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**Commission on  
Higher Education**

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Rayburn Barton  
Executive Director

March 7, 2002

**MEMORANDUM**

**To:** Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

**From:** Ms. Dianne Chinnes, Chairman, Committee on Academic Affairs and Licensing

*DC/gmw*

**Consideration of License Renewal Request**

**Nova Southeastern University, Ft. Lauderdale, Florida  
M.B.A. and M.S. in Human Resources Management, Aiken  
Ed.D. for Educational Leaders, Columbia  
Ed.D. for Higher Education, Greenwood  
Ed.D. in Child and Youth Studies, Anderson**

**Summary**

Nova Southeastern University (NSU) requests renewal of its license to offer programs leading to the Ed.D. degree for Educational Leaders, the Ed.D. degree for Higher Education, the Ed.D. degree in Child and Youth Studies, the Master's in Business Administration, and the M.S. in Human Resources Management. The Commission has licensed NOVA to operate in South Carolina since January 1982, having last renewed the license for five years in February 1997.

Nova Southeastern University (NSU) is an independent, not-for-profit, SACS-accredited, coeducational institution. It was founded in 1964 as Nova University of Advanced Technology. In 1974, the Board of Trustees changed the name of the University to Nova University. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University.

Located on a 243-acre campus in Fort Lauderdale, NSU has approximately 18,000 students and is the largest independent institution of higher education in Florida. It ranks 25th in the size of its graduate programs among the 1,560 universities in the United States with graduate programs and 10th among independent universities. NSU awards bachelor's, master's, educational specialist, doctoral, and first-

professional degrees in a wide range of fields. It has an undergraduate college and graduate schools of medicine, dentistry, pharmacy, allied health, optometry, law, computer and information sciences, psychology, education, business, oceanography, and humanities and social sciences. NSU is well known for innovation in both traditional and distance education. The University serves large numbers of adult students and a growing population of traditional undergraduates. To date, the institution has produced approximately 68,000 alumni.

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 at selected international sites in the Caribbean, Canada, China, Greece, Israel, Panama, Puerto Rico, and Venezuela. Despite the geographic diversity of sites where classes are offered, 81 percent of the student body attends classes in Florida.

The University library system is comprised of the East Campus Branch Library, Einstein Library, Health Professions Division Library, Law Library, North Miami Branch Media Union, Oceanographic Library, and four school libraries on the main campus. A new 325,000 square-foot joint-use library with Broward County was completed in December 2001. Also, branch libraries are located in the Bahamas, Jamaica, and Panama. The catalogs of all libraries are accessible to local and distance education students and faculty members, wherever they may be located, via computers using the Electronic Library. Online and CD-ROM databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

To further augment the libraries' print materials, the Office of Media Services has an extensive collection of more than 1,200 items of non-print materials (principally audiovisual materials), and a video production studio to support classroom instruction. In addition, the center provides technical assistance for distance learning delivered by teleconferencing. The University's microcomputer laboratory resources include an inventory of instructional software for use by students and faculty members.

Students, faculty, and staff members have access to University computing resources from desktop and laptop computers, and numerous microcomputer labs are located throughout University facilities for student use. Administrative computing resources consist of dual Sun Microsystems Enterprise servers and numerous other application-specific Microsoft Windows NT servers. The University's administrative operations are supported by the SCT Banner 2000 system. Additional administrative

systems include medical, dental, optometry, and mental health clinic systems. Multiple Sun Microsystems servers support academic applications and World Wide Web-based tools. Separate Sun servers support the University's e-mail system. Synchronous and asynchronous Web tools are used for the delivery of distance education, including a four-building "virtual" campus. Electronic classrooms and microcomputer labs provide hands-on technology support for the students and faculty. Multimedia technology training labs support technology training opportunities for faculty and staff members.

The doctoral programs NSU offers in South Carolina meet in Saturday seminars held once monthly for three academic years. The MBA and M.S. programs meet on Friday evenings and Saturdays. The cluster is a student group of 20-25 professionals who work in a variety of settings, usually within geographic proximity to one another. They begin and progress through the program together. The cluster serves as an administrative and educational vehicle, providing communication and support systems under the direction of a local cluster coordinator. The coordinator holds a doctorate in education or an allied field and is usually a graduate from the program. He/she is responsible for dealing with program logistics, with student and faculty needs, with management issues, with liaison procedures, and with other tasks that help ensure the smooth operation of the cluster.

The faculty is comprised of both full-time and campus-based professors and national adjunct faculty members. All faculty and coordinators hold earned doctorates from accredited institutions. They teach in their degree fields in all locations to ensure comparability of quality and curricula.

Library resources available to students include: (1) a core collection of books and materials housed in NSU's Einstein Library and made available to students by mail, telephone, telecommunications, or fax; (2) practicum manuals, form and style guides and study guides that include a major amount of the research resources needed for each study and specialization area; (3) an easily accessed Off-Campus Library Service (OCLS) providing resources from NSU's Einstein Library, including books, journal articles, Dialog and CD-ROM database services, and the entire microfiche collection of ERIC documents; (4) access to UNIX telecommunication system; (5) student ID cards that assist students with access to libraries near their homes. Funds are made available to the cluster coordinator for purchase of additional academic resources as required.

As a part of the review for renewal of the license of NSU to operate in South Carolina, the staff conducted a survey of the graduates of the programs NSU offers in the State. The survey forms were mailed to 152 graduates; 82 students completed and returned the survey. The results of the survey are shown on the attached table. Comments that accompanied the responses were primarily positive. Many graduates

commented that they most value the knowledgeable, professional faculty; applicable and current course content; and networking opportunities with other students and faculty. Sixty-five (79.3 percent) of the graduates experienced a salary increase as a result of completion of their programs and 40 (48.8 percent) received promotions. Not surprisingly for non-traditionally delivered programs, graduates related that they experienced some frustration with the administrative support of the program and were challenged with keeping up with the demanding pace of the courses. Several commented about the high cost of their programs.

### **Ed.D. Program for Educational Leaders, Columbia**

The mission of the program for education leaders is to provide practicing administrators the opportunity to acquire knowledge and to develop effective leadership to foster innovative and productive learning environments. The program's intention is to help participants develop leadership skills that they will apply to the solution of real problems in schools and other learning environments. The education systems in which program participants are administrators constitute an international laboratory in which interventions are explored, tested, implemented, evaluated, and shared.

Faculty members are scholars and practitioners from a variety of universities and educational systems who provide a global perspective and bring international, national, and campus resources to the students and their local communities. The program devotes considerable attention to leadership assessment and development by participants in their work settings. Annual summer institutes bring participants together to explore professional issues and practices with one another and with leaders in politics, education, business, and other human services.

Admission to the program requires a master's degree with at least a 3.0 GPA from an accredited institution; current employment in the administration of (or in consultation with) a school (pre-kindergarten through 12<sup>th</sup> grade public and nonpublic school or school system); a writing sample; administrative certification (when appropriate); results of the Miller Analogies Test (MAT) taken within the past five years; and one letter of recommendation from a supervisor knowledgeable about the applicant's administrative performance and leadership. In addition, candidates must have the authority and the latitude to conduct action research projects designed to improve education in their own school or school system.

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer; the credit was earned as a matriculated participant in a regionally accredited doctoral program; and the content of courses being requested for transfer is equivalent in content to Educational Leaders study areas. Enrollment in the Educational Leaders program is intended for practicing school administrators. Therefore, applicants must already hold certification appropriate to their present administrative position.

The program consists of 66 credit hours and includes 32 hours in the study area, 28 hours in field study/practicum components, and six hours for summer institutes. Tuition is \$13,584 per academic year. Tuition beyond the second year is \$1,500 per term. NSU reports enrollment in Columbia of 49 students in the program for educational leaders as of June 30, 2001.

### **Ed.D. Program for Higher Education, Greenwood**

The program for higher education is for practitioners working in the fields of adult education; computing and information technology; health care education; higher education; or vocational, technical, and occupational education. Students in the program use their knowledge and experience to examine critically the "real world" efficacy of theory presented to them through formal instruction and supervised study. The structured intermingling of study and practice is a condition for earning the degree.

Admission to the program requires a master's degree with at least a 3.0 GPA from a regionally accredited institution, current employment in a job related to the applicant's area of specialization, a letter of recommendation from an administrator or supervisor in the applicant's place of employment, the results of the Miller Analogies Test (MAT) taken within the past five years, and interview with a NSU representative, and a learning autobiography. A maximum of six semester hours of graduate credit, earned from a regionally accredited institution within the past three years, is considered for transfer if they are related to core, specialization, or elective course requirements. No credit for experiential learning or other forms of advanced standing is granted. Grades for courses transferred must be A, B, or equivalent. All requirements for the program must be completed within seven years from the date of the beginning of the term of entry.

Students must fulfill the following graduation requirements: a total of 61 credit hours including 24 credit hours in the specialization, 12 credit hours for practical projects, four elective credits, and 21 credit hours for the dissertation; two summer institutes; and a comprehensive examination. Tuition is \$9,520 per academic year. Tuition beyond the third year is \$1,800 per term. NSU reports enrollment in Greenwood of 31 students in the program for higher education as of June 30, 2001.

### **Ed.D. Program in Child and Youth Studies, Anderson**

The Ed.D. Program in Child and Youth Studies (CYS) is an extension of two earlier Nova doctoral programs serving professionals working with children. The first program, the E.D. Program in Early Childhood, was designed in 1974 to serve professionals working with children between the ages of birth and eight years. The program was revised in 1983 to become the Ed.D. Program in Early and Middle Childhood, accommodating professionals serving children from birth to 14 years of age. The program was extended once more in 1989 to meet the needs of practitioners working with the upper age range of children. The program serves professionals working with children who are between the ages of birth and 18 years. Evaluation and updating of the curriculum is conducted on an annual basis whereby student and

faculty evaluations are a part of the evaluation process. The program consists of 66 credit hours and requires a minimum of three years to complete. Program components include: (a) study areas (each area is a compilation of integrated courses) divided into a core curriculum taken by all students, and a specialization area curriculum in which students are required to participate in one of four domains designed to hone the student's particular professional skills; (b) two practicums requiring action-oriented research directed at problems in the work place, and (c) summer institutes (two one-week sessions) attended by students from clusters operating in various parts of the country. The student must earn a grade of B or higher in all program components.

For admission into the CYS program, students are required to have a Master's degree in education, child development, child care, management of children's programs, or a related field, from a regionally accredited institution. A three-member Admissions Committee reviews GRE scores, academic records, academic and professional activities, letters of recommendation, written responses to questions dealing with the field of child and youth studies, and professional employment experience to determine sufficient academic background to be successful in the program. Tuition is \$13,584 per academic year. Tuition beyond the second year is \$1,500 per term. NSU reported enrollment of 75 students in the program for child and youth students at Greenville as of June 30, 2001. The Commission approved the program to be offered in Greenville in 1994. Classes met in Greenville at Phoenix Inn and students accessed computer labs at Greenville Technical College. In fall 2001, the University entered into an agreement with Forrest Junior College in Anderson and moved the classes to those facilities.

#### **Master's in Business Administration and M.S. in Human Resources Management, Aiken**

The master's programs are designed to produce complete managers who can cope successfully with the rapidly changing circumstances of today's business world. Working professionals pursue their programs by attending classes in an 18-month/weekend (Friday evenings and Saturday) delivery format or by taking classes online.

Admission to the programs requires a bachelor's degree with a GPA of 2.5 or greater, a GMAT score of 450 or greater (required for M.B.A.) or GRE score of 1,000 or greater. Specific degree-related foundation course work must also be satisfied. The degree program must be completed within five years. The programs leading to the M.B.A. and M.S. in Human Resources Management consist of 43 semester credit hours and conclude with a four- credit hour project, thesis, or a course in leadership and values management. Tuition is \$439 per credit hour. As of June 30, 2001, NSU

reported enrollment in Aiken of 17 students in the MBA and 11 students in the MS/HRM.

**Recommendation**

The Committee recommends that the Commission approve renewal of the license for five years of Nova Southeastern University to offer the programs leading to the Ed.D. Program for Educational Leaders (Columbia), the Ed.D. Program for Higher Education (Greenwood), the Ed.D. in Child and Youth Studies (Anderson), the MBA (Aiken), and the M.S. in Human Resources Management (Aiken).



Compiled Results of Student Survey – Nova Southeastern University  
Fall, 2001; 82 total responses

	Yes	No	Undecided
1. Do you feel good about your decision to attend this institution?	79	2	1
2. Would you recommend this institution to others?	78	1	3
3. Did you receive adequate opinions on your progress through the course?	81	0	1
4. Were course materials up-to-date?	81	1	0
5. Were course materials adequate?	81	0	1

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
6. Instructors were knowledgeable of the subjects taught	0	0	14	66	2
7. Instructors were prepared for classes	0	0	16	64	2
8. Instructors explained materials so I could understand them	0	0	20	60	2
9. Instructors were available for me to ask questions	0	4	17	58	3
10. Instructors encouraged me to ask questions	0	1	18	60	3
11. Instructors answered questions in a clear, understandable way	0	1	20	59	2
12. The curriculum content was as I expected	1	2	15	62	2
13. The curriculum content was appropriate	0	0	16	64	2
14. The curriculum content was useable	1	0	13	66	2
15. The schedule and pace of the courses were comfortable	0	1	28	50	3
16. Grading was fair	0	2	22	56	2
17. Building and equipment were satisfactory	0	5	15	61	1
18. The library resources available were adequate for my research needs for the courses	0	2	22	56	2
19. The administrative support was adequate	1	8	24	48	1
20. The class structure format allowed enough research and reflection time between class meetings	0	0	17	62	3
21. You were given opportunities to provide feedback and evaluations on the courses as you progressed through the program?	0	1	15	64	2
22. You were given adequate opportunities to provide feedback and evaluations on the program since you completed your program	0	11	17	53	1