting official evaluations of their credentials by an NSU approved agency. Candidates without the appropriate degrees must submit evidence of exceptional scholarly or creative activity, or professional experience related to the teaching discipline, in lieu of appropriate degrees. Final determination will be made by the Vice President of Academic Affairs or the Chancellor of the Health Professions, as appropriate.

NSU Guidelines for Establishing a Foundation for Assessment

Evaluation of the effectiveness of NSU's academic programs has been ongoing for decades. Program faculty is extensively involved with this assessment process. There has been a concerted effort to continually improve and enhance the process over the years. NSU's process for the assessment of student learning outcomes in its current form has been in place for more than five years. During that

period the process has been continually improved. Over time as the process became more and more focused on producing evidence of student learning, unit reports have produced increasingly useful information for program improvement. However, additional improvements are needed particularly in a broader and more effective use of direct assessment of student learning outcomes, and in moving from an episodic assessment of student learning outcomes to a more continuous, ongoing assessment of programs.

All academic programs are required to articulate measurable expected outcomes of student learning, and to document how each outcome will be assessed, prior to entry into the academic program review process. Units are expected to *continuously* assess the expected student learning outcomes for the program. Continuous assessment keeps faculty in close touch with the effectiveness of the curriculum and instruction, and whether it is achieving its expected outcomes of student learning. This provides for incremental improvements between formal assessment reports, and demonstrates a commitment to quality improvement, and a desire for preeminence in teaching and learning. It also increases the amount and quality of data available when it comes time to produce an assessment report. Therefore, all academic majors are expected to conduct direct assessments of the program's expected outcomes of student learning on at least an annual basis with formal reports of the results every five years in conjunction with Academic Program Review. Ongoing data collection will help to assure that an adequate volume of data are available for each expected outcome for analysis and reporting when the unit must prepare a report on the results of assessing student learning outcomes. This is especially important for programs with small enrollments.

For additional information regarding outcomes assessment, please see the document *Guidelines for Establishing a Foundation for Assessment* included with this attachment.



NOVA SOUTHEASTERN UNIVERSITY

Guidelines for Establishing a Foundation for Assessment
Creating Measurable Expected Program Outcomes of Student Learning,
and Identifying Outcome Assessments

Office of the President
June 2008

Revised 8/20/08

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Guidelines for Establishing a Foundation for Assessment

Creating Measurable Expected Program Outcomes of Student Learning,
and Identifying Outcome Assessments

Introduction

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NSU's process for the assessment of student learning outcomes in its current form has been in place for more than five years. During that period the process has been continually improved. Over time as the process became more and more focused on producing evidence of student learning, unit reports have produced increasingly useful information for program improvement. However, additional improvements are needed particularly in a broader and more effective use of direct assessment of student learning outcomes, and in moving from an episodic assessment of student learning outcomes to a more continuous, ongoing assessment of programs.

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Ongoing data collection will help to assure that an adequate volume of data are available for each expected outcome for analysis and reporting when the unit must prepare a report on the results of assessing student learning outcomes. This is especially important for programs with small enrollments.

The Program Outcomes and Measures Document

All new programs and majors and degree programs listed in the 2008 Fact Book (and its subsequent editions) must prepare a table listing the expected program outcomes and measures for the program. A preliminary draft should be sent to the Institutional Effectiveness Office for review and comment before the document is finalized. The final draft must be approved by the dean. The table of program outcomes and measures will

be a required appendix to the Assessment of Student Learning Outcomes Report (ASLO).

The Program Outcomes and Measures document represents the unit's formal assessment plan. The results of implementing the plan will be documented in the unit's Assessment of Student Learning Outcomes Report. The dean may require interim reports during the five year period between ASLO reports.

Specifications: The Program Outcomes and Measures document must have three columns. Column one is a list of measurable expected outcomes of student learning for the major, column two is a brief description of the direct assessments to be used for each expected outcome, and column three describes how the results of direct assessment will be analyzed and used to determine the level of achievement of each expected learning outcome in column one. The description of the direct assessment in column two should provide a clear linkage between the student product or performance and the program learning outcome in column one. Sample tables showing program outcomes and measures produced by faculty at NSU can be found in Appendix B, and on the institutional effectiveness web site at <http://www.nova.edu/rpga/resources.html> .

The Program Outcomes and Measures document should contain a general description of the direct assessment methods to be used. The description of assessment methods must not only indicate the student product(s) that will be used for direct measurement, but also how it will be analyzed. For example, if one is using the dissertation as a direct measure, then its description should indicate the elements of the dissertation that relate directly to the specific learning outcome. The method of analysis might be a rubric used to score levels of achievement of student performance of the outcome in the context of the student product using a scale from 1-5.

The Institutional Effectiveness staff member assigned as liaison for the program (see Appendix A) will review drafts of your list of program outcomes and measures, and will be available for consultation throughout the process. Once the Program Outcomes and Measures document has been reviewed by Institutional Effectiveness and approved by the dean, the measures proposed must be implemented.

To facilitate application of the assessment processes identified, detailed methods for each assessment should be documented by the unit to guide faculty and others carrying out the assessment. For example, scoring instruments (e.g., rubrics) may need to be developed for a systematic direct assessment of students' competencies and skills demonstrated in various activities or performances in the program. Methods for how and by whom rubric scores will be compiled and analyzed will also need to be documented.

New programs should develop a table of expected program learning outcomes to guide development of the program curriculum. Educational activities and student products and performances should be developed that challenge students to demonstrate that they

have achieved the specific learning outcome, and that will allow direct measurement of the acquisition of each of the expected program learning outcomes.

Once the program's learning objectives and methods to assess them have been articulated, all units should engage in ongoing assessment and data collection, review the objectives periodically, and make changes as appropriate. The assessments should be implemented immediately to begin collecting data for the unit's next scheduled ASLO report, and for continuous improvement of the program in the interim between reports [see the Long Range Schedule for the Assessment of Student Learning Outcomes appended to the assessment report guidelines for when your next assessment report is due]. The document(s) arising from this process will be a required appendix to all future reports on the assessment of student learning outcomes.

Linking Expected Outcomes of Student Learning to the Curriculum, and Identifying Outcome Assessments

Academic units need to engage in a process whereby a list of measurable expected program learning outcomes are documented along with corresponding direct measures of the level of achievement of each outcome. **Note:** It is essential and required that the faculty teaching in the major carry out this process, since they are responsible for the design, delivery, ongoing assessment, and revision of the curriculum. This is intended to be an academic scholarly process, not an administrative exercise.

Creating or revising a list of measurable, expected outcomes of student learning for the major

When the major was originally designed by the faculty, the curriculum was developed to address a list of expected program outcomes for the major. Programs change over time, and sometimes curriculum changes are not sufficiently linked to preexisting expected outcomes of student learning for the program, or new learning outcomes are not delineated to encompass the changes. Therefore, all programs may benefit from a periodic, systematic review of the curriculum and its associated expected outcomes of student learning.

The list of expected program outcomes for the major should include only the most important and essential expected outcomes for the major. The list of program outcomes and associated assessments needs to be manageable; assessment data must be collected and analyzed for each program outcome. Therefore, the list of expected learning outcomes for the major should focus on the most essential knowledge, competencies, and skills needed for professional practice in the workplace, or for scholarly pursuit in the discipline.

Some educational programs have articulated a set of general program goals. As the name implies, general program goals for the major describe overarching attributes,

behaviors, skills, or competencies that students are expected to acquire from the educational program. Because of the broad and often encompassing nature of general program goals, they must be broken down into a series of more specific, focused program *outcomes* or expected student learning outcomes (**Note:** the terms program outcomes, and expected student learning outcomes may be used interchangeably in the discussions below). Alternatively, programs may only have a list of specific program outcomes.

For units with general program goals, assessment of levels of achievement of specific program *outcomes* (student learning outcomes) provides evidence for the level of achievement of the corresponding general program *goal*. Expected program outcomes for the major describe the specific behaviors, skills, or competencies that students must acquire in order to achieve the program's general learning goals.

There are many ways to conduct such a review, and units may use whatever process works best for them. Chapter 4 of the Program Assessment Handbook from the University of Central Florida discusses processes that may be helpful in the review (see the list of resources below or go to <http://www.nova.edu/rpga/resources.html> at the institutional effectiveness web site). The following describes some instruments and processes that may be useful to all majors in developing final program outcomes and measures. These processes are especially helpful for new programs, and for programs that either have not articulated program learning outcomes, or the outcomes require major revision.

1. Mapping expected program learning outcomes to the courses and key capstone or milestone activities of the curriculum.

Create a table or matrix that maps where each of the expected learning outcomes for the major is addressed in the courses of the curriculum.

Mapping the expected program learning outcomes to major capstone or milestone activities such as senior research projects, comprehensive exams, dissertations, etc. (or visa versa) will help identify student products and performances that can be used for direct measurement of program outcomes.

2. Linking expected learning outcomes for *courses* to expected *program* learning outcomes.

Create a second table or matrix that aligns or links the expected learning outcomes listed in the syllabi for each course to the learning outcome(s) for the major that they contribute to. This process is helpful in creating or refining specific expected learning outcomes for the major.

3. Using 1 and 2 above, identify and fill gaps in coverage of program learning outcomes in the courses of the curriculum, or gaps in the linkage of course objectives to expected program outcomes, and visa versa.

If some of the expected outcomes for a course do not support or contribute to any of the expected learning outcomes for the major, then an additional learning outcome for the major may be needed, or the course outcome may be beyond the intended focus or scope of the major as originally designed by the faculty. In the course of creating the list of program outcomes and measures, there may be some learning outcomes for which no direct assessment exists in the activities of the program. Such cases may require addition of new course/program activities designed to measure the outcomes, or existing activities may require revision to address the gaps in assessment.

About Expected Outcomes of Student Learning and Their Measurement

Expected outcomes of student learning for educational programs form the basis for curriculum development, and the assessment of its effectiveness. Expected outcomes delineate what knowledge, skills, and competencies students must acquire from the educational program in order to function in professional practice or for the scholarly pursuit of the discipline through research and/or teaching. Once expectations for the educational program have been identified, then courses, and educational activities are designed to impart to students the desired content, skills, and competencies, and to provide for assessment of the levels of achievement of the expected learning outcomes of the major.

Characteristics of Program Outcome Statements

Expected program learning outcomes must be *measurable*. That is, you must be able to identify means by which to directly measure students' level of achievement of each individual expected learning outcome identified for the program. This is how you determine the degree to which the courses, instruction, and activities of the program are effective in instilling in students the knowledge, skills, and competencies the program intends. Information derived from the assessment of each expected learning outcome for the program provides feedback to faculty concerning strengths and weaknesses of the program, and where improvement is needed.

The following is an example of a hypothetical program outcome that for all practical purposes is **not** measurable:

Program outcome - Students will develop and exhibit tolerance for other cultures.

There are a number of difficulties in trying to identify direct measures of this proposed outcome. The vagueness of terms like "tolerance", and "culture" make this outcome impractical to directly assess. Even interpretation of indirect assessment from student self-perceptions shares these difficulties. For example, what are the expected dimensions of tolerance that students are to exhibit? How can "tolerance" be measured directly in writing or performance? What situations are available in the classroom to observe tolerant behavior? What behavior standards must be met to conclude that the student is tolerant of other cultures?

For what aspects of “culture” should tolerance exist? For cultural beliefs? Religious beliefs, or practices? Cultural attitudes? Social structures? Morals? All of these? How do you directly measure tolerance for each of these? For how many different cultures and dimensions of culture must a student exhibit tolerance before one can conclude that they have achieved the outcome?

Measurable program outcomes are those for which it is feasible to identify direct assessment methods that collect information that makes it possible to identify specific areas in need of improvement. The measurability of outcomes is facilitated by the use of very specific words and language that clearly define the level or depth of knowledge, abilities, skills, and competencies that students are expected to acquire from the program of study. A generic example follows.

Program Outcome - Students will demonstrate the ability to formulate research questions that are derived from relevant theories in the discipline, published research of others, and that are feasible to answer.

This outcome expects students to not only formulate research questions, but to demonstrate that they are grounded in existing theories in the discipline, and the results of prior research. Furthermore, they must demonstrate that research methods exist, or can be designed to answer the questions within a reasonable time frame.

Such an outcome may be addressed in program activities such as research projects or papers, theses, or dissertation research. A scoring rubric would be useful to assess the level of achievement of the various elements of the outcome, such as reference to salient theories, review of closely related prior research articles, and the feasibility of research methods to answer the question. Ideally, the rubric would be shared with students at the time the assignment is made.

Measurement of Levels of Achievement of Program Outcomes

There are two types or classes of measurements that are applied to expected learning outcomes for academic programs. **Direct measures of student learning analyze actual student products or performances in specific educational activities in order to garner direct evidence that a particular content area, skill, or competency has actually been learned or acquired.**

In contrast, **indirect measures of student learning may imply that learning has occurred, but do not provide evidence that learning of specific content, or acquisition of particular skills or competencies have actually occurred.** For example, graduation, employment, course evaluations, or students’ opinions about their learning or skill levels imply that learning has occurred, but do not provide evidence for actual learning in specific content or skill areas.

It is important to note that assessment of levels of student achievement using grades and pass rates provide a different level of analysis than examining the achievement of

individual student learning outcomes. They are indirect measures, because individual courses may address a variety of student learning outcomes to different degrees. The cumulative grade point average (GPA) encompasses many courses that may cover a broad range of student learning outcomes.

Consequently, final course grades or cumulative GPAs provide a global or overall measure of student achievement in the major or field of study. Thus, analysis of grades lacks the specificity needed to assess individual outcomes of student learning for the program, and to identify areas in need of improvement. Therefore, other methods of assessment (i.e., direct measures) must be used to determine the level of achievement of individual student learning outcomes.

Direct measures that examine actual student products and performances are essential, and all programs must identify one or more direct measures for each expected learning outcome for the major. *Direct measurement requires establishment of linkages between specific activities such as writing a research paper, and particular expected program outcomes for the major that the activity is intended to address.*

The design and analysis of student educational activities and products should not be done in a vacuum; the activities should be designed with the intent of challenging students to demonstrate learning, competencies, and skill in specific areas (i.e., to demonstrate that specific program outcomes for the major have been achieved).

One way to identify direct methods of assessment for each program outcome is to compile a list of key activities embedded in courses for the major, such as capstone course activities, term papers, case studies, etc., or other program requirements, such as internships, theses, dissertations, comprehensive exams, national or state board, or licensing exams, etc.

It is not sufficient to use grades or pass/fail as the outcome measure of achievement for student products and performances for the purpose of the assessment of student learning outcomes. The components *within* actual student products or performances need to be assessed separately, and overtly linked to particular learning outcomes for the major.

The assessment should be conducted outside the purview of the individual course for which a particular product was produced by students, and through which the course instructor's particular assessment criteria were already applied. The purpose of the Learning Outcome Assessment Plan is to step beyond the courses to examine student-generated artifacts and/or other demonstrators of student performance (e.g., scores on particular sub-sections of a state licensing exam) from a broader, more intensive perspective, looking at the student's ability to integrate and synthesize knowledge gained across multiple courses. For example, some programs develop a capstone course that is intended to assess just that - competencies in synthesizing and integrating knowledge. Other programs may require students to produce a portfolio of artifacts before graduation, which may be reviewed in combination. Some programs develop a senior thesis or project that is used for overall program assessment purposes.

It is important that objectivity be ensured in the assessment. For that purpose, many programs have established a process in which several faculty members within a discipline serve as a "panel of experts" for purposes of assessment. They might assist in developing a rating rubric. They would each use the rubric in examining whatever artifact(s), product (s), etc. are identified as the direct measures. The results would then be reviewed to sift out where consensus is apparent, and what meaningful feedback the assessment process generates for modifying the curriculum. This latter is the essential point of the assessment, i.e., the results should direct attention to specific components, aspects, etc.

of the curriculum and/or instruction that may need modification, whether for correcting a deficiency or adding value to the program.

Examples of Processes for the Assessment of Expected Student Learning Outcomes

The assessment of individual expected outcomes of student learning requires a deeper analysis than that provided by grades or pass rates; one specifically directed at assessment of particular skills and competencies established for the major. For example, some institutions have developed capstone courses or activities, carefully designed by faculty to determine whether students have acquired not only adequate knowledge in the discipline, but also the particular skills and competencies needed for the practice or scholarly pursuit of the discipline.

Examples of Direct Assessment Instruments

The following are some examples of student products to which direct assessment techniques may be applied. They become direct assessments only when appropriate methodology is applied for their analysis. Namely, when elements of the activity are directly linked to specific expected program learning outcomes, and the assessment tool (e.g., scoring rubric) measures the level of achievement of the program outcome.

- Capstone projects, senior theses, master's theses, and doctoral dissertations
- Term papers and research reports
- Case studies and standardized patients
- Internship and clinical supervisor assessments of student skills and competencies
- Artistic performances and products
- Common midterm and/or final exams administered to all sections of a course
- Comprehensive exams
- Commercially available standardized tests in specific disciplines
- Systematic analysis of student portfolios using a rubric
- National and state board, licensing, and certification examination subscores or subject tests.

Examples of Indirect Assessment Instruments

Assessment of the major must focus primarily on direct assessment of individual expected program learning outcomes. Indirect methods of assessment are often subjective in nature, and are intended as a supplement to direct assessment to provide a more holistic view of the effectiveness of curriculum and instruction.

- Locally developed, commercial, or national surveys of current students, alumni, faculty, employers, etc.
- Focus groups, or interviews of students, faculty, and others
- Course evaluations
- Course grades, cumulative GPA, and pass/fail scores or rates
- Total scores from grading rubrics
- Job placement and advancement
- Graduate or professional school placement rates
- Retention and rates of graduation
- Statistical and demographic data on enrollments, degrees awarded, etc.

Perhaps the best known examples of activities amenable to direct assessment methods include things like written and oral comprehensive exams, and thesis or dissertation research required for many post-baccalaureate degrees. These activities require students to demonstrate broad knowledge in the discipline, the ability to integrate diverse concepts and information from a variety of sources, and apply that knowledge to solve problems. Such activities are designed so that particular skills and competencies are required for successful completion. That is, they challenge students to demonstrate that they have acquired specific expected outcomes of student learning for the program.

However, to use comprehensive examinations and dissertations for the assessment of individual outcomes of student learning for the program, specific questions within the exam, or aspects of the dissertation that require students to demonstrate particular skills and competencies must be isolated for analysis, and aligned with the learning outcomes they were intended to measure. Then one can relate the performance of groups of students on particular parts of these activities with levels of achievement of particular learning outcomes. As noted above rubrics are a valuable tool for this kind of assessment.

Standardized tests and national board, or state licensing exams

Standardized tests in specific disciplines and national board examinations or licensing examinations for professions such as law, medicine, optometry, etc. serve a purpose similar to that of the comprehensive examination. Exams such as these provide a global measure of students' level of achievement of the program's expected learning outcomes in the aggregate. Since professional licensure exams are directed at assessing students' preparation for practice in the profession they are an important type of assessment that should always be included when available. However, a passing score does not provide evidence for the level of achievement of any particular program learning outcome, or that all of the program learning outcomes have been achieved. Passing a licensing exam does not rule out the possibility that students may have weaknesses in particular skills or areas of the program curriculum.

In order to obtain more specific information about student achievement in specific areas, it is necessary to supplement board and licensing exams with direct assessments using student products and performances. At the same time, board and licensing exam results can provide a bit more information by examining scores in subsections of the test (when available) that address specific areas to look for possible weaknesses in particular content areas.

Furthermore, to the extent possible, the particular program outcomes addressed in board and licensing examinations should be documented to enhance their potential for producing direct evidence for the achievement of particular program learning outcomes. For example, if a test blue print is available, then it may be possible to align groups of program learning outcomes with sections or parts of the test to garner evidence for student competency in more circumscribed areas that relate to program learning outcomes.

If activities in the list of direct assessment instruments above are carefully designed to intentionally address particular expected outcomes of the major, then they will be useful, not only for measuring individual students' level of achievement of the learning outcomes, but they will also provide the means by which to analyze the effectiveness of the program in transferring to students the expected levels of knowledge and competencies embodied in specific learning outcomes for the major.

Many majors at NSU, particularly undergraduate majors, do not require a comprehensive examination or research activity, and practice in the field or discipline does not require national or state licensing. However, it should be possible to develop activities that incorporate the educational and assessment principles that underlie terminal assessments such as those above used by many post-baccalaureate programs.

The key is the development or use of activities that are designed with the intent to assess particular expected learning outcomes for the major. As mentioned above, standardized examinations produced by commercial educational organizations may provide a global measure of student achievement, and allow for comparison of levels of achievement of NSU students with students at other participating institutions across the nation. However, they have limitations similar to licensing exams for use as a direct assessment method.

These, like licensing examinations, provide an independent "external" global assessment of the level of achievement of expected program learning outcomes in the aggregate. The test content should be carefully

reviewed in advance to assure that the test adequately addresses the areas covered by the curriculum of the major at NSU, and that there is an appropriate balance in the various areas of the discipline covered by the test. Faculty should analyze subscores in specific areas, if available, to look for possible weaknesses in particular content areas.

Activities may already exist that are embedded in the curriculum that were designed for the assessment of individual expected program outcomes or a small group of skills and competencies. For example, perhaps a research or term paper is required in a particular course that is directed at assessing students' ability to engage in critical and analytic thinking in the discipline, and their ability to clearly present their thoughts and arguments in writing. Keep in mind that in order for embedded activities to be valid assessment measures for the purposes of this report, they must have been designed or utilized with the specific intent of assessing particular program outcomes of student learning in the major. This implies that faculty have developed a rubric or other documented guide for grading that lists the particular skills or knowledge that the student is expected to demonstrate in the activity, along with criteria for evaluating the level of achievement of each.

The Role of Student and Employer Satisfaction or Opinion Surveys in the Assessment of Student Learning Outcomes

Student and Employer satisfaction or opinion surveys are indirect measures of student learning since they reflect *perceptions* of respondents. Relating actual learning to students' *opinions* of what they have learned is problematic. However, such surveys may identify perceived areas of weakness that inform faculty concerning which student learning outcomes may require detailed study via direct assessment.

While students', employers', and others' opinions of the program, and students' self-assessment of learning achieved can provide useful information, surveys are intended to supplement an independent, objective critical analysis of the degree of achievement of particular expected learning outcomes of the program through direct assessment by faculty. Therefore, surveys should not be the primary or predominant assessment method used.

Note: To further satisfy SACS' requirements for demonstrating comparability of majors offered on- and off-campus, or online, surveys of students should collect information that will make it possible to identify the location or modality where/how students attend classes. **Analysis of the results of student surveys should include a comparison of responses for students by location and/or modality.**

The Rubric as an Assessment Tool

Assessment is often facilitated by the use of a rubric that documents which expected outcomes are being assessed in the activity, the criteria or standards of performance, and provides a systematic means by which to score levels of performance. Rubrics can add an additional level of objectivity in grading/scoring, and enhance consistency in the assessment. Some sample rubrics appear in Appendix C. Other examples can be found on the institutional effectiveness web site at <http://www.nova.edu/rpga/resources.html> .

The methods by which the assessments are conducted are also important. Most programs have found the use of specific, Likert-scale rating rubrics to be helpful as tools for assessment. A product developed for a specific course may certainly be identified as a direct measure for a particular learning outcome, but how that course-related product is employed in assessment will determine whether the assessment is useful at the program level. A rating rubric that looks more broadly at student performance than what was required by the course instructor, and also generates specific information beyond a single letter grade, will be useful in modifying the program curriculum to the extent that is needed. Such a rubric might address understanding of theoretical considerations, critical thinking/analytical/evaluation skills, organizational skills, communication skills, understanding of research methods, etc.

A yes/no format in rubrics is not useful, because this is analogous to pass/fail. Instead, use a five point rating scale that provides greater sensitivity in the measure, and makes data analysis and conclusions easier through the use of mean scores. In order to gauge the overall level of achievement of individual program learning outcomes, mean scores from relevant items in the rubric are calculated for groups of students, classes, or multiple sections of the same class that have completed the activity chosen for assessment. Thus, grading rubrics can serve multiple purposes, if designed properly.

Something like the dissertation could be used for direct measure of a variety of skills and competencies embodied in program outcome statements. The dissertation pass rate, like grades, is a global measure of student competencies across a variety of skills, and as noted above is not useful for identifying specific areas in need of improvement. In order to directly measure specific skills or competencies, separate rubrics or items within a rubric can be developed to separately measure demonstrated skills for individual expected program outcomes addressed by the dissertation.

For example, suppose that appropriate and effective use of statistical analysis was one of the expected program learning outcomes, and that the dissertation was selected as a direct measure. A rubric focusing on the various statistical skills students are expected to demonstrate could be applied to relevant sections of the dissertation. For example, the rubric might have items that address the use of measures of central tendency, appropriate application of statistical models, and analytic techniques, etc. Such an approach would allow one to analyze student skills in distinct areas of statistics to determine whether improvement is needed in the curriculum or instruction, and whether students, as a group, have achieved sufficient levels of competency in the application of statistical methods.

At the same time, a separate rubric or group of rubric items might assess program outcomes in other areas within the dissertation, such as the ability to synthesize and critically analyze information from the literature. Using these methods, faculty can identify patterns of

For example, a grading rubric for a research or term paper may include items on a variety of writing and critical thinking skills. A passing grade or score awarded for the paper would indicate the student has acceptable overall writing skills. However, individuals or students as a group could get passing grades while at the same time not be meeting minimum expectations of performance in one or more items in the rubric.

Thus, a review of grades on the paper would not reveal any specific weaknesses, while an item analysis of the rubric scores would focus on each skill individually across a group of students. If designed properly in advance, some of the skills described in one or more rubric items would link directly to specific program learning outcomes, and allow for their direct measurement.

In the diagram above, suppose that rubric item one is an element of the activity that challenges students to demonstrate skills directly related to program outcome one. The mean rubric score for item one across a group of students, or multiple sections of students would be calculated. The result would be compared to the minimum score or standard of performance on the item that faculty had agreed upon in advance. If the item mean is equal to or greater than the standard, then the result provides evidence that students are achieving the program outcome (although other direct measures from other activities in other courses would need to substantiate this). If the item mean score is below the standard, then it provides evidence that students are not adequately achieving the outcome, and improvement in the curriculum and instruction may be needed. Here again, you would want multiple direct measures in different courses and activities to substantiate this, and to help zero-in on exactly wherein the deficiency lies.

In your analysis, you want to avoid the possibility of instructor bias in grading, and possible artifacts from the nature or complexity of the specific activity. This can be addressed at least in part by gathering data from rubrics generated by different instructors, and from different courses and activities (i.e., by using multiple direct measures for each program outcome).

The basic principles and analytic approaches described in the examples above have application to a wide variety of student products and performances, and fields of study. The value and utility of such assessments hinge upon well designed activities that intentionally challenge students to demonstrate the skills and competencies embodied in specific program outcomes. An effective assessment requires a rubric or other instrument that examines product attributes and qualities that are substantial and clearly linked to expected program learning outcomes, and rating criteria that make meaningful distinctions between levels of performance.

Resources

1. Student Learning Assessment. Options and Resources. (2003). Philadelphia, PA: Middle States Commission on Higher Education.

The following chapters may be especially helpful for this project:

Chapter 2. Learning Goals

Discusses the importance of learning goals, how they may be developed, and provides examples of learning goals at various levels including goals at the level of the institution, the program, and courses. Processes are described by which learning goals can be developed.

Chapter 3. Evaluating Student Learning

Discusses all aspects of assessing student learning including direct and indirect measures, quantitative versus qualitative measures, rubrics and rating scales, etc. Examples and references for various types of assessment tools including rubrics, and portfolios are included.

These materials are available upon request.

2. Albert, A., Krist, P., Pet-Armacost, J., and Selim, B.R. (2005). Program Assessment Handbook. Guidelines for Planning and Implementing Quality Enhancement Efforts of Program and Student Learning Outcomes. Orlando, FL: University of Central Florida.

Note: The handbook can be viewed or downloaded from the UCF web site at http://iaaweb.ucf.edu/assessment/support/acad_assess_handbook.pdf .

Chapter 4. Defining Student Learning Outcomes

Describes processes for the articulation of expected student learning outcomes, the attributes of specific and measurable student learning outcomes, and how to phrase student learning outcome statements. Many examples of good and bad outcomes statements are provided, along with a reference list.

Chapter 5. Assessment Methods

Pages 54-59 describe the most commonly used direct assessment methods, along with their advantages and disadvantages. References for each type of assessment are provided. Common indirect assessments are also summarized.

Useful References

Rubrics

Boston, C., ed. (2002). *Understanding Scoring Rubrics. A guide for Teachers*. College Park, MD: ERIC Clearing House on Assessment and Evaluation. (ERIC Document Reproduction Service No. ED 471518)

Huba, M.E. & Freed. J.E. (2000). *Learner-centered assessment on college campuses*. Needham Heights: Allyn & Bacon.

Walvoord, B.E. & Andersen, V.J. (1998). *Effective grading: A toll for learning and assessment*. San Francisco: Jossey-Bass

Other

Lovitts, B.E. (2007). *Making the Implicit Explicit. Creating Performance Expectations for the Dissertation*. Sterling, Virginia: Stylus

Consult the Institutional Effectiveness web site at <http://www.nova.edu/rpga/resources.html> for a listing of additional resources that are updated periodically.

Appendix A
Institutional Effectiveness Academic Unit Liaisons

Institutional Effectiveness Office staff assigned as liaison to each academic center are listed below

Center for Psychological Studies - Don Rudawsky

College of Allied Health and Nursing - Blair Atherton

College of Dental Medicine -Tom MacFarland

College of Osteopathic Medicine -Tom MacFarland

College of Medical Sciences -Tom MacFarland

College of Optometry - Don Rudawsky

College of Pharmacy - Tom MacFarland

Criminal Justice Institute - Dian Moorhouse

Farquhar College of Arts and Sciences - Dian Moorhouse

Fischler School of Education and Human Services - Blair Atherton

Graduate School of Computer and Information Sciences -Tom MacFarland

Graduate School of Humanities and Social Sciences - Ron Chenail

H. Wayne Huizenga School of Business and Entrepreneurship - Don Rudawsky

Oceanographic Center -Tom MacFarland

Appendix B

Sample Program Outcomes and Measures

The sample tables shown in the pages that follow represent the actual program outcomes and measures developed by program faculty. They illustrate the layout, and content of program outcomes and measures tables desired for all programs.

A key attribute of the tables is that the program outcome in the left column can be tracked through the activity chosen for assessment, and to the assessment method or measuring instrument (in this case a scoring rubric). In other words, the use of key words from the outcome statement in describing the direct measure to be used, and the assessment method creates the needed linkage. Establishing such linkage is critical to the assessment process, and allows reviewers and others to clearly see the relationships between the outcome and the measure.

Best practice suggests that outcome statements should be succinct, and focused, and multiple measures should be used for the assessment of each learning outcome.

Program: Masters in Clinical Psychopharmacology		
Learning Outcomes	Direct Assessment	Assessment Method
Graduates of the Masters Program will be able to:		
<p>Learning Outcome #1:</p> <p>Examine and identify the psychopathology in a patient case.</p>	<p>Direct Assessments for #1:</p> <p>A. In the course on psychotherapy and psychopharmacology intervention each student will be given a written description of patient complaints and responses to interview. A diagnosis based on DSM-IV will be part of the student's interpretation of the case analysis.</p> <p>B. In the practicum in clinical psychopharmacology, the trainee will be required to examine and identify the psychopathology of several patients under the supervision of the physician, medical psychologist or pharmacist.</p>	<p>Assessment Methods for #1A & B:</p> <p>A. The rubric assesses a student's ability to examine and identify psychopathology in a written case and construct a diagnosis based on DSM-IV.</p> <p>B. The rubric assesses a student's ability to examine and identify patient's psychopathology patient seen in a clinical practicum and construct a diagnosis based on DSM-IV.</p>
<p>Learning Outcome #2:</p> <p>Develop a written treatment plan for a patient case, wherein the patient has been diagnosed with psychopathology according to DSM-IV.</p>	<p>Direct Assessments for #2:</p> <p>A. In the course on clinical psychopharmacology the student will compose a treatment plan using appropriate medications as assigned by the instructor in the course.</p> <p>B. In the practicum in clinical psychopharmacology, the trainee will be required to compose a written treatment plan for a patient and submit the plan to the site supervisor.</p>	<p>Assessment Methods for #2A & B:</p> <p>A. The rubric assesses a student's ability to develop a written treatment plan of a case provided by the instructor of clinical psychopharmacology in terms of the plan's coherence and organization of the psychological and pharmacological interventions.</p> <p>B. The rubric assesses a student's ability to develop a written treatment plan for a case seen during clinical practicum under the supervision of the site supervisor in terms of the plan's coherence and organization of the psychological and pharmacological interventions.</p>

<p>Learning Outcome #3:</p> <p>Design a physician consultation plan.</p>	<p>Direct Assessments for #3:</p> <p>A. In the course on psychotherapy & psychopharmacology intervention each student will compose a consultation plan under the guidance of the instructor.</p> <p>B. In the course on neuroanatomy & neuropathology students will compose a consultative plan designed especially for cases with both psychopathology and neuropathology under the guidance of the instructor.</p>	<p>Assessment Methods for #3A & B:</p> <p>A. The rubric assesses a student's ability to develop a written consultation plan under the guidance of the instructor for psychotherapy & psychopharmacology that provides guidance to a general physician or family practice physician to make referrals to a pharmacologically trained psychologist and makes recommendations to physicians for treatment using psychopharmacological medications.</p> <p>B. The rubric assesses a student's ability to develop a written consultation plan under the guidance of the instructor for neuroanatomy & neuropathology that provides guidance to a general physician or family practice physician to make referrals to a pharmacologically trained psychologist and makes recommendations to physicians for treatment using psychopharmacological medications.</p>
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<p>Learning Outcome #4:</p> <p>Demonstrate the ability to select approaches that represent a diagnostic protocol and treatment of choice for clinical cases.</p>	<p>Direct Assessments for #4A & B:</p> <p>A. In the course on clinical psychopharmacology students will be required to compose a written summary of their alternative approaches to one case and to give their rationale for each approach.</p> <p>B. In the intensive case seminar students will be required to orally present alternative approaches to a case which they present in the seminar.</p>	<p>Assessment Methods for #4A & B:</p> <p>A. The rubric assesses a student's ability to develop a written summary of alternative approaches to a case in clinical psychopharmacology course that compares and contrasts several alternative approaches to the treatment of a given patient case using both or either psychotherapy and/or psychopharmacology.</p> <p>B. The rubric assesses a student's ability to develop an orally presented case in the intensive supervision seminar that compares and contrasts several alternative approaches to the treatment of a given patient case using both or either psychotherapy and/or psychopharmacology.</p>
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<p>Direct Assessments for #4A & B:</p> <p>B. In the intensive case seminar students will be required to orally present alternative approaches to a case which they present in the seminar.</p>	<p>B. The rubric assesses a student's ability to develop an orally presented case in the intensive supervision seminar that compares and contrasts several alternative approaches to the treatment of a given patient case using both or either psychotherapy and/or psychopharmacology.</p>	
<p>Learning Outcome #5:</p> <p>Determine the most likely medical or psychological etiology among various possibilities.</p>	<p>Direct Assessments for #5:</p> <p>A. In the course on pathophysiology students will be required to write a paper in which they provide a list of the various medical and psychological etiologies which could be hypothesized to underlie the patient symptoms and pathologies described in a series of mini-cases provided by the instructor.</p> <p>B. In the course on neuroanatomy and neuropathology students will be required to write a paper in which they provide a list of the various medical and neuropsychological etiologies which could be hypothesized to underlie the patient symptoms and pathologies described in a series of mini-cases provided by the instructor in this course.</p>	<p>Assessment Methods for #5A & B:</p> <p>A. The rubric assesses a student's ability to develop a written paper in which accurate alternative etiologies are listed and are based upon comparisons and contrasts of various medical and/or psychological etiologies that could underlie a list of patient symptoms and pathologies presented to the students as mini-cases for their diagnostic analysis.</p> <p>B. The rubric assesses a student's ability to develop a written paper in which accurate, alternative etiologies are listed and are based upon comparisons and contrasts of various medical and/or psychological etiologies that could underlie a list of patient symptoms and pathologies presented to the students as mini-cases for their diagnostic analysis.</p>
<p>Learning Outcome #6:</p> <p>Select diagnostic and treatment approaches appropriate for specialized populations such as children and the elderly.</p>	<p>Direct Assessments for #6:</p> <p>A. In the course on developmental psychopharmacology the student will compose a written paper describing differences between middle aged adults, children, and the elderly in regard to several cases.</p> <p>B. In the course on pain management and addiction the student will compose a written paper describing these differences between middle aged adults, children, and the elderly in regard to several cases.</p>	<p>Assessment Methods for #6A & B:</p> <p>A. The rubric assesses a student's ability to compose a written paper that accurately describes the differences between middle aged patients and those who are elderly or children in regard to diagnosis and intervention in clinical psychopharmacology.</p> <p>B. The rubric assesses a student's ability to compose a written paper that accurately describes the differences between middle aged patients and those who are elderly or children in regard to diagnosis and intervention in clinical psychopharmacology.</p>

International Studies Major Program Learning Outcomes and Measures

Learning Outcomes	Direct Assessment Method	Assessment Tool
1. Analyze material relating to world art, culture, history, law, literature and/or government	Seminar Project in Capstone Course. This project is the culminating assignment in the INST 4800 capstone course, Crossroads of the Transatlantic World. The project is envisioned as a 15-20 page seminar research paper.	A rubric designed to assess student competencies in analyzing material relating to world art, culture, history, law, literature and/or government will be used in assessing the seminar project. The rubric will address content, organization, and overall presentation. Ratings will be based on a five-point scale, with qualifiers at the 5 ("Excellent"), 4 ("Good"), 3 ("Average"), 2 ("Good") and 1 ("Poor") marks. The evaluators of this project will be a selection of three faculty members who teach courses within the major, not including the faculty member teaching the course. The international studies major chair will facilitate the evaluation process.
2. Synthesize subject matter from international history, culture, and politics	Graduate Portfolio. Each student in the major will be paired with a faculty mentor (chosen by the student in consultation with the International Studies major chair) and over the course of his or her college career the student, under the guidance of the mentor, will build a portfolio collection of papers and projects.	A rubric designed to assess student competencies in synthesizing subject matter from international history, culture, and politics will be used in assessing the graduate portfolio. The rubric will address content, organization, and overall presentation. Ratings will be based on a five-point scale, with qualifiers at the 5 ("Excellent"), 4 ("Good"), 3 ("Average"), 2 ("Good") and 1 ("Poor") marks. The evaluation will be conducted in a student's senior year by members of the international studies curriculum committee, who will review samples from the student's portfolio to determine how this learning outcome is being met.

<p>3. Demonstrate competency in a foreign language</p>	<p>Oral presentation and Capstone paper summary in foreign language of student's choice. The summary will consist of 1-2 pages and the presentation will be 5-10 minutes in length.</p>	<p>A rubric designed to assess student competencies in foreign language will be used in assessing the oral presentation and capstone paper summary. The rubric will address content, proficiency, and overall presentation. Ratings will be based on a five-point scale, with qualifiers at the 5 ("Excellent"), 4 ("Good"), 3 ("Average"), 2 ("Good") and 1 ("Poor") marks. The evaluation will be conducted by a member of the foreign language faculty relevant to the language of choice. -</p>
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Appendix C Sample Rubrics

From Student Learning Assessment. Options and Resources. (2003). Philadelphia, PA: Middle States Commission on Higher Education

Figure 6

Criterion-based Rating Scales (Rubrics)

What is a rubric? A rubric is a criterion-based rating scale that can be used to evaluate student performance in almost any area. A rubric establishes the “rules” for the assignment (Huba and Freed, 2000). It contains *a priori* criteria for various levels of mastery of an assignment.

How is a rubric used? The person evaluating student performance uses a rubric as the basis for judging performance. Ideally, rubrics are available to students prior to their completion of the assignment so that they have clear expectations about the components of the evaluation and what constitutes exemplary performance.

What are some of the criteria that may be used within a rubric to evaluate student work? Criteria can include sophistication, organization, grammar and style, competence, accuracy, synthesis, analysis, and expressiveness, among others.

What are the components of a rubric? Huba and Freed (2000) describe the following elements of rubrics:

- Levels of mastery (e.g., unacceptable through exemplary)
- Dimensions of quality (see criteria above)
- Organizational groupings (macro categories for criteria)
- Commentaries (the junctures between levels of mastery and dimensions of quality; e.g., a description of the characteristics of an exemplary organization)
- Descriptions of consequences (components of commentaries that relate to real-life settings and situations).

Where can I see examples of rubrics and learn more? Walvoord and Anderson (1998) and Huba and Freed (2000) are both excellent sources of information about the characteristics of rubrics and how to develop them. They also provide examples of various forms of rubrics.

Figure 8

Example of a Detailed Rating Scale

This scale is adapted from one used to evaluate a “book journal and review” for a cognitive psychology class. For the assignment, students were expected to read one full-length book, chosen from a list provided by the instructor and related to the content of the course but not included on the required course reading list.

The purpose of the assignment was to provide a basis for making connections between the course content, other professional or popular work in the field, and students’ daily exposure to topics or situations related to cognitive psychology in their personal lives and in their other courses. A further purpose of the assignment was to enable students to develop skills in describing research in cognitive psychology to the lay public.

The assignment involved reading the chosen book during the course of the semester and keeping a journal of reflections related to the purpose of the assignment. Students also were expected to write a professional style book review (of the type that might appear in the *New York Times* Review of Books). The rubric is abbreviated for inclusion here.

	Unacceptable	Fair	Proficient	Exemplary
Book Journal				
Use of grammar and style to communicate ideas effectively	Grammar and style that interfere with a reader’s ability to understand the ideas presented	Grammar and style adequate for the reader to grasp the main concepts presented	Grammar and style allow the reader to understand easily the concepts presented	Grammar and style enhance the reader’s ability to understand the concepts presented, including nuances of thought; May provide a pleasurable reading experience
Engagement with the author’s ideas	Author’s ideas are simply repeated, indicating that engagement was at or below a surface level	Occasional discussion of the author’s ideas, suggesting ability to engage	Frequent discussion and analysis of the author’s ideas, including expression of well-supported opinions about those ideas, suggesting almost constant engagement	Rich, mature grasp of the author’s ideas, coupled with analysis and synthesis with own ideas and ideas of other writers and scholars, suggesting constant and sophisticated engagement
Connections between the course and the book	Very few connections with course material	Sporadic but meaningful connections with course material	Regular and meaningful connections to course material	Continual connections to course material and sophisticated discussion of those connections
Connections between other experiences and the book	Very few connections with other experiences	Sporadic but meaningful connections with other experiences	Regular and meaningful connections with other experiences	Continual connections to other experiences and sophisticated discussion of those connections
Book Review				
Grammar and form	Grammar and style impede understanding of the “plot” or thesis of the book; not consistent with the form of a professional book review	Grammar and style are adequate for the reader to grasp the “plot” or thesis of the book; the form is consistent with that of a professional book review	Grammar and style allow the reader to understand easily the “plot” or thesis of the book; closely adheres to the style and form of a professional book review	Grammar and style enhance the reader’s ability to understand the “plot” and thesis of the book; indistinguishable from a professional book review
Communication of cognitive psychology concepts to the reader	Ignores the reader’s perspective of the reader and/or communicates cognitive psychology concepts inaccurately or without scientific analysis	Sometimes considers the perspective of the reader and occasionally communicates cognitive psychology concepts well	Consistently addresses the perspective of the reader and communicates cognitive psychology concepts accurately and usefully	Engages the reader and “forces” the reader to be interested in the topic of the book; describes cognitive psychology concepts accurately and usefully

The Components of a Psychology Dissertation and Their Characteristics at Different Quality Levels

From Lovitts, B.E. (2007). Making the Implicit Explicit.

Creating Performance Expectations for the Dissertation. Sterling, Virginia: Stylus

Components	Quality levels			Unacceptable
	4	3	2	
Introduction	<p>Outstanding Interesting, comprehensive, coherent, engaging, exciting, surprising; has a hook; draws the reader in; well organized; states the problem and shows why it is important; makes a persuasive, convincing case for the study; leads to the hypothesis; provides an overview of the answers; exhibits depth and breadth of understanding; puts forth implications</p>	<p>Very good Less breadth, depth, and in-sight; presents well-articulated, interesting, and important questions about gaps in knowledge</p>	<p>Acceptable Gap argument for a derivative, mundane project; has legitimate questions about gaps in knowledge, but they may not be interesting; does not try to make the case for or explain why the question is original, interesting, or the next logical step; does a poor job of connecting the question with the literature and putting it in context</p>	<p>Unacceptable No hook, poorly written, incomplete; lacks structure; approach is formulaic; does not make the case for the importance of the topic; premise fails to take into account something that is already known</p>
Literature review	<p>Creative, incisive, comprehensive; sparkles; shows critical thinking about the literature; has breadth and depth; uses the primary literature, including classic papers, to make important points and generate hypothesis; has a lot of theory in it; is expansive, brings in different points of view; is not limited to the particular substantive area, integrates material from related fields; shows where all the pieces of the hypothesis come from; places the work within a larger context; makes reader look at the literature in a different way</p>	<p>A very critical review of the relevant literature; shows insight; has a theme or perspective; points out methodological flaws in studies; compares studies and draws connections between them; integrates things in a new way; draws conclusions; explains its relevance for the problem; demonstrates that the student can use the material, apply it to a problem, and develop hypothesis</p>	<p>Adequate coverage of the literature; mentions everything; talks about what others have said; student does not put himself or herself into it; is a laundry list of prior findings; lacks critical analysis and synthesis; critiques are derived from other people; makes obvious points</p>	<p>Incomplete; misses or omits important studies or whole areas of literature; does not go back far enough in the literature; leaves out the most recent literature; does not make clear distinctions between theory and methods, talks about them as if they were the same; the literature's relevance to the question and methods is unclear</p>
Theory	<p>Creative, original; has a theory; discusses and works with more than one theory or model; articulates and compares competing theories; shows how competing theories are complementary; uses competing ideas to make hypothesis and develop studies; identifies and critically analyzes key theoretical assumptions and boundary conditions; identifies the theories' implications for the student's study; advances theory</p>	<p>Student has a sophisticated knowledge of and ability to use relevant theories; figures out where the gaps are in the theories and extracts what is useful; uses theory to inform the research questions and measures; discusses how observations are consistent or inconsistent with prevailing theory; suggests how diverse observations can be pulled together; makes some progress</p>	<p>No clear theoretical framework; provides a laundry list of relevant theories; question is not integrated into a theoretical perspective; does not critically analyze the theories' underlying assumptions or boundary conditions; accepts theories at face value; hypothesis are not logical deductions from theoretical premises; hypothesis do not synthesize multiple theories or test competing theories</p>	<p>Has no theory; does not have a good guiding theory; theory is misunderstood, misclassified, or undeveloped; overlooks a certain body of theory; theory is unrelated to the literature review</p>

Methods	High quality; a well-designed experiment with proper controls; has a level of complexity that goes beyond the obvious; has done some pilot testing to nail down the characteristics of the methods; creatively applies an existing method to a new question; uses a new method; comes up with useful measures.	Applies methods in correct and creative ways; describes why they are using a particular task, what it does, and how it fits with the study; creates new tasks; uses multiple measures of the same constructs; shows interest in convergent and divergent validity issues	Shows basic level of competence; method fits the problem; follows the rules for samples, measures, and analyses; uses one measure for each construct	Uses wrong or poor methods to answer the question; has a major confound; uses an inappropriate population to test a theory; does not have appropriate controls or control groups; does not have controls
Results/data analysis	Creative; uses proper, defensible statistical and analytical methods; uses best, most powerful, and sensitive analytic procedures to address the experimental question; uses cutting-edge techniques; takes existing commercial software and develops new models; applies newer and different models to the data set; provides information about why each analysis is being conducted; analysis is thorough and seamless; integrates among and across levels of analysis; develops new ways to look at the data and makes the most of the data; tells a story; makes a theoretical argument; analyses map back to the hypothesis and answer the questions; shows curiosity through relentless exploration of the data; iteratively explores questions raised by each analysis; pays attention to detail; communicates analyses very clearly; discusses the limitations of the analysis	Appropriate; clear; does not conduct supplemental analyses; leaves open data analysis opportunities	Meets the standard of thoroughness or comprehensiveness; has done the minimum analysis required to address the original question; results go back to the hypothesis; does not develop a meaningful story	Analyses are wrong, inappropriate, or not well matched to the research question; analyses are not reported completely enough; presents the results poorly; does not follow up on alternative interpretations allowed by the analyses

<p>Discussion and conclusion</p>	<p>Deep, accurate, creative, enthusiastic; goes beyond summarizing the findings; draws things together; goes back to the introduction; states the hypothesis and answers each one; provides an in-depth account of the findings; develops a novel framework or explanation for unanticipated results or results that have internal contradictions; goes back to the literature and discusses the differences between student's findings and other people's findings; discusses big surprises and the strengths and limitations of the current design or research; puts the study in a larger context; says what it means for the rest of the field; identifies future directions; speculates on why and how the field might need to change; moves the field forward</p>	<p>Less of the same; does not close the circle, does not come back to the beginning and address the problem</p>	<p>Summarizes the results; provides a superficial interpretation of the findings; references to the literature simply state that the findings are consistent with other people's findings; has a rote discussion of strengths and limitations; provides some very general directions for future research that do not provide structure for the next study; makes wild speculations that have nothing to do with the topic</p>	<p>Shows lack of understanding and careful thought; the discussion and conclusion do not adequately reflect the journey; is a disconnect between data and conclusions; restates the results without providing any interpretation; misinterprets the results; interprets the results beyond what the data allow; generalizes too broadly</p>
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ATTACHMENT 15: CHIEF EXECUTIVE OFFICER STATEMENT



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

August 15, 2011

J. Carolyn Small
Postsecondary Registration Administrator/Policy Analyst
Iowa College Aid
603 E. 12th St. FL 5th
Des Moines, IA 50319

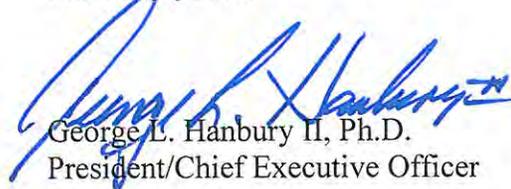
Dear Ms. Small:

This statement is provided in accordance with Iowa Administrative Rules to demonstrate Nova Southeastern University's commitment to the delivery of educational programs to residents in the State of Iowa.

Please note that any student enrolled in a Nova Southeastern University program will be provided the opportunity to complete that program regardless of the student's location or delivery modality utilized for instruction. Nova Southeastern University has been offering classes via some form of distance education for almost 40 years and no student has been denied completion of a degree because the institution closed a site or discontinued a program.

Please advise me of any additional information that you may need regarding this statement.

Sincerely yours,



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

/sn

ATTACHMENT 16: ORGANIZATION OF EDUCATIONAL AND ADMINISTRATIVE LOCATIONS

Campuses and Facilities

As identified in Attachment 1, Nova Southeastern University administers a number of off campus instructional sites. However, the national and international locations are generally leased classroom space, or classrooms provided by a host organization. The following provides a description of primary university facilities. Administrative and academic activities are directed from the main campus and/or from the academic unit. The university offers degree programs and continuing education opportunities on four campuses in the Miami-Fort Lauderdale metropolitan statistical area (MSA). A general description of each follows.

The Main Campus

The main campus in Davie, Florida, consists of 300 acres with general-purpose athletic fields and NCAA Division II-qualifying soccer and baseball fields. Facilities house the central administration offices; the Health Professions Division; the Farquhar College of Arts and Sciences; the Graduate School of Humanities and Social Sciences; the Graduate School of Computer and Information Sciences; the Shepard Broad Law Center; the Center for Psychological Studies; the H. Wayne Huizenga School of Business and Entrepreneurship; the Mailman Segal Institute for Early Childhood Studies; the University School (grades pre-k–12); the Alvin Sherman Library, Research, and Information Technology Center; the Miami Dolphins Training Facility; the Don Taft University Center; and University Park Plaza. The state-of-the-art, 366,000-square-foot University Center features three NCAA competition courts in the main arena, as well as two intramural courts, group fitness and instruction rooms, cardio and weight training areas, squash courts, a rock climbing wall, and The Flight Deck.

East Campus

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

Oceanographic Center

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

A new, state-of-the-art, 87,000-square-foot research facility is being built on the Oceanographic Center campus. 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 is expected to be completed by December 2011.

Museum of Art | Fort Lauderdale

The Museum of Art | 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 two 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 Studio School of the Museum of Art | Fort Lauderdale will undergo a major expansion during the coming year. The new facility will provide studio space for a curriculum that will include 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.

Technology Facilities

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

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

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

Synchronous and asynchronous Web tools are used for the delivery of distance education. Electronic classrooms and microcomputer labs provide hands-on technology support for students and faculty members. Multimedia technology training labs support technology-training opportunities for faculty and staff members. Videoconferencing using Internet Protocol (IP) and Integrated Services Digital Network (ISDN) is provided for distance education. Through a videoconferencing bridge located on campus, 32 sites can be linked to form a global classroom. There are 132 videoconferencing rooms located at NSU's student educational centers and other sites throughout Florida. Also, four videoconferencing rooms are located in Puerto Rico. Twenty-one student desktop videoconferencing units are located at clinical and internship sites and in the homes of students enrolled in the speech-language pathology and audiology doctoral programs.

To further augment the libraries' print materials and online databases, the Office of Educational Technologies and Media Services has an extensive collection of more than 1,200 items of nonprint

materials (principally videotapes and DVDs). A digital media production studio houses tools for the creation of instructional, informational, and marketing videos, CDs, and DVDs.

Clinical Facilities

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

- **Fischler School of Education and Human Services• Clinic for Speech, Language, and Communication**
6100 Griffin Road
Fort Lauderdale, FL 33314-4416
- **Center for Psychological Studies• Psychology Services Center**
Maltz Psychology Building
3301 College Avenue
Fort Lauderdale, FL 33314-7796
- **Graduate School of Humanities and Social Sciences• Community Resolution Services**
Maltz Building
3301 College Avenue
Fort Lauderdale, FL 33314-7796
- **Marriage and Family Therapy**
Brief Therapy Institute
Maltz Building
3301 College Avenue
Fort Lauderdale, FL 33314-7796
- **Health Professions Division• Medical Services**
Sanford L. Ziff Health Care Center
3200 South University Drive
Fort Lauderdale, FL 33328-2018
(954) 262-4100
- **Health Care Center at North Miami Beach**
1750 NE 167th Street
North Miami Beach, FL 33162-3017
- **Dental Services**
Dental Medicine Patient Care Center
3200 South University Drive
Fort Lauderdale, FL 33328-2018

Student Educational Centers

Students do not have to be on a Nova Southeastern University campus to have a traditional college experience. If they live in Jacksonville, Miami, Orlando, Tampa, West Palm Beach, Fort Myers, or Miramar, Florida - or in Las Vegas, Nevada - attending NSU is easy because of off-campus Student Educational Centers. These centers serve students at a distance from the main campus with computer labs, videoconferencing equipment, and SMART classrooms. In addition, the centers are staffed with full-time employees to help with registration, enrollment, and financial aid. The Student Educational Centers create an on-campus atmosphere for students by offering chances to develop friendships, form study groups, and use videoconferencing equipment to connect with the NSU main campus. These locations are convenient and accessible for many students. The Student Educational Centers have established high-quality and efficient services that enable students to finish their degrees successfully and gain an experience that contributes to their personal and professional development.

The address for each NSU Student Educational Center is listed below:

- NSU Fort Myers Student Educational Center
3650 Colonial Court
Ft. Myers, FL 33913
- NSU Jacksonville Student Educational Center
6675 Corporate Center Parkway
Suite 115
Jacksonville, FL 32216
- NSU Miami Student Educational Center
8585 SW 124th Ave.
Miami, FL 33176
- NSU Orlando Student Educational Center
4850 Millenia Blvd.
Orlando, FL 32839
- NSU Tampa Student Educational Center
3632 Queen Palm Ave.
Tampa, FL 33619
- NSU WPB Student Educational Center
3970 RCA Blvd.
Suite 7000
Palm Beach Gardens, FL 33410
- Las Vegas Instructional Site
8945 W. Russell Road

Suite 170
Las Vegas, NV 89148-1228

Contact information for any questions concerning NSU campus or Student Education may be directed to:

Greg Stiber, Ed.D.
Executive Director, Licensure and State Relations
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314
(954) 262-5381

ATTACHMENT 17: GRIEVANCE POLICY

Grievance Policy

The institutional guidelines for grievance procedures will be presented first followed by the grievance procedures for each academic unit included in the application.

Nova Southeastern University

Grievance Procedures for Nonacademic Disputes

This process should be followed for all nonacademic grievances of policies/procedures that are not governed by a specific academic center, program, college, or school. Academic grievances should be referred to the student's academic center. The purpose of these grievance procedures is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Grievances can often be adversarial, unpleasant, and unsatisfying, so we recommend that students discuss problems before resorting to the formal grievance steps. When formal grievance steps are perceived as necessary, students have a right to a fair process and hearing without retribution.

1. First, the student should attempt to resolve an issue in dispute at the level at which the dispute occurred. This attempt must be in writing (i.e., email, regular mail, or fax). The student may wish to use certified mail to verify receipt of the correspondence. In the correspondence, the student must present a rationale for his or her position based on factual information.
2. The student will receive a reply, in writing, which addresses the complaint.
3. If the reply is not acceptable, the student is encouraged to submit the complaint in writing to the associate dean of student affairs. The associate dean of student affairs will attempt to resolve the dispute.
4. If the associate dean is unable to resolve the dispute, he or she will notify the student and the dean of student affairs in writing.
5. The student may then appeal in writing to the dean of student affairs.
6. The dean will investigate and review the findings, and will notify the student in writing of his or her decision.
7. The dean's decision is final and binding and cannot be appealed.

Center for Psychological Studies

STUDENT GRIEVANCES AND APPEALS

The Center for Psychological Studies faculty and staff value professionalism, honesty, and ethical conduct in the handling of student concerns. At all times, matters are handled in the spirit of education and development. The purpose of the student grievance and appeals process is to allow for the orderly resolution of student grievances concerning a policy, procedure, or administrative action. At all times, the respect and protection of students is of utmost concern.

Evaluation of course work and competency examination resides within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are not subject to student grievances and appeals under this section, unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the Policy for Grading Disputes where applicable.

Informal Procedure

Before initiating a formal appeal, the student must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution the student shall bring all academic matters to the attention of the director of academic affairs or designated administrator within 30 working days of its occurrence, where informal resolution will continue. Should the director of academic affairs or designated administrator find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the Center for Psychological Studies within another 30 days.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.
2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
 - a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.
 - b. If the Dean decides that a further review should occur, the appeal should be referred to the center's standing Appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person, which it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.
3. The Appeals Committee will file a written recommendation to the Dean with justification, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal.
4. If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the director within 5 days of the notification of determination. The Dean will review the document and notify the student of a decision. Should any irregularities have occurred, the director will return the appeal to the

Appeals Committee for consideration consistent with the process described in this policies and procedures handbook.

5. Following a review of the committee's report, the Dean's decision shall be final. Students acknowledge upon their acceptance into this program that the above procedure provides for adequate review of university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

Contact information:

Program Administrator:

MS in Counseling Dr. Donna Hillier donnangu@nova.edu or 954-262-5720
MS in Psychology

MS in Mental Health Counseling Ms. Joyce Silverman silvermj@nova.edu or 954-262-5711
MS in School Counseling

MS in Clinical Psychopharmacology Dr. William Burns burns@nova.edu or 954-262-5708

School Psychology Specialist Dr. Angela Waguespack waguespa@nova.edu or 954-262-25719
Doctoral in School Psychology

Doctoral in Clinical Psychology Dr. John Lewis lewis@nova.edu or 954-262-5729

Director of Academic Affairs

Dr. John Lewis lewis@nova.edu or 954-262-5729

Dean:

Dr. Karen Grosby grosby@nova.edu or 954-262-5701

Links to handbooks are available at: www.cps.nova.edu

MS in Counseling
MS in Psychology
MS in Mental Health Counseling
MS in School Counseling
MS in Clinical Psychopharmacology
School Psychology Specialist
Doctoral in School Psychology
Doctoral in Clinical Psychology

College of Allied Health and Nursing

All CAHN policies related to student complaints are outlined in the Student Handbook as follows:

Grievance Procedures for Nonacademic Disputes

This process should be followed for all nonacademic grievances of policies / procedures that are not governed by a specific academic center, program, college, or school. Academic grievances should be referred to the student's academic center. The purpose of these grievance procedures is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Grievances can often be adversarial, unpleasant, and unsatisfying, so we recommend that students discuss problems before resorting to the formal grievance steps. When formal grievance steps are perceived as necessary, students have a right to a fair process and hearing without retribution.

1. First, the student should attempt to resolve an issue in dispute at the level at which the dispute occurred. This attempt must be in writing (i.e., email, regular mail, or fax). The student may wish to use certified mail to verify receipt of the correspondence. In the correspondence, the student must present a rationale for his or her position based on factual information.
2. The student will receive a reply, in writing, which addresses the complaint.
3. If the reply is not acceptable, the student is encouraged to submit the complaint in writing to the associate dean of student affairs. The associate dean of student affairs will attempt to resolve the dispute.
4. If the associate dean is unable to resolve the dispute, he or she will notify the student and the dean of student affairs in writing.
5. The student may then appeal in writing to the dean of student affairs.
6. The dean will investigate and review the findings, and will notify the student in writing of his or her decision.
7. The dean's decision is final and binding and cannot be appealed.

Academic Grievances: Grade Disputes

The responsibility for course examinations, assignments, and grades resides with the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, and/or procedural irregularities. Grievances and grade disputes must be in writing and directed to the course instructor within five business days prior to any retake. If unresolved, the dispute may be forwarded to the program director or department chair or designee of the chair within five business days. Failure to submit a timely appeal will be considered a waiver of the student's grade dispute appeal rights. The department chair is the final appeal for all grade disputes.

Department Appeal Process and Procedure

Each department within the College of Allied Health and Nursing has a Committee on Student Progress (CSP). It is the CSP's responsibility to conduct proceedings to examine the status of students who are experiencing academic problems or who have violated any regulation, policy, and/or professional or behavioral codes of conduct. The CSP examines individual cases and makes appropriate recommendations to the department chair, who determines the final status of the individual student.

Process and Procedure

- When informed of the alleged violation or academic deficiency by the department chair or program director, the chair of the Committee on Student Progress, (CSP) will conduct a preliminary investigation.
- The CSP chair will then call a meeting of the committee and shall notify the student in question. The student shall receive written notice of the time, place, and subject of the meeting. Legal representation or any other form of representation is prohibited during the hearing.
- If necessary, the student will provide the CSP chair with a list of any witnesses he or she may have, in writing, no less than two business days before the hearing date. The student will be responsible for ensuring the presence of his or her witness.
- Witnesses will be called in individually to be questioned and to provide any statements. Any witness may be asked to remain outside the meeting room for later recall. The student will not be present during the questioning of any witness.
- The student will be given ample opportunity to present his or her statements to the committee. The student will only be present during his or her statement and to respond to any questions from the committee.
- The CSP chair will dismiss the student and any witnesses and close the meeting for discussion.
- At the conclusion of the discussion, the committee shall make recommendations to the department chair.
- The department chair shall review the committee's recommendations and shall notify the student in writing by certified mail (return receipt requested), and by email with response requested.
- The recommendations of the CSP and all reports, letters, and investigative records shall be maintained by the department for not less than five years. This information is not part of the student's permanent record or the student's transcript.

Students have the right to appeal the decision within five business days of notification from the chair of their department, except in cases of grade disputes, in which the department chair is the final appeal. A request for appeal must follow the procedures outlined in the *College of Allied Health and Nursing Handbook* section titled Student Appeals.

College Appeal and Procedure Process: Academic Dishonesty

Academic dishonesty is addressed in the university-wide section of this student handbook, under NSU Code of Student Conduct and Academic Responsibility, Student Rights and Responsibilities, as defined under Academic Standards.

The following policy and procedure applies specifically to the College of Allied Health and Nursing as a supplement to the policy in the university-wide student handbook. Faculty members, directors, and/or chairs, with reasonable cause to believe that a student has committed an act of academic dishonesty, must refer the infraction directly to the department CSP, whose recommendation must then be forwarded to the department chair. If the student appeals the decision of the department chair, the appeal must be in writing and submitted to the chair of the Academic Honesty Committee (AHC) within five business days (excluding holidays and weekends) after the date of receiving notification of the department chair's decision. The appeal must contain a concise statement of all relevant facts and the result sought. Participation by legal representatives with regard to preparation of the written appeal is

prohibited. The appeal may be submitted in hard copy, including a mailing address, and should also be emailed to the chair of the AHC to expedite committee response.

The AHC will hear all student appeals of decisions recommended by the committee and concurred with by the department chair of each of the individual departments of the College of Allied Health and Nursing. The Academic Honesty Hearing is an informal proceeding conducted by the Academic Honesty Committee (AHC) upon the written request of the student in question. No rules of evidence will be used. The AHC will convene a hearing which shall be internal, private, and closed to those not associated with the university. Non-university personnel are not available for consultation during these hearings. Legal representation or any other form of representation during the appeal hearing is prohibited. No recording devices will be permitted during the hearing process. All procedures and actions are aimed to safeguard and preserve the educational and developmental mission of the College of Allied Health and Nursing. Based on the review by the Academic Honesty Committee, a recommendation will be sent to the dean for final disposition. Actions taken in these cases may include, but are not limited to, no action, assignment failure, course failure, suspension, or dismissal.

The Academic Honesty Committee is composed of faculty representatives from each discipline within the College of Allied Health and Nursing.

- Once the student appeals to the AHC, the student is notified in writing as to his or her right to a formal hearing before the committee.
- The student's department chair is also notified once the hearing date and time are set or if the student waives his or her right to be heard.
- The AHC chair advises the dean of the committee's recommendations, following review of the testimony and evidence.
- The dean will review the recommendations of the AHC and notify the student, the program chair or director, and the AHC chair in writing of the final disciplinary decision. Students have the right to appeal the dean's decision only in cases resulting in dismissal of the students and must do within five working days of receipt of notification. The appeal must be submitted in writing to the chair of the college-wide appeals committee.
- Appeals not submitted within the aforementioned timeframe shall not be heard.
- Appeals must follow the procedures outlined in the section entitled Student Appeals, later in this section.

CAHN Student Appeals Policy and Procedure

The Student Appeals Hearing is an informal proceeding conducted by the College-Wide Appeals Committee (CWAC) upon the written request of the student in question. This written request must be received by the chair of the CWAC within five business days of student notification from the chair of the department. Participation by legal representatives with regard to preparation of the written request is prohibited. No rules of evidence will be used. The hearing shall be internal, private, and closed to those not associated with the university. Non-university personnel are not available for consultation during these hearings. Legal representation or any other form of representation during the appeal hearing is prohibited. No recording devices will be permitted during the hearing process. All procedures and actions are aimed to safeguard and preserve the educational and developmental mission of the College of Allied Health and Nursing.

Appeals Committee Responsibilities

The CWAC will hear all student appeals of decisions recommended by the committee and concurred with by the department chair of each of the individual departments of the College of Allied Health and Nursing relating to dismissal or disciplinary actions involving academic and/or professional issues.

If a student appeals the decision of the department chair, the appeal must be in writing and submitted to the chair of the CWAC within five business days (excluding holidays and weekends) after the date of receiving notification of the department chair's decision. Any appeals not submitted to the chair of the Appeals Committee within this timeframe shall not be heard. The appeal must contain a concise statement of all relevant facts and the result sought. The appeal may be submitted in hard copy, including a mailing address, and should also be emailed to the chair of the Appeals Committee to expedite committee response.

Hearings Protocol and Procedure

- The student will be notified of the date, place, and time of the hearing via certified mail to the student's last known address or hand delivered with receipt.
- Any student who fails to appear at the designated date and time will automatically waive his or her right to appeal.
- The Appeals Committee hearing will proceed under the direction of the chair.
- A quorum must be present to convene an official appeal hearing and will be constituted by 50 percent or more of the voting membership including the chair.
- The student will provide the committee chair with a list of any witnesses he or she may have, in writing, no later than two business days before the hearing date. Only witnesses with direct information that is new and relevant and has not been presented previously to the program director/department chair or the Department Committee on Student Progress will be considered.
- The student will be present only during his or her testimony.
- Witnesses, if any, may be present only during their testimony. Each witness will be housed in a separate waiting area to avoid any contact among witnesses or with the student.
- The Appeals Committee may question any witnesses present during the hearing.
- The Appeals Committee will have the option of calling more witnesses. The student shall not be present during the questioning of any witnesses.

Appeals Committee Hearing Process

- The chair will convene the hearing with only committee members present.
- The chair will advise the committee members of the violation(s) and the department decision, review the evidence, respond to any questions, and provide opportunity for preliminary discussions.
- The chair will call the student into the hearing room and introduce the student to the committee members.
- The student will have an opportunity to present his or her appeal, provide statements and evidence in defense of alleged violation(s), appeal the degree of disciplinary action, summarize his or her position, and respond to any questions from the committee members.
- The chair will then dismiss the student from the hearing.
- Witnesses will be called individually by the committee and questioned without the student being present.

- Witnesses may be asked to remain outside the hearing room for later recall or may be dismissed at the committee's discretion.
- The committee members will render a decision on the student's appeal by a majority vote of the voting members in attendance. The committee may delay the vote if it determines that additional information or facts are needed before a vote.

Note: At the discretion of the committee, the chair of the respective department Committee on Student Progress and/or the respective program chair/director may also be called during the hearing.

Notification of the Appeals Committee Decision

The decision of the committee will be forwarded in writing by the chair to the student by certified mail to his or her last official address or hand delivered with receipt. Copies will be delivered to the department chair. All decisions of the Appeals Committee will be final and binding. No further option for appeal will be considered.

College of Optometry

The following information is found on the NSU Student Handbook, on line:

<http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

Grievance Procedures for Nonacademic Disputes

This process should be followed for all nonacademic grievances of policies / procedures that are not governed by a specific academic center, program, college, or school. Academic grievances should be referred to the student's academic center. The purpose of these grievance procedures is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Grievances can often be adversarial, unpleasant, and unsatisfying, so we recommend that students discuss problems before resorting to the formal grievance steps. When formal grievance steps are perceived as necessary, students have a right to a fair process and hearing without retribution.

1. First, the student should attempt to resolve an issue in dispute at the level at which the dispute occurred. This attempt must be in writing (i.e., email, regular mail, or fax). The student may wish to use certified mail to verify receipt of the correspondence. In the correspondence, the student must present a rationale for his or her position based on factual information.
2. The student will receive a reply, in writing, which addresses the complaint.
3. If the reply is not acceptable, the student is encouraged to submit the complaint in writing to the associate dean of student affairs. The associate dean of student affairs will attempt to resolve the dispute.
4. If the associate dean is unable to resolve the dispute, he or she will notify the student and the dean of student affairs in writing.
5. The student may then appeal in writing to the dean of student affairs.
6. The dean will investigate and review the findings, and will notify the student in writing of his or her decision.
7. The dean's decision is final and binding and cannot be appealed.

Grievance Procedures for academic disputes are defined in the Student Handbook that is available on Sharklink on a secure website. In brief: An academic grievance is submitted in writing to the instructor of record within five business days of the date of notification (of the grade in an exam, quiz or written assignment) is sent to the student. The instructor of record must respond within five business days. If the student disagrees with the resolution offered by the instructor, he or she may appeal the decision to the director of the program within five business days.

Fischler School of Education

Appeal and Grievance Procedures Student Appeal Process

Forms for initiating the Student Appeal Process may be obtained through the FSE Office of Student Judicial Affairs by email at osja@nova.edu or the website, at <http://www.fischlerschool.nova.edu/judicial-affairs/OSJA>.

Speech-Language and Communication Disorders and Speech-Language Pathology Students (M.S. and SLP.D.)

Students who have been dismissed from the program have the right to petition for reinstatement. An appeal to overturn the dismissal must be submitted in writing within 15 days of receipt of the certified mail advising the student of dismissal.

The appeal should be addressed to the chair of the Student Professional and Academic Review Committee (SPARC) and should include the student's rationale for reinstatement. The SPARC, which is composed of departmental faculty, will review the appeal and render a decision. The student will be notified by the chair of SPARC by certified and regular mail.

Should the student wish to further pursue the appeal for reinstatement, the student may address a second written appeal to the Associate Dean of the Programs in Speech-Language and Communication Disorders (SLCD). This letter must be received within 15 days of receipt of the SPARC's decision. The Associate Dean will render a decision and the student will be notified of the decision by certified and regular mail.

Should the student wish to further pursue the appeal for reinstatement, a third and final appeal process may be initiated through the Office of Student Judicial Affairs. The student may file a grievance within 15 days of receipt of the Associate Dean's decision. The grievance will undergo a review by committee and the student will receive written notification of the decision.

The responsibility for course examinations, assignments, and grades resides with the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, and/or procedural irregularities.

FSE Policy 3.05 – Doctoral Students (Ed.D.)

The doctoral studies appeal process for the Abraham S. Fischler School of Education (FSE) serves to provide a formal means of resolving disputes between students and the administration or faculty. The proper protocol for resolving disputes involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., director, dean or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.
- For disputes over a *final course grade or other academic matter*, first consult the course professor. If the dispute persists after consulting the course professor, then consult the program professor or lead faculty for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or lead faculty prior to his/her review. The program professor or lead faculty may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing a *Student Appeal Form* and *Informal Resolution Verification Form*. All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration by the committee.

A three-member committee consisting of a doctoral enrollment counselor, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the middle of each month, or as needed, to review appeals. Neither students, nor administration or faculty, against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.

When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

- a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in

accordance with the policies and guidelines of the program and FSE. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by compelling evidence; not merely a statement to this effect.

- b. Should the committee's decision favor the student, one of the following measures will ensue:
The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

Should the committee's decision favor the student, one of the following measures will ensue:

1. The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
2. If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to the appropriate administrator (i.e., director, dean or designee) within a reasonable time frame for a written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting. Written notification of the committee's decision is provided within a reasonable time frame of its review via first-class U.S. mail. The committee may request additional information from the

appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.

When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FSE Office of Student Judicial Affairs. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above. Grievance forms must be requested within fifteen (15) days from the date of written notification of the appeal committee's decision. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

FSE Policy 3.04 – Educational Specialist, Master of Science, and Master of Arts Students

The appeal process for Educational Specialist, Master of Science, and Master of Arts students of the Abraham S. Fischler School of Education (FSE) serves to provide a formal means of resolving disputes between students and the administration or faculty. The proper protocol for resolving disputes involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., director, dean or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.
- For disputes over a *final course grade* or *other academic matter*, first consult the course professor. If the dispute persists after consulting the course professor, then consult the program professor or lead faculty for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or lead faculty prior to his/her review. The program professor or lead faculty may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing a *Student Appeal Form* and *Informal Resolution Verification Form*. All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration.

A three-member committee consisting of a student services representative, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the beginning/end of each month, or as needed, to review appeals. Neither

students, nor administration or faculty, against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.

When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

- a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and FSE. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by compelling evidence; not merely a statement to this effect.

Should the committee's decision favor the student, one of the following measures will ensue:

1. The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
2. If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

- a. Should the committee's decision favor the student, one of the following measures will ensue:
 1. The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

2. If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to the appropriate administrator (i.e., director, dean or designee) within a reasonable time frame for the program's written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting. Written notification of the committee's decision is provided within a reasonable time frame of its review via first-class U.S. mail.

The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.

- a. When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.

Administrative actions, final course grades, and other academic matters may be appealed one (1) time only. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FSE Office of Student Judicial Affairs.

A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.

- a. Grievance forms must be requested within fifteen (15) days from the date of written notification of the appeal committee's decision.

Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

Grievance Procedure

Forms for initiating a formal grievance may be obtained through the FSE Office of Student Judicial Affairs via email at osja@nova.edu or the website, at <http://www.fischlerschool.nova.edu/judicial-affairs/OSJA>.

FSE Policy 3.06 – Doctoral, Educational Specialist, and Master’s Students

The purpose of this procedure is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Students and faculty are encouraged to informally resolve disputes prior to instituting a formal grievance.

Any student who has a grievance concerning an administrative action or a member of the faculty or staff shall file such a grievance in writing with the Director of Student Judicial Affairs within fifteen (15) days from the date of the action taken against him/her. The written grievance shall contain a short and concise statement of all relevant facts and the relief sought on forms available from the Judicial Affairs Office.

Upon receipt of a written grievance, the Director of Student Judicial Affairs shall request proof supporting the grievance and request a response with supporting evidence from the party against whom the complaint has been filed. An Administrative Review Panel will review the grievance and evidence to determine whether the grievance presents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or wholly a question of academic discretion, the grievance shall be dismissed without further action. The student will be advised in writing as to whether the grievance was dismissed, or whether additional action will be taken. The student may be present for the grievance review via a telephone conference call for a limited time to address the Administrative Review Panel and answer questions from panel members; no other person may participate or listen-in on the conference call. Neither students, nor the party against whom the complaint has been filed, may attend the review in person.

If the Administrative Review Panel decides that further inquiry should be made, the Director of Student Judicial Affairs may then invoke one of the following procedures:

- a. Informal Resolution Procedure: The Director of Student Judicial Affairs may informally meet with all parties and try to resolve the issues raised.
 - b. Formal Resolution Procedure: If the Director of Student Judicial Affairs is unable to informally resolve the issue, then a Grievance Committee will be convened to make a final determination of the issue.
1. The Grievance Committee shall consist of three members. Two members shall be taken from a center alumni list and will be chosen by rotation sequence and availability from a resource panel of alumni who have consented to serve as impartial arbitrators. The third member will be a faculty member or center administrator of Nova Southeastern University. The third member will have no immediate knowledge of the facts of the dispute.
 2. The parties will attend the Grievance Hearing before the panel at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the

time, date, and place of the hearing. All hearings shall be conducted on the main campus during normal working hours.

There will be no meeting of the committee unless an active appeal has been filed in accordance with this procedure.

The Grievance Committee hearing shall be subject to the following procedures:

- a. The committee shall have no right to modify, add to, or subtract from this grievance procedure.
- b. A majority vote of the committee shall be determinative.
- c. The committee may not substitute its judgment for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work. The committee may only recommend to uphold or reverse the program's decision. In the event the committee reverses the Program's decision, the administrator (i.e., director, dean or designee) shall fashion a remedy consistent with sound academic principles which shall be final. The committee may not address sanctions, which are wholly within the administrator's discretion.
- d. The committee shall render its decision in writing on forms provided.
- e. The committee shall be obliged to render a decision within (14) fourteen calendar days following the close of the hearing.

The decision of the committee shall be final and binding. Any student filing a grievance shall be notified of the committee's decision by certified mail to their last official address. Venue shall lie in Broward County, State of Florida, for any and all Abraham S. Fischler School of Education student disputes, grievances or appeals.

H. Wayne Huizenga School of Business and Entrepreneurship

Graduate Programs

The purpose of this procedure is to promote the orderly resolution of student complaints concerning actions of the H. Wayne Huizenga School of Business and Entrepreneurship. Students and faculty members are encouraged to resolve disputes informally before instituting a formal grievance. The formal grievance policy is as follows:

A. Any student who has a grievance shall file such a grievance in writing to the executive associate dean within 30 days. The written grievance will contain a concise statement of all relevant facts and the relief sought.

B. Upon receipt of a written grievance, the executive associate dean shall request proof supporting the grievance and request a response with supporting evidence from the party/department the complaint is against. The executive associate dean will review the grievance and evidence to determine whether the grievance presents a complaint, upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or to be wholly a question of academic discretion, the grievance shall be dismissed without further action. The student will be notified in writing as to whether the grievance has been dismissed or whether additional action will be taken.

1. If the executive associate dean decides that further inquiry should be made, he/she may invoke one of the following procedures:

a. Informal Resolution Procedure: The executive associate dean may informally meet with all parties in an attempt to resolve the issue(s) brought forth.

b. Formal Resolution Procedure: If the executive associate dean is unable to informally resolve the issue, a grievance committee will be convened to make a determination on the issue(s).

2. The grievance committee shall consist of three NSU persons. One shall be a member of the full-time faculty, one shall be an administrator, and one shall be either an alumna or alumnus or a currently enrolled NSU student.

3. The parties shall attend the grievance hearing before the panel, at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the time, date, and place of the hearing. All hearings shall be conducted on the main campus during normal working hours. There shall be no meeting of the grievance committee unless an active appeal has been filed in accordance with this procedure. It is the practice of the H. Wayne Huizenga School of Business and Entrepreneurship to disallow any individuals, including attorneys, other than the grievant in the grievance hearings. Should any other individual attempt to attend the grievance hearing in any capacity, the hearing will be immediately adjourned and the matter submitted to the panel members for consideration. The grievance committee hearing shall be subject to the following procedures:

- a. The committee shall have no right to modify, add to, or remove provisions from this grievance procedure.
 - b. A majority vote of the committee shall be determinative.
 - c. In the case of grade appeal or other appeals relating directly to a student's academic performance, the committee may not substitute its judgment for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work.
 - d. The committee may not address sanctions that are wholly within the academic probation or student misconduct policies of the H. Wayne Huizenga School of Business and Entrepreneurship.
 - e. The committee shall render its decision in writing within 14 calendar days following the close of the hearing, to the appropriate senior administrator who will then notify the student.
4. The decision of the committee shall be final and binding. Any student filing a grievance shall be notified of the committee's decision by certified mail at the student's last official address. Any suit filed to challenge a procedure or determination under these proceedings shall be filed in a court of competent jurisdiction in Broward County, Florida, and the laws of the state of Florida shall apply.

Undergraduate Programs

Nova Southeastern University is committed to maintaining policies and procedures supportive of the student community. Students must follow specific policies and instructions described in this catalog, in the NSU Student Handbook, and in course schedules, program brochures, information sheets, and periodic special mailings.

Formal problems or grievances fall into three categories: harassment or discrimination grievances, academic grievances, and administrative grievances. Detailed instructions on how to submit an academic or administrative grievance are described below by each college or school. Student athletes should refer to the NSU Student Athlete Guidelines for additional information about athletics-related problem resolution procedures.

Types of Grievances

For specific information on grievance procedures, refer to the appropriate college's or school's contacts in the Levels of Appeal for Problem Resolution chart. When filing a grievance, students should make every effort to document their claim.

Academic Resources and Procedures

Grade Disputes

Faculty members handle grievances involving the fairness of a grade. Students unable to resolve the grade dispute with a faculty member should contact the academic director or assistant dean of the division responsible for the course, who will make a final decision on the fairness of the grade. For specific contacts, see the Levels of Appeal for Problem Resolution chart. Grade disputes will not be permitted to proceed any further unless evidence of discrimination or a violation of rights can be demonstrated.

Academic Grievances

Academic grievances are related to classroom and instructor activity. For academic matters, students should follow the academic grievance process of the college or school offering the course. The Levels of Appeal for Problem Resolution chart indicates the specific contacts for academic grievances.

Administrative Grievances

Administrative grievances are related to academic policies and administrative actions. For administrative grievances, students should follow the administrative grievance process for their college or school indicated in the Levels of Appeal for Problem Resolution chart.

Harassment or Discrimination

Information on these policies can be found in the NSU Student Handbook.

Grievance Time Limitation

Grievance procedures must be initiated in a timely fashion no later than the end of the semester following the occurrence of

the grievance issue. The student may forfeit all rights under the grievance procedure if each step is not followed within the prescribed time limit.

Academic and Administrative Grievance Process

Procedures for academic and administrative grievances are outlined below. Specific contacts are indicated in the Levels of Appeal for Problem Resolution chart. Grievances must begin at the first level contact. Grievances brought to higher level contacts without previously going through the appropriate academic or administrative grievance procedure will be referred to the appropriate step in the process, thus delaying problem resolution.

Students who are not sure of the appropriate university employee to contact about an academic or administrative issue should communicate with their advisor or refer to the Level of Appeal for Problem Resolution chart.

Student Action Request (SAR) Student Action Requests (SAR) are used to request waivers from specific university, college, or school policies under unusual circumstances. Students can officially request a waiver from a published academic policy by completing a SAR.

Before a SAR is submitted, students should seek advice from their academic advisor in an effort to resolve their issue of concern and determine if an official SAR is necessary. NOTE: If a SAR involves changing enrollment status, including dropping courses, the action may affect students' eligibility for financial aid (see *Withdrawal from Classes in Academic Resources and Procedures*).

How to Submit a Student Action Request

The following information must be included in all Student Action Requests. Requests lacking the required information will not be reviewed. Students should consult with their academic advisor before submitting a SAR. The SAR should then be submitted in person to the academic advisor or be sent as a Word document from the student's official NSU email account if they cannot meet in person.

1. Student Name
2. Student ID number
3. Major/Program/Site Location
4. Day/Evening Phone Number
5. Mailing Address
6. Email Address
7. Problem: Provide an explanation of the problem and include any pertinent documentation as support.
8. Action Requested: Provide an explanation of the requested action. Include the referring page in the current undergraduate student catalog for the policy in question or any other relevant information, including specific courses or terms.
9. Prior Action Taken: Provide a list of all individuals contacted about the problem, including their departments.

For more information on submitting a SAR, students can visit www.fcas.nova.edu/currentstudents/studentactionform.cfm or the Web site of the school or college in which they are enrolled.

Procedure for Submitting Academic and Administrative Grievances

Academic grievances involve course-related issues originating from classroom or instructor activity. When formal grievance steps are perceived necessary, students have a right to a fair process and hearing without fear of retribution. Because grievances can often seem adversarial, it is recommended that students pursue local or departmental resolution to problems and discuss problems with appropriate parties before resorting to formal grievance steps. Academic difficulties in a class, for example, should always be discussed first with the faculty member teaching the class.

Problems that cannot be resolved with the faculty member or party involved should be discussed with an advisor who may be able to help students pursue an additional step in the process.

If the issue concerns the fairness of a grade, students should refer to Grade Disputes, previously discussed in this Problem Resolution Procedures section.

Step One: Meet with the faculty member or party involved Students should discuss their grievance with the appropriate faculty member or party involved no later than the end of the semester following the occurrence of the grievance issue.

Step Two: Meet with the advisor

Students who feel that their grievance was not satisfactorily resolved after meeting with the faculty member or party involved should meet with their advisor for guidance in submitting a formal complaint in writing, using a Student

Action Request (SAR).

Prior to submitting the request, students should carefully read and be aware of any consequences if the grievance involves changes in enrollment status. It is also essential that students maintain copies of relevant documentation (emails, medical documents, etc.) sent to academic advisors or other NSU personnel. For detailed instructions on submitting a SAR, students should refer to the preceding Student Action Request section in this catalog.

After receiving, reviewing, and signing the SAR, the advisor will send it to the appropriate party for a decision. Once a decision has been made, the decision will be communicated to the student at the address on record or to the NSU

email address.

Step Three: Appeal to the college/school administrator or committee (see the Levels of Appeal for Problem Resolution chart)

After receiving the decision to the SAR, if students feel that based on their expectations the issue was not satisfactorily resolved, they may appeal in writing to the administrator or committee at the next level (see the Levels of Appeal for Problem Resolution chart). The appeal should consist of a letter

explaining the reason that the students are Academic Resources and Procedures requesting the exception to policy and should contain official documentation to support the request. After the appeal is reviewed, students will be sent a written reply from the appropriate administrator or committee. The response will be sent to the student's address on record or to the NSU email address.

Step Four: Final appeal

Students who feel that their issue is still unresolved after receiving the decision of the administrator or committee, may submit a final appeal, in writing, to the dean or committee indicated in the Levels of Appeal for Problem Resolution chart. Students will receive a formal response either by mail to the address on record or to their NSU email account. This decision is final and binding and cannot be appealed.

Graduate School of Computer and Information Sciences

Student Grievance Procedure

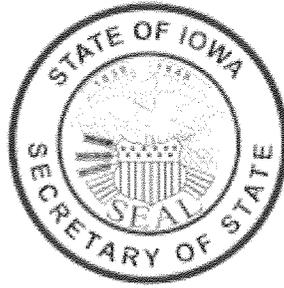
This section describes the procedure for student grievances regarding academic matters other than grades. If the issue concerns the fairness of a grade the procedure described in the section Challenge of Course Grade must be followed. Grievance procedures for nonacademic disputes are contained in NSU's *2010–2011 Student Handbook*. First, the student should attempt to resolve the matter at the level at which it occurred, e.g., the appropriate faculty member or staff member. This attempt must be in writing. The student may wish to use certified mail to verify receipt of correspondence. In the correspondence, the student must present a rationale for his or her position based on factual information. The student will receive a reply from the recipient, in writing, that addresses the complaint. If the reply is not acceptable, the student is encouraged to submit the complaint, in writing, to the next higher level, usually the program director. If the program director is unable to resolve the complaint, he or she will notify the student and the dean of this in writing. The student may then appeal in writing to the dean of the Graduate School of Computer and Information Sciences who will attempt resolution. If appropriate, the dean may assign the matter to the Academic Review Board. The committee will meet, carefully review the case, hold a hearing if necessary, and make a written recommendation, including rationale, to the dean to either accept or reject the appeal, or may propose an approach to resolve the complaint. The dean will review the Academic Review Board's findings and recommendation, and will notify the student in writing of his or her decision. The dean's decision is final and cannot be appealed.

Contact:

Amon Seagull, Ph.D., Interim Dean
(800) 986-2247, ext. 22048
amons@nova.edu

ATTACHMENT 18: CERTIFICATES OF AUTHORITY

IOWA SECRETARY OF STATE
MATT SCHULTZ



Date: 6/9/2011

CERTIFICATE OF EXISTENCE

Name: NOVA SOUTHEASTERN UNIVERSITY, INC. (504RFN - 105892)

Authorized date: 12/30/1985

Duration: PERPETUAL

State of Incorporation: FLORIDA

I, Matt Schultz, Secretary of State of the State of Iowa, custodian of the records of incorporations, certify that the nonprofit corporation named on this certificate is authorized to transact business in this state, that all fees required by the Revised Iowa Nonprofit Corporation Act have been paid by the corporation, and that the most recent biennial corporate report required has been filed by the Secretary of State.

Certificate ID: **CS55496**

To validate certificates visit:

www.sos.state.ia.us/ValidateCertificate

A handwritten signature in black ink, appearing to read "Matt Schultz", with a long horizontal flourish extending to the right.

Matt Schultz
Iowa Secretary of State

State of Florida

Department of State

I certify from the records of this office that NOVA SOUTHEASTERN UNIVERSITY, INC. is a corporation organized under the laws of the State of Florida, filed on December 4, 1964.

The document number of this corporation is 708195.

I further certify that said corporation has paid all fees due this office through December 31, 2011, that its most recent annual report was filed on March 8, 2011, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

*Given under my hand and the Great Seal of
Florida, at Tallahassee, the Capital, this the Tenth
day of March, 2011*



Secretary of State



Authentication ID: 600197116256-031011-708195

To authenticate this certificate, visit the following site, enter this ID, and then follow the instructions displayed.

<https://efile.sunbiz.org/certauthver.html>