Health Professions Division Catalog Academic Year 1998-1999

Nova Southeastern University

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Health Professions Division

CATALOG

NOVA
Southeastern University

ACADEMIC YEAR
1998-1999
Mission Statement
Nova Southeastern University

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool to the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Approved by the Board of Trustees, March 24, 1997.
Mission Statement
Health Professions Division

The mission of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The University trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the University.

Furthermore, the Division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The Division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban, and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups.

In doing this, it developed training programs which address the primary care needs of the region's most medically underserved populations.
Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

POLICY OF NON-DISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, non-disqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school administered programs.

This brochure is for information purposes only and does not represent a contract. Information contained herein is subject to change at any time by administrative decision or the direction of the Board of Trustees.

Notice: Credits and degrees earned from colleges within the State of Florida which are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the individual to participate in professional examinations in Florida. The established procedure requires the appropriate State professional board to review and recognize the colleges granting the degrees prior to scheduling examinations. Additional information regarding Nova Southeastern University Health Professions Division and its Colleges of Osteopathic Medicine, Pharmacy, Optometry, Allied Health, Medical Sciences, and Dental Medicine may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, FL. Any student interested in practicing a regulated profession in Florida should contact the Department of Business and Professional Regulation, 2009 Apalachee Parkway, Tallahassee, FL 32301.
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Letter From The President

As we approach the end of the decade and plan for the dawn of the 21st century, Nova Southeastern University enjoys a reputation for providing a wide spectrum of quality higher education opportunities. I am proud to begin my tenure as President following twenty years of association with the University.

We have had tremendous expansion over the past 10 years, and our educational programs are stronger than ever. We are on the cutting edge of education, and we remain committed to academic excellence, innovation, and meeting society's emerging challenges. Exciting new programs have been developed to provide students with opportunities to further their careers and professional lives. As Florida's largest independent university, we proudly recognize our leadership role and our obligation in providing you with the finest educational programs possible.

As a student of NSU, you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Such practical, collaborative thinking is the essence of NSU. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based.

As president of NSU, I welcome you to our family, whether you are a full-time student on our 232-acre Davie campus or a part-time student attending programs at any of our convenient locations spanning the globe.

Most importantly, I thank you for playing your part as an ambassador for NSU—both today as a leader among your peers and tomorrow as a member of our growing network of international alumni. I know that as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.

Ray Ferrero, Jr., J.D.
President
Letter From The Chancellor

If you wish to be a leader in your chosen profession, the Health Professions Division of Nova Southeastern University can help you reach your potential.

Health care providers must now be able to work effectively in the multidisciplinary arena; increasingly, patient care is delivered by a health care team, a model that requires professionals to integrate across the various disciplines.

Last year, our College of Osteopathic Medicine joined the ranks of Harvard, Dartmouth, and Baylor medical schools when it received the American Medical Student Association's Excellence in Medical Education Award, AMSA's most prestigious award. We were selected for our exceptional integration of interdisciplinary education into medical education, and the benefits of this teamwork approach extend to all of our health professions students.

We have structured each College's curriculum to maximize the educational benefits derived from this approach. Because of this comprehensive preparation, our graduates are greatly in demand.

This past year also marked the opening of our College of Dental Medicine. We have developed a state-of-the-art facility, described by many as among the finest in the world, an innovative curriculum, and an outstanding faculty, which will produce outstanding dentists prepared for the challenges of the 21st century.

In less than two decades, Nova Southeastern University's Health Professions Division has developed into an academic health center of international stature, and with our new state-of-the-art facilities, we have redoubled our commitment to enhancing student learning and fostering interdisciplinary education and research. Together, as a team, we will prepare you for an exciting career in today's dynamic health care arena.

Morton Terry, D.O.
Chancellor
NOVA SOUTHEASTERN UNIVERSITY HEALTH PROFESSIONS DIVISION

Morton Morris, D.O., J.D.
Vice Chancellor and Deputy Provost

Frederick Lippman, B.Sc., R.Ph.
Executive Vice Chancellor and Provost

Administration
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Morton Terry, A.B., D.O., M.Sc., F.A.C.O.I., Chancellor
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    Executive Vice Chancellor and Provost
    Vice Chancellor and Deputy Provost
Stanley Cohen, B.S., M.Ed., Ed.D., Vice Provost
Marla Frohlinger, B.A., M.H.S.A., Assistant Vice Chancellor for
    Student Services and Professional Coordination
Irving Rosenbaum, B.A., M.P.A., D.P.A.,
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Sara Schoninger, B.S., Assistant Vice Chancellor for Medical
    Communications and Marketing
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Health Professions Division
Nova Southeastern University

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Optometrist

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Business Consultant

MS. KAY SMITH
Hillsboro Beach, Florida
Business Consultant

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Aventura, Florida
Chancellor
Health Professions Division
Nova Southeastern University

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Optometrist

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Orthopedic Surgeon

MORTON TERRY, D.O.
Aventura, Florida
Chancellor, Health Professions Division
Nova Southeastern University

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Beech Mountain, North Carolina
Retired President, Continental Drug Corp.

SYLVIA URLICH, M.A.
Miami, Florida
President, Westchester General Hospital

*Deceased
### 1998-1999 ACADEMIC CALENDAR

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<td>Fall Orientation and Registration</td>
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<td>Monday, August 10</td>
<td>Freshman Classes Begin</td>
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<td>Monday, September 7</td>
<td>LABOR DAY - No classes</td>
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<td>Monday, September 21</td>
<td>ROSH HASHANAH - No classes</td>
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<td>Wednesday, September 30</td>
<td>YOM KIPPUR - No classes</td>
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<td>Monday, January 5, 1999</td>
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<td>Thursday, April 1</td>
<td>SPRING RECESS Begins 5:00 PM</td>
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<td>Monday, April 12</td>
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*Osteopathic Medicine, Pharmacy, Optometry, Physician Assistant, Public Health

(All dates subject to change by Administration)  
(Individual College Schedules may be obtained from the College Offices)
University History

Sustained growth and unity has made Nova Southeastern University the largest independent university in the state of Florida. This growth culminated in January, 1994, when Nova University and Southeastern University of the Health Sciences merged to become Nova Southeastern University.

Nova University was chartered in 1964 as a graduate institution in the physical and social sciences. Over time, Nova added programs in law, education, business, psychology, computer science, oceanography, social and systemic studies, and hospitality, and, in 1972, introduced its first off-campus course of study, in education. Soon, Nova became nationally recognized for its innovative distance learning programs. Today, field-based programs are located in 32 other Florida cities, in more than 21 other states, and at selected international sites.

While Nova continued to expand its educational reach, Southeastern University of the Health Sciences also was on an expansion course. Southeastern was created by osteopathic physicians committed to establishing a college of osteopathic medicine in the Southeast. As a result, Southeastern College of Osteopathic Medicine, as it was first known, opened in 1981.

During a ten year span that followed (1987-1997), Southeastern added Colleges of Pharmacy, Optometry, Allied Health, Medical Sciences, and the College of Dental Medicine which admitted 88 students in 1997. This growth was unprecedented, but not unsurpassed. There was still more to come.

The merger brought on new possibilities. Prior to 1994, Nova had evolved with innovative technology and Southeastern expanded to provide much needed health care education. With the merger, Nova Southeastern University's resources make possible a more transdisciplinary education. Students have an opportunity to integrate across the disciplines and understand how their professions relate to society as a whole.

Campus

Nova Southeastern University's Health Professions Division offers a rare blend of tropical South Florida weather, plentiful sunny beaches, an easily accessible campus, a dedicated and professional faculty, well established affiliations with many hospitals, clinics, and health care systems in the area, and a mission to educate professionals capable of providing the highest quality health care service.

The University's main campus is located on a lush 232-acre site in Fort Lauderdale, 10 miles inland of the Atlantic Ocean and readily accessible via several highways and Florida's Turnpike.

The Health Professions Division complex, dedicated in June, 1996, is located on 21 acres and encompasses over 900,000 square feet of buildings. The Division comprises the Colleges of Osteopathic Medicine, Pharmacy, Optometry, Allied Health, Medical Sciences, and Dental Medicine.

The Division elicited input from students and faculty and incorporated innovations in architecture, ergonomics, and computer-aided technology to provide facilities that enhance the learning experience.

The complex is an arrangement of eight buildings, four of which are connected by air conditioned lobbies. The Health Center, Physical Plant and 1600-space garage are connected to the central buildings by covered walkways. Administration and faculty offices are on the upper levels of the five-story Administration Building, with the Department of Admissions and Student Affairs and a cafeteria located on the first floor.

Behind the Administration Building is the Assembly Building, which consists of a 500-seat auditorium, a 250-seat auditorium, and eight 126-seat amphitheatre-classrooms, all
equipped with computerized audio/video systems.

Connected to this is the three-story Library/Laboratory Building. On the first floor is the Library and a 100-seat Cardiac Laboratory utilizing "Harvey," a computerized mannequin which duplicates the sounds and symptoms of most heart conditions.

Also on the first floor are patient simulation training rooms and a 50-station computer laboratory for student use. The second and third floors house laboratories, a student lounge, and a research area. Laboratories are equipped for viewing pre-taped medical procedures, and each large laboratory has a video system and hookups to equipment such as an electron microscope, so that illustrations can be amplified for laboratory-wide viewing.

Just north of the Library/Laboratory Building is the Health Care Center, with facilities for primary healthcare, rehabilitative services, eye care, and a pharmacy.

The College of Dental Medicine's new 70,500-square-foot building advances the state-of-the-art in dental education facilities. The first floor contains a 100-operatory predoctoral clinic facility, and clinics and support laboratories for Oral Medicine, Radiology and Oral Surgery. The second floor houses a faculty practice and clinics for postgraduate programs in Endodontics, Orthodontics, Pediatric Dentistry, and Periodontics, a 100-position simulation technique laboratory and support laboratories. Faculty offices and an auditorium are on the third floor.

Foreign Course Work

Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence by one of the three services listed below. You should contact:

World Education Services, Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

or

Josef Silney & Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233

or

Educational Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202-00970
(414) 289-3400

It is the applicant's responsibility to have this course work evaluated, and a complete evaluation must be sent to the Office of Admissions.

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 annual tuition, according to the following formula:

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First three (3)</td>
<td>70%</td>
</tr>
<tr>
<td>Fourth or fifth</td>
<td>60%</td>
</tr>
<tr>
<td>Sixth or seventh</td>
<td>40%</td>
</tr>
<tr>
<td>Eighth, ninth or</td>
<td>20%</td>
</tr>
<tr>
<td>Tenth class day</td>
<td>0%</td>
</tr>
</tbody>
</table>

NO REFUNDS WILL BE MADE THEREAFTER.

Tuition refunds are based on total tuition charged, exclusive of fees, not necessarily on amount paid. Students will not be given refunds for portions of tuition paid by financial aid funds. Instead, the respective financial aid programs will be credited in accordance with Federal regulations, which establish the following requirements for recipients of Title IV student assistance funds (Guaranteed Student Loans and Auxiliary Loan Program).

The regulation requires that if the student has received a financial aid overage to assist with related, but indirect educational costs,
i.e., living expenses, books, supplies, transportation and/or personal expenses, this
must be prorated for the period the student attended the institution. The student must
then refund the difference (between the actual overage and prorated amount) to the
institution for restoration to the appropriate Title IV account.
Failure to comply with these requirements could jeopardize future receipt of Title IV
student assistance funds at any institution of higher education the student may attend.
A refund due the student will be mailed to the student’s permanent home address as
soon as the withdrawal has been approved by the Dean of the respective College. The
tuition refund policy is subject to change at the discretion of the Board of Trustees.

Florida Residency
Eligible students must request in-state tuition on application. For tuition purposes,
students’ Florida residency status (in-state or out-of-state) will be determined at initial
matriculation and will remain the same throughout the entire enrollment of the
student at NSU. Accordingly, tuition will not be adjusted as a result of any change in
residency status after initial enrollment registration.

Financial Aid
The purpose of the Student Financial Aid Program at the Health Professions Division
is to help as many qualified students as possible to complete their education. Various
loans, scholarships, and grants are available to qualified students to help ease the
high cost of a health professions education. These financial assistance programs are
described in a separate University publication: Financial Planning for your Health
Professions Education. For a copy, call (954) 262-3380, or write to the Department
of Student Financial Aid, Nova Southeastern University, 3301 College Avenue, Ft. Lau-
derdale, FL 33314.

Physical Examination
Every incoming student is required to have a complete physical examination by a
licensed physician as well as a complete eye examination. Forms to be completed by
each student’s physician are sent to each new student during the summer prior to the
start of classes.

Student Housing
Nova Southeastern University offers on-campus housing. Numerous apartments, condominums, and other rental housing facilities are located near the Ft. Lauderdale campus. Information concerning housing may be obtained from the Office of Residential Life at 3301 College Avenue, Ft. Lauderdale, FL 33314, (954) 262-7052.

Health Insurance
It is required that each student carry adequate personal medical and hospital in-
surance. It is strongly suggested that students and their families avail themselves of
the insurance plan obtainable through the University. Students who choose another
policy will be required to show proof of adequate continuing medical coverage for
the mandatory insurance. Those with lapsed or inadequate insurance will be held finan-
cially responsible for obligations incurred prior to graduation.

Miscellaneous

Service Units

Health Care Centers
The Health Professions Division Health Care Centers serve an important func-
tion and an integral part of the training programs. They provide a vital community function by bringing health care service to areas whose medical needs traditionally have gone unmet.
NSU Health Care Center at Fort Lauderdale, 1111 West Broward Blvd., Ft. Lauderdale, Florida. Contained within this full-service primary care facility is Family Medicine; the Optometric Clinic and Optical Dispensary; Physical Medicine and Rehabilitation; Occupational Therapy; a full-service Pharmacy; and a newly completed Women and Children's Center, delivering gynecological, obstetric, and pediatric care services. (25,200 sq. ft. within three buildings)

NSU Health Care Center at Opa Locka, 1980 Opa Locka Boulevard, Opa Locka, Florida. This facility houses a full-service primary care family medicine practice as well as a comprehensive optometric clinic and optical dispensary (3,600 sq. ft.).

NSU Health Care Center at North Miami Beach, 1750 NE 167th Street, North Miami Beach, Florida. Clinic services ongoing at this site are a full-service optometric clinic and optical dispensary.

Sanford L. Ziff Health Care Center, 3200 S. University Drive, Fort Lauderdale, Florida. A primary care facility with state-of-the-art full service radiologic-diagnostic capabilities. Contained here are family medicine, pediatrics, x-ray, occupational therapy, pharmacy, physical therapy, physical medicine and rehabilitation, optometric clinic, and optical dispensary, cardiology and other specialty practices (67,000 sq. ft.).

Core Performance Standards for Admission and Progress

The Nova Southeastern University Health Professions Division is pledged to the admission and matriculation of qualified students and wishes to acknowledge awareness of laws which prohibit discrimination against anyone on the basis of race, color, national origin, religion,sex or disability.

Regarding disabled individuals, the University will not discriminate against such individuals who are otherwise qualified but will expect applicants and students to meet certain minimal technical standards (core performance standards) as set forth herein with or without reasonable accommodation. In adopting these standards, the University believes it must keep in mind the ultimate safety of the patients whom its graduates will eventually care for. The standards reflect what the University believes are reasonable expectations of health care students and personnel in performing common functions.

The holder of health care degrees must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for Health Professions Division degrees must be able to integrate consistently, quickly, and accurately all information received, and they must have the ability to learn, integrate, analyze, and synthesize data.

Candidates for degrees offered by the Health Professions Division must have, with or without reasonable accommodation, multiple abilities and skills including: intellectual, conceptual, integrative, and quantitative abilities; interpersonal communication; mobility and strength; motor skills; hearing, visual, tactile, behavioral and social attributes. Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independentmanner.

Intellectual, Conceptual, Integrative, and Qualitative Abilities

These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, a critical skill, requires all of these intellectual abilities. Candidates and students must have critical thinking ability sufficient for good clinical judgment. This is necessary to identify cause-effect relationships in clinical situations and to
develop plans of care. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

**Interpersonal**

Candidates and students should be able to interact with and to observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture, and to perceive nonverbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in all written forms with all members of the health care team. They must have interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

**Motor Skills**

Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of some health care professionals are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the ability to calibrate and use various pieces of equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Physical therapy and occupational therapy students must be able to position patients for treatment as well as the teaching of functions involving gross and fine movements. Pharmacy candidates and students must have sufficient motor skills to weigh chemical and pharmaceutical (including intravenous) solutions, prepare prescriptions and carry out sterile procedures.

**Strength and Mobility**

Candidates and students must have sufficient mobility to attend to emergency codes and to perform such maneuvers as CPR when required. They must have the physical ability sufficient to move from room to room and to maneuver in small places. Osteopathic medical students must have the ability to position patients for the administration and delivery of osteopathic manipulative treatment. Pharmacy students must be able to move about within a pharmacy setting and within a patient’s room. Physical therapy and occupational therapy students must be able to administer treatment in a variety of settings and to position and move patients when required.

**Hearing**

Candidates and students should have sufficient auditory ability to monitor and assess health needs. They must be able to hear information given by the patient in answer to inquiries, to hear cries for help, to hear features in an examination, such as auscultatory sounds, and to be able to monitor equipment.

**Visual**

Candidates and students must have visual ability sufficient for observation and assessment necessary in patient care. It must be consistent in many cases with being able to assess asymmetry, range of motion and tissue texture changes. Osteopathic Medical, Optometric and Physician Assistant students must have visual ability sufficient to use ophthalmologic instruments. It is necessary to have adequate visual capabilities for proper evaluation and treatment integration. Candidates and students must be able to observe the patient and the patient’s responses including body language and features of the examination and treatment. Pharmacy students must be able to interpret prescriptions and medical orders as well as to inspect medicines for deterioration or expiration.
Tactile
Candidates and students must have sufficient tactile ability for physical assessment. They must be able to perform palpation, functions of physical examination and/or those related to therapeutic intervention. Pharmacy students must be able to measure and compound, sometimes transferring from container to container and to carry out sterile procedures. Dental students must be able to deliver appropriate treatment utilizing high technology equipment such as dental drills and surgical instruments.

Behavioral and Social Attributes
Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads and to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and education processes.
Mission Statement

Nova Southeastern University College of Osteopathic Medicine is dedicated to training students in all aspects of medicine, especially primary care, to meet the health needs of the citizens of Florida, with a commitment to family medicine and a focus on rural and underserved populations. Our undergraduate and graduate medical education emphasizes excellence, compassion, ethics, and osteopathic manipulative skills. We encourage leadership in the community through service, continuing medical education, research and scholarly activity.
An Osteopathic Physician

Two types of complete physicians may practice medicine in all 50 states: the Doctor of Osteopathic Medicine (D.O.) and the allopathic Doctor of Medicine (M.D.). While both types of physicians are trained in all aspects of patient care, D.O.s offer a distinct, wholistic approach to medicine.

Osteopathic medicine is distinguished by an emphasis on primary care, by utilizing osteopathic manipulative medicine when necessary, and by a tradition of caring for patients in underserved rural and urban areas.

Osteopathic physicians recognize the relationship between physical structure and organic function and view the human body as an interdependent unit rather than an assortment of separate parts and systems.

While all medical, surgical, and obstetrical specialties are represented within the osteopathic medical profession, the training of vitally needed family physicians, and the drive to reach rural, minority, geriatric and indigent populations, makes the osteopathic medical profession unique.

We are proud of our success in producing vitally needed primary care physicians – over 69 percent of our graduates practice in the primary care disciplines of family medicine, general internal medicine, or general pediatrics – and we remain committed to training physicians capable of delivering the highest standards of total-patient care in all practice settings.

Accreditation

Nova Southeastern University College of Osteopathic Medicine has been granted accreditation by the Bureau of Professional Education of the American Osteopathic Association. This body is recognized by the U.S. Department of Education and the Council of Post-Secondary Accreditation as the accrediting agency for colleges educating osteopathic physicians and surgeons.

Requirements for Admission

Applicants for the first-year class must meet the following requirements prior to matriculation:
1. A bachelor's degree from a regionally accredited college or university.
2. Completion, with a grade of 2.0 or better on a four-point scale, of:
   A. Eight semester hours of each of the following courses:
      General biology, including laboratory
      Organic chemistry, including laboratory
      General chemistry, including laboratory
      Physics, including laboratory
   B. Three semester hours of each of the following courses:
      English literature
      English composition

   These are minimum academic requirements for admission. Students are encouraged to take additional courses such as embryology, genetics, behavioral sciences and the humanities.

   Preference will be given to students with a cumulative grade point average of 3.0 or higher. However, the Dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

3. All applicants are required to take the Medical College Admission Test (MCAT). Applications for the MCAT may be obtained from your college's pre-professional advisor's office, or by writing directly to Medical College Admission Test, P.O. Box 4056 Iowa City, IA 52243-4056.

   The discipline and intensive study required by osteopathic medicine curriculum makes the attainment of a superior GPA in undergraduate studies essential.

   The College receives over 3,500 applications a year, from which only 150 students are chosen. These students have varied backgrounds, and while many enter the College directly from an undergraduate program, other students come from successful careers. Entering students have included pharmacists, physician assistants, nurses, teachers, pilots and engineers.

   The Committee on Admissions recommends applicants to the Dean on the basis of demonstrated academic excellence, leadership, compassion, and commitment to the osteopathic medical profession.

Application Procedure

The College participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of all applications. AACOMAS takes no part in the selection of students.

AACOMAS application packets may be obtained from Nova Southeastern University College of Osteopathic Medicine in person or directly from AACOMAS, 5550 Friendship Blvd., Suite 310, Chevy Chase, MD 20815-7231, (301) 968-4190.

Listed below are the steps necessary to complete applications before they can be reviewed by the Committee on Admissions:

1. The applicants should mail the following to AACOMAS by January 15:
   - AACOMAS application
   - An official transcript from the Registrar of each college or university attended, mailed directly to AACOMAS by the college or university.
   - MCAT scores
2. The applicant should mail the following to the College by March 1:
   - A supplemental application sent to the applicant by the College on receipt of the AACOMAS application.
   - A non-refundable application fee of $50
   - A letter of evaluation from the pre-professional committee, or, if
such a committee does not exist, then three letters of evaluation: two from science professors, and one from a liberal arts professor.

- A letter of evaluation from an osteopathic physician.

A personal interview is a part of the admission process; however, being interviewed is not a guarantee of admission. Not all applicants will be granted an interview. Those selected for an interview will be notified of the date and time of such interview by the Office of Admissions.

Notice of acceptance or action by the Committee on Admissions will be on a rolling or periodic schedule; therefore, early completion of the application is in the best interest of the student because of the limited number of spaces available in each class.

**Tuition and Fees**

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $19,727 for Florida residents and $23,860 for out-of-state students. A student activities fee of $100 and a microscope/lab fee of $100 each year are required of all students. Eligible students must request in-state tuition on application. For tuition purposes, a student’s Florida residency status (in-state or out-of-state) will be determined at matriculation and will remain the same throughout the entire enrollment of the student at NSU. Accordingly, tuition will not be adjusted as a result of any change in residency status after initial enrollment registration.

2. Acceptance Fee: $250. This fee is required to reserve the accepted applicant’s place in the entering first year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in case of a withdrawal. It is payable within two weeks of an applicant’s acceptance.

3. Deposit: $750, due March 15, under the same terms as the Acceptance Fee.

4. Pre-registration Fee: $1000, due May 15, under the same terms as the Acceptance Fee.

5. Student Activities Fee: $100, payable at each fall registration.

6. University Technology Fee: not to exceed $50 when implemented.

The first semester’s tuition and fees, less the $2,000 previously paid, are due on or before Registration Day. Tuition for each subsequent semester is due on or before the appropriate Registration Day. Students will not be admitted until their financial obligations have been met.

The financial ability of applicants to complete their training at the College is important because of the limited number of positions available in each class. Applicants should have specific plans for financing four years of medical education, including tuition, living expenses, books, equipment, clinical rotation travel, and miscellaneous expenses.

**Schedule of Application for Admission Cycle**

**JUNE**

Application cycle for the next academic year begins. Inquiries are invited by Nova Southeastern University College of Osteopathic Medicine, and ACOMAS forms are made available.

**JULY**

Credentials sent to ACOMAS are processed, and applicant records are forwarded to Nova Southeastern University College of Osteopathic Medicine. A supplementary application is then sent to the applicant. When the supplemental application is completed and returned to the Office of Admissions, and when recommendations are received, the completed application is evaluated for interview.

**OCTOBER**

Personal interviews start.
JANUARY 15
Deadline for applications
to AACOMAS.

FEBRUARY 1
Deadline for supplemental applications.

Financial Aid
The purpose of the Student Financial Aid
Program at Nova Southeastern University is
to help as many qualified students as possible
to complete their medical education. Various loans, scholarships, and grants are available
to qualified students to help ease the high cost of a medical education. These financial assistance programs are described in a separate University publication: Financial Planning for your Health Professions Education.

Transfer of Credit
Circumstances may warrant that a student enrolled in one osteopathic college seeks to transfer to another institution. Credits may be transferred from medical schools and colleges accredited by the American Osteopathic Association or by the Liaison Committee on Medical Education (LCME) or by other professional schools if, in the opinion of the Dean, these schools have provided course work comparable to that of the College of Osteopathic Medicine.

1. Transfers from one college of osteopathic medicine to another shall require that the last year of instruction be completed within the college granting the D.O. degree.
2. Transfers from an LCME-accredited medical school or college shall require that no less than the last fifty percent (50%) of instruction be completed within the college of osteopathic medicine.
3. Transfer credits shall be given only if the student is eligible for re-admission to the previously attended college of osteopathic medicine or other medical school.

Anyone wishing to transfer to Nova Southeastern University College of Osteopathic Medicine must:

- Make a formal application to Nova Southeastern University College of Osteopathic Medicine Office of Admissions
- Meet all admissions requirements to Nova Southeastern University College of Osteopathic Medicine, which include submitting official transcripts of all college work (including osteopathic transcripts), MCAT scores, National Board scores, if taken, and letters of evaluation. No applicant will be accepted without an interview.
- Be in good standing at the transferring institution, as documented by a letter from the Dean of the transferring institution.
- Supply a letter of recommendation from a faculty member of the transferring osteopathic institution.
- Supply a written statement outlining reasons for request for transfer.

Decisions on transfer are made by the Office of the Dean. The decision will be based on factors which include, but are not limited to, academic record, circumstances leading to the transfer request, available space, and admissions standards.

Dismissal
A student will be suspended and may be dismissed from the College of Osteopathic Medicine if:

1. He or she fails four or more class room courses of two or more credit hours each during any one academic year. In this situation, reexamination will not be allowed.
2. He or she fails a repeated course.
3. He or she fails more than one month of clinical rotations or fails a clinical rotation he or she is repeating.
4. He or she exceeds a six-year limit for completing all graduation requirements, exclusive of any approved leave of absence or withdrawal in good standing.

5. In the opinion of the Dean, circumstances of a legal, moral, behavioral, ethical, or academic nature warrant such action, or if, in the Dean's opinion, there are factors that would interfere with or prevent him or her from practicing the highest quality of osteopathic medicine.

Re-admission Following Dismissal

If a student is dismissed from the College of Osteopathic Medicine, he or she may re-apply for admission and will be considered, provided that he or she can present adequate evidence that the conditions or factors which caused the prior poor academic performance have changed significantly, so that there is reasonable expectation that the applicant can perform satisfactorily if permitted to resume his or her studies.

If re-admitted, the student's prior academic record will remain part of his/her overall academic record and will be recorded on the permanent transcript, but none of the prior grades for the courses being re-taken will be calculated in the new grade point average.

Suspension

A student may be suspended (removal from the academic enrollment and revocation of all other privileges of entering the campus for a specific period of time) if, in the opinion of the Dean, the student has not attained the academic level and/or has deviated significantly from the standards of behavior established by the College of Osteopathic Medicine.

Re-admission Following Suspension

If a student is suspended from the College of Osteopathic Medicine, he or she may return to the college when, in the opinion of the Dean, he or she can present adequate evidence that the conditions or factors which caused the suspension have changed significantly so that there is reasonable expectation that the student can perform satisfactorily if permitted to resume his or her studies. The student's prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript.

The College reserves the right, and the student, by his or her act of matriculation, concedes to the College the right, to require his or her withdrawal any time the College deems it necessary to safeguard its standards of scholarship, conduct and compliance with regulations or for such other reasons as are deemed appropriate.

Requirements for Graduation

In order to be eligible for the degree of Doctor of Osteopathic Medicine, each student shall:

1. Have exhibited the moral, ethical, professional, behavioral, and personal characteristics necessary for the practice of osteopathic medicine.
2. Have satisfactorily completed the program of study required for the degree, with a minimum of 275 credit hours of course work, with a minimum GPA of 70%
3. Have satisfactorily met all financial and library obligations.
4. Have taken Levels I and II of the College of Medicine Licensing Examination (COMLEX).
5. Participate, in person, in the rehearsal and commencement program at which time the degree is conferred

Course of Study

The College of Osteopathic Medicine has a dedicated faculty, well established affiliations with medical centers, hospitals, and health care systems, a nationally recognized rural medicine program, and a mission to educate the finest osteopathic physicians possible. We place our students and residents at the nation’s fourth largest public hospital system, the North Broward Hospital District, or at one of our Regional Academic Centers throughout the state to improve continuity and coordination of clinical education within our vast and growing clinical training network.

Our innovative curriculum is designed to fulfill our mission of training primary care physicians. The design of the curriculum is based on successful academic models, carefully developed and integrated. It emphasizes interdisciplinary collaboration, guiding students to develop a wholistic, and more importantly, osteopathic approach to medicine. We continually correlate basic scientific information with fundamental clinical application. Students are exposed to clinical settings in their first semester, which gives them the opportunity to prepare for the "real world" of medicine.

A notable aspect of the clinical program is a required three-month rotation in a rural practice setting. In rural clinics throughout the state of Florida, our students provide health care to medically underserved and indigent patients. Our students learn to treat various patients whose lifestyles, practices, and attitudes toward health care differ from those seen in more traditional training sites. This enriching educational experience is one that cannot be taught in the classroom.

Physicians do not work in a vacuum, but rather in a health care team, and the University promotes interdisciplinary cooperation whenever possible. Our students share faculty and campus facilities with the University’s pharmacy, dental, optometry, physician assistant, physical therapy, occupational therapy, public health and medical science students.

CURRICULUM OUTLINE

First Year

First Semester - Core Courses

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<th>Laboratory</th>
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Elective Courses

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**Elective Courses**
- IDC 5122 Community Service II
- IDC 5213 Research II
- IDC 5722 Guided Study II

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<td>Hematopoietic and Lymphoreticular System</td>
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**Second Year**

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**Elective Courses**
- IDC 6522 Community Service IV
- IDC 6123 Research IV
- IDC 6022 Guided Study IV
## Third Year Core Clinical Rotations

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<td>FMG 7108 Geriatrics</td>
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<td>FMN 7108 Family Medicine - Clinic</td>
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<td>IMA 7124 Internal Medicine</td>
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## Fourth Year Core Clinical Rotations

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## Fourth Year Elective Clinical Rotations

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College of Osteopathic Medicine Courses
(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and credit hours.)

**Anatomy**
Chairman and Professor: G.R.Conover; Professor Emeritus: F.H.Higginbotham; Professors: L.Dribin, J.C.Lanning, A.Mariassy; Associate Professors: R.L.Casady, R.EYip; Assistant Professor: D.Herme

ANA 5114 (20-40-4)
**Medical Histology**
Study of cells, tissues and organs of the body as seen through the light microscope, involving both lectures and laboratory work. Covers transmission and scanning electron micrographs.

ANA 5217 (72-36-7)
**Gross Anatomy**
Study of the structure of the human trunk, extremities, head and neck, including dissection by student teams.

ANA 5423 (36-18-3)
**Neuroanatomy**
Study of the gross structure of the brain and spinal cord and the functional relationship among their parts. Emphasizes major motor and sensory pathways and integrative mechanisms of the central nervous system.

**Biochemistry**
Chairman and Professor: K.H.Woodside; Professor: R.E.Block, E.E.Groseclose; Associate Professors: E.O.Keith

BCH 5116 (114-0-6)
**Medical Biochemistry**
Covers biochemical reactions and pathways of normal human health, nutrition from a biochemical viewpoint, the biochemistry of the gastrointestinal, pulmonary, renal, musculoskeletal, endocrine, and other systems.

**Pathology**
Chairman and Professor: M.A.Khin; Professor Emeritus: D.C.Bergman; Associate Professor: K.Khin; Clinical Associate Professor: L.Lang, III; Clinical Assistant Professors: J.Mones, R.Ziegler; Clinical Instructor: C.Carson

PTH 6112 (36-0-2)
**Principles of Pathology**
Introduces students to basic concepts and principles of pathology needed for the applied clinical courses to follow during the semester.

**Microbiology**
Chairman and Professor: H.E.Laubach; Professor: H.Hada; Associate Professor: D.Burris

MIC 5126 (114-0-6)
**Medical Microbiology**
Includes Bacteriology, Virology, Parasitology, Mycology.

**Pharmacology**
Chairman and Associate Professor: L.Crespo

PCO 6112 (36-0-2)
**Principles of Pharmacology**
Introduces basic pharmacological concepts and principles needed for the applied clinical science courses to follow during the semester.

**Physiology**
Chairman and Associate Professor: S.Taraskevich; Assistant Professors: J.Leedham, D.L.Palazzolo
PHS 5126 (114-0-6)
Medical Physiology
Study of general physiology (cell function, membrane translocation, electrophysiology, muscle physiology), cardiovascular, renal, gastrointestinal, respiratory, endocrine, and neurophysiology.

Behavioral Medicine
Chairman and Professor: D. Shaw

Division of Medical Humanities
Chairman and Professor: S. Cohen

Division of Psychiatry

BMH 5105 (0-10-0.5)
Medical Ethics
Discusses and explores important issues in medical ethics, especially those involving physician/patient relationships.

BMP 6112 (36-0-2)
Psychiatry
Introduces the major clinical concepts of psychiatry. Emphasizes the biophysical model as it relates to the assessment, diagnosis, empathic and compassionate treatment of major psychiatric disorders as listed in the DSM-IV.

Family Medicine

Division of Community Medicine
Chairman and Assistant Professor: A. McLean; Professor Emeritus: C. L. Brumback; Professors: R. Foster, F. Lippman, M. J. Morris, S. Zucker; Clinical Professor: M. Morganstine; Clinical Associate Professor: H. H. Mones; Assistant Professor: B. Baker, P. McGibney, D. Steinkohl, M. Wilkinson; Instructor: S. Ganes; Clinical Instructor: D. James

Division of Emergency Medicine
Chairman and Professor: B. Feingold; Clinical Associate Professors: J. C. Eutzler, M. Latterman; Clinical Assistant Professors: J. Gordon, A. Memon, E. Rancatore, S. Saef, D. Schillinger, K. Schrank, S. Silverman, S. Tenenbaum, J. Yates

Division of Geriatrics
Chairman and Associate Professor: F. Komara; Assistant Professor: B. Birgani
Division of Osteopathic Manipulative Medicine
Chairman and Professor: A. Snyder; Professor Emeritus: M. Greenhouse; Associate Professor: M. Sandhouse; Assistant Professors: R. Chase, F. Linetsky

Division of Physical Medicine and Rehabilitation
Chairman: Vacancy; Clinical Assistant Professors: M. Creamer, M. Gilbert, I. Haber, R. Tolchin

Division of Rural Health and Research
Chairman and Professor: M. Goldstein; Professor: R. Perraud

FMC 5221 (18-0-1)
Medical Epidemiology
Introduction to basic concepts of epidemiology and biostatistics as it pertains to public health and disease processes.

FMC 6421 (18-0-1)
Medical Jurisprudence
Seminar and lecture series covering physician-attorney relationships, legal terminology and principles. Emphasizes medical risk management.

FME 5105 (0-8-0.5)
Basic Life Support
American Heart Association-approved course leading to certification upon successful completion.

FME 6221 (0-18-1)
Advanced Cardiac Life Support
American Heart Association-approved advanced cardiac life support course, taken prior to clinical rotations.

FMO 5113 (18-36-3)
Osteopathic Manipulative Medicine I
Introduction to general principles and techniques of diagnosis of the axial skeleton and paraspinal regions. Introduces students to basic terminology and examination skills through lecture, demonstration, and hands-on performance.

FMO 5223 (18-36-3)
Osteopathic Manipulative Medicine II
Covers principles and techniques on a regional basis. Stresses the neurophysiological aspects of muscle dysfunction and pain mechanisms. Treatment modalities include counterstrain, myofascial release, indirect technique and muscle energy technique.

FMO 6113 (18-36-3)
Osteopathic Manipulative Medicine III
Continues the study of osteopathic diagnosis and treatment, and the development of skills learned in previous semesters. High velocity, low amplitude techniques are included. Interdisciplinary clinical correlation is emphasized.

FMO 6423 (18-36-3)
Osteopathic Manipulative Medicine IV
Development of the osteopathic approach to systemic diseases, utilizing skills learned in previous semesters. Cranial osteopathic technique is included. Interdisciplinary clinical correlation is emphasized.

FMO 8148 (0-960-[Clinic]-48)
Osteopathic Manipulative Medicine Fellowship I
The first of two practica, this rotation introduces the OMM Fellow to the concepts of ongoing ambulatory osteopathic care and offers some teaching experience.
FMO 8248 (0-960[-Clinic]-48)
Osteopathic Manipulative Medicine Fellowship II
A continuation of the first practicum, this rotation builds on the Fellows' patient care responsibilities and stresses a more intense teaching load.

FMR 6205 (10-0-0.5)
Rural Medicine
Introduces concepts of rural practice, the role of the rural practitioner and problems associated with health care delivery in rural and medically underserved areas.

Internal Medicine

Division of Dermatology
Chairman and Clinical Associate Professor: H.A. Schwartzberg; Clinical Professor: I. Feldman; Clinical Associate Professors: P. Dermer, S.E. Skopit; Clinical Assistant Professor: D. Longwill-Fox

Division of Hematology/Oncology
Chairman and Clinical Associate Professor: B.M. Krein; Clinical Associate Professor: J.B. Leslie; Clinical Assistant Professors: B. Horowitz, S. Krathen, J. Weisberg, A.E. Hano, J. Policzer, H. Saber

Division of Nephrology
Chairman and Clinical Assistant Professor: J. Waterman; Clinical Associate Professor: C. Abraira; Clinical Assistant Professor: S. Snyder

Division of Neurology
Chairman: Vacancy; Professor: L. Jacobson; Clinical Associate Professor: B.J. Cutler; Clinical Assistant Professors: M. Swerdloff, H. Todd, P. Winner; Clinical Instructor: V. Salanga

Division of Pulmonary Medicine
Chairman and Professor: E. Bolton, Jr.; Clinical Assistant Professors: L. Barroso, J. Giamimo, D.J. O'Leary

Division of Radiology
Chairman and Professor: D. Finkelstein; Clinical Associate Professors: S. Bakst, B.E. Pyko; Clinical Assistant Professor: C. Wamokaski; Clinical Instructors: R. Burke, R. Farber

Obstetrics and Gynecology
Chairman and Professor: D.R. Barkus; Clinical Professor: B.L. Stalnaker; Clinical Associate Professors: E.E. Ballestas, R.J. Bass, G. Gouch, J. Hayes, T.W. Lowe;

**Pediatrics**

Chairman and Professor: C. Blavo; Professor: A. Melnick; Clinical Professor: F. Lifshitz; Clinical Associate Professors: M. Marcus, E.J. Marsh; Assistant Professor: R. Joseph; Clinical Assistant Professors: J. Albrecth, M. Cintas, J. Del'Toro, O. Dominguez, F. Guyer, S.M. Haynes, A.M. Johnson, R.J. Joseph, R. Lopez-Guerrero, H. Perez, B. Rub, J. Rub, M. Rub, R. Schloegel, M. Siddidui, F. Sterling, B. Udell, M. Villarosa

**Surgery**


**Division of Anesthesiology**

Chairman and Clinical Associate Professor: R.H. Sculthorpe; Clinical Associate Professor: E.L. Lowery; Clinical Assistant Professor: G.J. Arcos; Clinical Instructor: B. Hindin

**Division of General Surgery**

Chairman and Clinical Associate Professor: E. Wiener; Clinical Associate Professor: B. Silverman

**Division of Ophthalmology**

Chairman and Clinical Associate Professor: W. Bizer; Professor Emeritus: E.D. Hersh; Clinical Associate Professor: P. Shettle; Clinical Assistant Professors: R.L. Bentz, C. Berger, R.J. Guliner, E.R. Leonard, A.L. Rubin, R. Susi

**Division of Orthopedic Surgery**

Chairman and Clinical Professor: M. Rech; Professor: M.J. Morris; Clinical Associate Professor: D.L. Gula; Clinical Assistant Professors: D. Horvath, M. Richman, M. Weiss

**Division of Otorhinolaryngology**

Chairman and Clinical Professor: D.J. Duncan; Clinical Associate Professors: J.H. Caschette; Clinical Assistant Professors: M. Bibiowicz, R. Conrucci, J. Dickens, D. Harrington, R. Maliner, C. Shapiro, H. Sussman

**Division of Urology**

Chairman and Clinical Professor: W.A. Steinsnyder; Clinical Associate Professors: R.A. Hoffberger, B. Rappel; Clinical Assistant Professors: R.B. Antosek, K. Ciancomo, M. Weinstein

**INTERDISCIPLINARY COURSES**

**IDC 5205 (8-0-0.5)**

Substance Abuse and Addiction

Lectures and readings on the epidemiology, identification, diagnosis and management of Addictive Disorders, including an overview of the pharmacology and toxicology of abused substances.
**IDC 5305** (8·0·0.5)  
Violence and Abuse  
Introduces the problems of domestic violence, child abuse, and the impact of violence on the family. Discusses the role of social services, the legal system and intervention by the physician.

**IDC 5405** (0·10·0.5)  
Library Skills Workshop  
Introduction to printed and electronic resources of the library and to computer searching techniques through the library subscription database and the Internet.

**IDC 5505** (8·0·0.5)  
Ethnocultural Medicine  
Exposes students to skills and insights needed to deal with problems of providing health care to minorities. Stresses need for effective communication, understanding of cultural factors and how they impact on patient compliance and the doctor/patient relationship.

**IDC 6005** (6·0·0.5)  
HIV Seminar  
Review of diagnosis and management of HIV infections and disease, with emphasis on counseling and comprehensive care of the HIV-infected patient.

**IDC 6705** (8·0·0.5)  
Alternative Medicine  
Introduces concepts and practices of alternative and complementary medicine.

**IDC 6805** (8·0·0.5)  
Human Sexuality  
Overview of the physiologic, psychological, and social aspects of human sexuality. Intended to increase student awareness and develop facility with discussing sexual matters with patients.

**IDC 5312** (0·36·2)  
Community Service I  
Provision of health care to an approved community health facility.

**IDC 5122** (0·36·2)  
Community Service II  
Provision of health care to an approved community health facility.

**IDC 6212** (0·36·2)  
Community Service III  
Provision of health care to an approved community health facility.

**IDC 6522** (0·36·2)  
Community Service IV  
Provision of health care to an approved community health facility.

**IDC 5513** (0·54·3)  
Research I  
Basic or applied scientific research relevant to Medicine, under faculty supervision.

**IDC 5213** (0·54·3)  
Research II  
Basic or applied scientific research relevant to Medicine, under faculty supervision.

**IDC 6213** (0·54·3)  
Research III  
Basic or applied scientific research relevant to Medicine, under faculty supervision.

**IDC 6123** (0·54·3)  
Research IV  
Basic or applied scientific research relevant to Medicine, under faculty supervision.
Clinical Practicum I
Introduces medical history taking and physical examination techniques. Emphasizes communication skills and physician/patient interactions.

Clinical Practicum II
Development of history and physical examination skills utilizing simulated patient examinations.

Clinical Practicum III
Students perform problem-based simulated-patient focused evaluations. Emphasizes case presentations. Students are assigned hospital histories and physical examinations.

Clinical Practicum IV
Continuation of focused problem-based simulated case presentations are emphasized. Students are assigned hospital histories and physical examinations.

Clinical Correlation I
Small-group interactive sessions emphasize care of the normal patient and preventive medicine. Cases are correlated with ongoing clinical experience and didactic course work.

Clinical Correlation II
Continuation of small-group interactive sessions emphasizing care of the normal patient and preventive medicine. Cases are correlated with ongoing clinical experience and didactic course work.

Clinical Correlation III
Small-group interactive sessions in which problem-solving skills are applied to case studies, utilizing clinical, laboratory, and radiographic data. The cases correlate with the content of the didactic and clinical courses being taught.

Clinical Correlation IV
Continuation of small-group interactive sessions in which problem-solving skills are applied to case studies, utilizing clinical, laboratory, and radiographic data. The cases correlate with the content of didactic and clinical courses being taught.

Clinical Procedures I
Introduces common procedures encountered in clinical practice. Emphasizes proper technique.

Clinical Procedures II
Further introduction to common procedures encountered in clinical practice, with emphasis on proper technique.

Guided Study I
Special assignment on a clinical or scientific subject, under faculty supervision.

Guided Study II
Special assignment on a clinical or scientific subject, under faculty supervision.

Guided Study III
Special assignment on a clinical or scientific subject, under faculty supervision.
Guided Study IV
Special assignment on a clinical or scientific subject, under faculty supervision.

Medical Informatics
Introduction to the use of computers with specific applications to medicine, including e-mail, electronic textbooks and presentation software.

Pre-Clerkship Seminar
A series of presentations at the end of the sophomore year to reinforce knowledge and skills useful for clinical rotations. Topics include: risk management, medical record documentation, OSHA regulations, physician/patient relationship, standard health maintenance care of an adult and child, hospital protocols, literature research, educational resources.

Senior Seminar
A series of presentations prior to graduation to reinforce knowledge and skills useful for the internship experience. Topics include: medical economics, risk management, on-call medication, physician impairment, professional liability, medical licensure, emergency management. A mock trial is presented.

INTERDISCIPLINARY PRECEPTORSHIPS
The Interdisciplinary Generalist Preceptorships introduce students to primary care clinical settings (specifically, managed care) early in their medical education. This physician mentor program emphasizes Family Medicine, General Internal Medicine, and General Pediatrics. In year one, students rotate, on a weekly basis, with primary care physicians. In year two, students continue these experiences and also rotate through managed care headquarters.

Medical Informatics
Introduction to the use of computers with specific applications to medicine, including e-mail, electronic textbooks and presentation software.

Pre-Clerkship Seminar
A series of presentations at the end of the sophomore year to reinforce knowledge and skills useful for clinical rotations. Topics include: risk management, medical record documentation, OSHA regulations, physician/patient relationship, standard health maintenance care of an adult and child, hospital protocols, literature research, educational resources.

Senior Seminar
A series of presentations prior to graduation to reinforce knowledge and skills useful for the internship experience. Topics include: medical economics, risk management, on-call medication, physician impairment, professional liability, medical licensure, emergency management. A mock trial is presented.

INTERDISCIPLINARY SYSTEMS
The Systems courses involve participation by the Departments of Family Medicine, Internal Medicine, Pediatrics, Obstetrics and Gynecology, Behavioral Medicine, Surgery and Basic Sciences. Traditional classroom lectures are given in an integrated fashion so that clinical aspects, pathophysiology of diseases and disorders of each system are addressed. Infectious diseases and malignancies are addressed in each system. Pharmacology and Pathology are integrated extensively in all the systems. Osteopathic principles and practice are also integrated into all the systems.

Hematopoietic and Lymphoreticular System
Covers the diagnosis, management of hematopoietic, lymphoreticular system diseases, disorders; hemostasis, platelets, white blood cells, and myeloproliferative, immunoproliferative and oncologic disorders.
**Cardiovascular System**

Covers pathophysiology, diagnosis and management of common cardiovascular disorders. Teaches electrocardiography, and includes training in the use of "Harvey."

**Reproductive System**

Covers pathophysiology, diagnosis, treatment of common gynecologic disorders, obstetrics. Special issues are discussed, such as domestic violence.

**Respiratory System**

Covers pathophysiology, diagnosis, management of common respiratory disorders, infectious disorders, neoplasms of the respiratory system. Discusses ventilatory functions, management of respiratory failure.

**Nervous System**

Covers pathology of the nervous system, neurologic dysfunctions, pathophysiologic mechanisms of neurologic diseases, pharmacotherapeutics. Addresses rehabilitative aspects of nervous system dysfunctions. Addresses the application of Osteopathic Manipulative Medicine to nervous system disorders.

**Endocrine System**

Covers pathophysiology, diagnosis, management of hormonal disorders; diseases of the pituitary, thyroid, adrenals, pancreas, parathyroid; neoplasms, infectious diseases affecting the endocrine system.

**Musculoskeletal System**

Covers diseases, disorders of the musculoskeletal system. Addresses pathophysiology, diagnosis and management of rheumatologic disorders, orthopedics, aspects of physical medicine and rehabilitation. Osteopathic Manipulative Medicine is in this system.

**Gastrointestinal System**

Covers pathophysiology, diagnosis, management of gastrointestinal diseases, disorders; infectious, neoplastic diseases affecting the gastrointestinal system.

**Integumentary System**

Covers clinical aspects of skin diseases, infections of the skin, skin pathology, pediatric dermatoses, neoplastic disorders of the skin, burn management, plastic surgery, skin disorders, cutaneous manifestations of systemic disorders, and diseases of the breast.

**Renal/Urinary System**

Covers renal pathophysiology; glomerular, tubulointerstitial diseases, renal failure, congenital disorders, metabolic disorders, neoplasms of the renal/urinary system, and urology.
Affiliated Hospitals

Broward General Medical Center
Ft. Lauderdale
Glenn R. Singer, M.D.
Associate Medical Education Director
Chief Executive Officer: Wil Trower

Columbia Hospital
West Palm Beach
Chief Executive Officer: Michael Fencel

Coral Springs Medical Center
Coral Springs
Daniel Hurwitz, M.D.
Associate Medical Education Director

Florida Hospital East Orlando
Orlando
D.M.E.: Glenn Bigsby, D.O.
President: Sandra Randolf, M.B.A.

Glades General Hospital
Belle Glade
Chief Executive Officer: Neil Whipkey

Gulf Coast Hospital
Ft. Myers
President: Denny W. Powell

Imperial Point Medical Center
Ft. Lauderdale
Robert S. Meigs, M.D.
Associate Medical Education Director

Jackson Memorial Hospital
Miami
Kathleen Schrank, M.D.
Director of Emergency Care Center
Chief Executive Officer: Ira C. Clark

J.F.K. Medical Center
Atlantis
Chief Executive Officer: Richard Cascio

Memorial Regional Hospital
Hollywood
Stanley Marks, M.D.
Director of Medical Affairs

Miami Children's Hospital
Miami
Chief of Staff: Fema Lifshitz, M.D.
Marco Danon, D.M.E.
Executive Officer: William A. McDonald

Miami Heart Institute
Miami
President/CEO: Reuven Savitz

Mount Sinai Medical Center
Miami Beach
Frederico Justiniani, M.D., D.M.E.

North Broward Medical Center
Pompano Beach
H. Murray Todd, M.D.,
Associate Medical Education Director

Palmetto General Hospital
Hialeah
D.M.E.: Marc Morganstine, D.O.
Acting Chief Executive Officer:
George Fayer, M.B.A.

Palms West Hospital
Loxahatchee
CEO: Wayne Cambell

Peninsula Medical Center
Ormond Beach
D.M.E.: Gerald Woodard, D.O.

Sacred Heart Women's Hospital
Pensacola
D.M.E.: Jorge D. Blank, M.D.

Southwest Florida Regional Medical Center
Ft. Myers
President/CEO: Nick Carbone

Sun Coast Hospital
Largo
D.M.E.: James Eutzler, D.O.
Chief Executive Officer: Jeffrey A. Collins

University Community Hospital of Carrollwood
Tampa
D.M.E.: Oscar Venzor, D.O.
Administrator: Larry Archbell

Westchester General Hospital
Miami
D.M.E.: Harris Mones, D.O.
Administrator: Gilda Baldwin
Special Academic Programs

SYFAM - Seven-Year Family Medicine Program

Recognizing the need for family medicine physicians, Nova Southeastern University College of Osteopathic Medicine has established a seven-year track for entering students. This ensures an uninterrupted education for students committed to family medicine and eliminates the need for repeated applications and competition for internships and residencies.

Students who successfully complete the first four years of this track, the medical school years, will be guaranteed appointment to an internship program in a Nova Southeastern University-affiliated institution, and then to a Nova Southeastern University Family Medicine Residency for two years. The student, by accepting admission into this track, agrees to these appointments. During the four years of medical school, regular tuition will be charged. During internship and residency, compensation shall be equal to comparable salaries paid at the time.

During the medical school years, students on this track will be organized into a special group and receive benefits such as special education programs, subsidized attendance at some state and national meetings, such as the American College of Osteopathic Family Physicians annual meeting. A qualified family medicine physician is appointed advisor to the group.

Area Health Education Center (AHEC)

The mission of NSU’s Area Health Education Center’s (AHEC) Program is to improve access to and quality of primary health care service to medically underserved communities by linking the resources of academic health centers with community-based health care providers. Nova Southeastern University’s College of Osteopathic Medicine, the first medical school in the state of Florida to develop an AHEC Program, officially began its program in 1985. Since its inception, the program has worked to develop effective and comprehensive training programs that improve access to quality primary health care for Florida’s medically underserved rural and inner-city urban communities.

Our nationally recognized program now serves underserved communities and populations throughout a 20,000 square mile area of South and Central Florida. Our first AHEC Center, the Everglades AHEC, reaches underserved areas within a ten-county region extending from the inner city of northern Dade County to rural communities around Lake Okeechobee. Based on the success of the Everglades AHEC, the University was awarded additional funding to develop a Central Florida AHEC, which now serves nine counties and stretches from Lake Okeechobee to above Orlando.

By including training programs in community settings, we expose students to the challenges, rewards and practice opportunities related to working in medically underserved areas. Students have opportunities to work together while learning to provide valuable primary care services to the community.

Rural Medicine Program

The Rural Medicine training program at the College of Osteopathic Medicine was named one of the nation's 10 most innovative in a Congressional study by the National Rural Health Association—one of two medical schools so rated. This is with good reason.
The College of Osteopathic Medicine has had since its inception the mission of training its students in rural medicine and improving medical care to rural communities. In addition to a core course in rural medicine, students are assigned three months of clinical rotation in rural medicine. This provides all Nova Southeastern University College of Osteopathic Medicine students with basic insight into the special health care needs of the people living in underserved communities. The majority of the affiliated community health care centers treat migrant farm workers and indigent patients.

The rural medicine program provides a unique, enriching experience. Nova Southeastern University's faculty believe that exposure to rural practice better prepares and motivates young health professionals to practice in rural underserved areas.

Dual Admission Program

Nova Southeastern University Health Professions Division has established a dual admission program with the Nova Southeastern University Farquhar Center for Undergraduate Studies for a select number of highly motivated, qualified students interested in pursuing both undergraduate and professional studies in osteopathic medicine. This allows candidates to receive their doctoral degrees in osteopathic medicine in a 7-year or 8-year period.

Candidates must maintain a specified G.P.A. and S.A.T. score to be eligible for the Dual Admission Program, and achieve acceptable scores on the Medical College Admission Test (MCAT).

In the 7-year program, students will be awarded a B.S. degree from the Farquhar Center upon the successful completion of the first year of medical education at Nova Southeastern University College of Osteopathic Medicine.

Students in both programs will receive the D.O. (Doctor of Osteopathic Medicine) degree after four years of training at Nova Southeastern University College of Osteopathic Medicine.

For complete information and requirements, contact the Office of Admissions, Farquhar Center for Undergraduate Studies, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, Florida 33314.

D.O./M.P.H. Program

A Doctor of Osteopathic Medicine/Master of Public Health dual degree program is available to students. The MPH degree is administered and granted by the College of Allied Health. Students may contact the Office of Medical Education of the College of Osteopathic Medicine for details on this program. Participation in this program for College of Osteopathic Medicine students is at the discretion of the Dean of the College of Osteopathic Medicine.

Student Organizations

Student Council is the official voice of all students. The organization is open to all students, and welcomes proposals and participation from the entire student body. Its responsibilities include collecting and expressing student opinion, dispensing funds for student activities, acting as liaison for the student body, promoting osteopathic medicine, supporting club and class activities, and working to improve the quality of life for students at the College of Osteopathic Medicine.

The Student Council President is the College of Osteopathic Medicine's representative on the Council of Student Council Presidents (CSCP), an organization composed of student government presidents from each of the 19 osteopathic medical schools in the U.S.
Other

Many student organizations addressing various professional and practice-related interests are also open for student membership, including:

American Medical Student Association
Atlas Fraternity
Christian Medical and Dental Society
Emergency Medicine Club
Hispanic Osteopathic Medical Association
Lambda Omicron Gamma
Obstetrics and Gynecology Club
Pediatrics Club
Psi Sigma Alpha

Sports Medicine Club
Student Associate Auxiliary
Student National Medical Association
Student Osteopathic Medical Association
The Undergraduate American Academy of Osteopathy
Student Chapter of the American College of Osteopathic Family Physicians
Undergraduate Chapter of the Florida Osteopathic Medical Association
Association of Military Osteopathic Physicians and Surgeons
Surgery Club
Mission Statement

The College of Pharmacy serves the public by preparing pharmacists to improve health care outcomes through pharmaceutical care. The dynamic curriculum employs new technology and other methods to promote student learning and stimulate a lifelong learning process.

Students develop competencies required to function effectively and efficiently in a changing as well as a challenging health care environment. Faculty and students contribute significantly to the body of knowledge and provide service for the profession and the public.
College of Pharmacy

William D. Hardigan, B.S., M.S., Ph.D.
Dean

Administration
William D. Hardigan, B.S., M.S., Ph.D., Dean
Paul Magalian, B.S., Associate Dean Emeritus
Dean L. Arneson, Pharm.D., M.S., Ph.D., Assistant Dean for Student Affairs
Lisa Deziel-Evans, B.S., Pharm.D., Assistant Dean for Academic Affairs
Carsten Evans, B.S. Pharm., M.S., Ph.D., Assistant Dean for Professional Affairs
Andres Malavé, B.S., M.S., Ph.D., Assistant Dean for Pharmaceutical Sciences
Scott A. Swigart, B.S., Pharm.D., Assistant Dean for Pharmacy Practice
Andrew Robeson, B.A., M.Ed., Ed.S., Executive Assistant for Administration

Pharmacy

With the nation struggling to deliver high quality, affordable health care, there has come a greater appreciation of the importance of pharmacists as members of today's health care team. The pharmacist's role has rapidly expanded from drug compounding and distribution to a more patient-oriented one, and the College of Pharmacy is training its students in procedures vital to meeting the challenges facing the profession and important in reducing health care costs.

The College of Pharmacy adopted its first class in 1987 to become the only College of Pharmacy in south Florida. Since then, it has graduated 780 professionals with either Bachelor of Science in Pharmacy or Doctor of Pharmacy (Pharm.D.) degrees. Because of the profession's demand for greater clinical specialization, the College has discontinued its baccalaureate degree program.

Pharmacists are experts on drugs and therapeutic goals, their biological action and uses, formulation, adverse effects and potential for drug interactions. However, pharmacists are not just drug-oriented, but people-oriented. They consider both the medication and the patient to ensure that the patient has the right drug, in the right amount, for the right length of time, and with a minimum of adverse effects. The result is improved health care.

Most pharmacists practice in patient-oriented settings: in community pharmacies, hospitals, extended care facilities or public health clinics. In addition, pharmacists are employed by the pharmaceutical industry in research and development, in manufacturing, or as medical service representatives. They work in academic institutions, government, health maintenance organizations, and home health care programs.

It is because of these challenges and opportunities that pharmacy has assumed a wider role and become an increasingly rewarding profession involving patient counseling, compliance, and education.
Accreditation
The American Council on Pharmaceutical Education has accredited the Doctor of Pharmacy program of the College of Pharmacy, Nova Southeastern University. The College of Pharmacy is a member of the American Association of Colleges of Pharmacy.

Facilities
The College of Pharmacy is headquartered on the third floor of the Health Professions Division Administration Building. Pharmacy Practice, Pharmaceutics, Pharmacokinetics, and Pharmacy Administration laboratories are located on the third floor of the Library and Laboratories Building, near the Health Professions Division's research laboratories. Clinical clerkship and externship sites are located throughout central and south Florida.

The pharmaceutical care center is adjacent to the clinic. The College of Pharmacy's Drug Information Center, located on the first floor of the Library and Laboratories Building, near the Health Professions Division's research laboratories meets a pressing demand among health care professionals for accurate, up-to-date information on medications, their adverse effects, incompatibilities, and potential for interactions.

Requirements for Admission
The College of Pharmacy selects students based on pre-pharmacy academic performance, the Pharmacy College Admission Test (PCAT) scores, personal interviews, written applications and letters of evaluation.

Pre-Pharmacy Studies
1. Prior to matriculation, College of Pharmacy applicants must complete a minimum of 63 semester hours of course work at a regionally accredited college or university, including the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General biology, including laboratory</td>
<td>8</td>
</tr>
<tr>
<td>General chemistry, including laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Organic chemistry, including laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Calculus (from a mathematics department)</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Social/Behavioral sciences</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Economics (macro/micro)</td>
<td>6</td>
</tr>
<tr>
<td>Additional Social/Behavioral sciences and/or Humanities</td>
<td>9</td>
</tr>
<tr>
<td>Computer literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Students must have a GPA of 2.75 or higher on a four-point scale. To assure a well-rounded background for professional studies and adequate preparation in mathematics and sciences, the College requires students to earn a grade of 2.0 or better in each required pre-pharmacy course and a minimum grade of 2.0 in all biology courses, in all chemistry courses, and in all mathematics courses. We strongly recommend that courses taken outside these requirements be in the social and behavioral sciences or the humanities.

3. Applicants are required to submit official scores from the Pharmacy College Admission Test (PCAT). A national, standardized examination, the PCAT is designed to measure verbal ability, quantitative ability, reading comprehension, and knowledge of biology and chemistry. PCAT scores must be no more than five years old at the time of interview. Applicants should take the PCAT no later than October or February prior to the expected date of matriculation. Candidates should schedule pre-pharmacy course work so that they complete biology and some chemistry courses be-
before taking the PCAT. The half-day test is offered in October, February and April at locations throughout the U.S. and Canada, including Tampa, Gainesville, Tallahassee and at Nova Southeastern University. Application brochures for the PCAT may be available at your college. You can also receive the brochure from the Office of Admissions, College of Pharmacy, or by forwarding a written request to:

Pharmacy College Admission Test
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204
(800) 622-3231

Foreign Course Work
Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence by one of the three services listed below. You should contact:

World Education Services, Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

or

Josef Silney & Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233

or

Education Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202-0970
(414) 289-3400

It is the applicant's responsibility to have this course work evaluated, and a complete evaluation must be sent to the Office of Admissions.

Application Procedure
Full-time Professional Program

Inquiries for admission should be addressed to the Office of Admissions, College of Pharmacy, 3200 South University Drive, Ft. Lauderdale, Florida 33328, telephone (954) 262-1101 or (800) 356-0026, Ext. 1101. Candidates for admission must submit:

1. A completed application form along with a $50 non-refundable application fee
2. A letter of evaluation from the undergraduate Pre-professional Committee, or, if such a committee does not exist, three letters of evaluation, two from science professors and one from a liberal arts professor
3. Official Pharmacy College Admission Test (PCAT) scores not more than five years old
4. Official college transcripts from all undergraduate and graduate institutions attended, sent directly from the institution

In addition, a letter of reference from a registered pharmacist is recommended.

THE COLLEGE REQUESTS THAT ALL APPLICATION DOCUMENTS BE RECEIVED BY MARCH 15 IN ORDER FOR THE APPLICANT TO BE CONSIDERED FOR ADMISSION IN THE FALL OF THE SAME YEAR. NOTICE OF ACCEPTANCE OR OTHER ACTION BY THE COMMITTEE ON ADMISSIONS WILL BE ON A "ROLLING" OR PERIODIC SCHEDULE. EARLY COMPLETION OF THE APPLICATION IS, THEREFORE, IN THE STUDENT'S BEST INTEREST.
Upon receipt of the completed application and required credentials, the Committee on Admissions will select those applicants eligible to be interviewed. Those selected will be notified in writing of the time and place. All applicants who are eventually chosen by the College must be interviewed, but an invitation to appear for an interview should not be construed by the applicant as evidence of final acceptance.

Since only one sequence of the required professional courses is offered each year, admission of new students to the College is limited to the fall semester.

Tuition and Fees

Full Time Professional Program

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $13,400 for Florida residents and $16,200 for out-of-state students. A student activities fee of $100 each year is required. Eligible students must request in-state tuition on application. For tuition purposes, a student's Florida residency status (in-state or out-of-state) will be determined at initial matriculation and will remain the same throughout the entire enrollment of the student at NSU. Accordingly, tuition will not be adjusted as a result of any change in residency status after initial enrollment registration.

2. Acceptance Fee: $100. This fee is required to reserve the accepted applicant's place in the entering first year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in case of withdrawal. It is payable within two weeks of the applicant's acceptance.

3. Deposit: $400, due March 15, under the same terms as the Acceptance Fee.

4. Pre-registration Fee: $500, due May 15, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $50 when implemented.

The first semester's tuition and fees, less the $1,000 previously paid, are due on or before Registration Day. Tuition for the subsequent semester is due on or before Registration Day for that semester. Students will not be admitted until their financial obligations have been met.

Dual Admissions Program: Undergraduate/Pharm.D. Program

Nova Southeastern University Health Professions Division has established a dual admissions program with the Nova Southeastern University Farquhar Center for Undergraduate Studies for a select number of highly-motivated, qualified students interested in pursuing both an undergraduate education and professional studies in Pharmacy. This allows students to receive their undergraduate Bachelor of Science degree and a Doctor of Pharmacy degree in a six-year period.

Candidates must maintain a specified GPA and achieve acceptable scores on the Pharmacy College Admission Test (PCAT). Students will spend two years in the undergraduate school and then will be awarded a B.S. degree from the Farquhar Center upon completion of the second year of education at Nova Southeastern University College of Pharmacy. Students will receive the Doctor of Pharmacy degree after four years of training at Nova Southeastern University College of Pharmacy.

For information and requirements, contact the Office of Admissions, Farquhar Center for Undergraduate Studies, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, Florida 33314.

Financial Aid

The purpose of the Student Financial Aid Program at Nova Southeastern University is to help as many qualified students as possible
to complete their pharmacy education. Various loans, scholarships, and grants are available to qualified students to help ease the high cost of a pharmacy education. These programs are described in the University publication *Financial Planning for Your Health Professions Education*.

**Transfer Credits**

A student who has attended another college or university must ask the Registrar of that institution and all other institutions attended to send official transcripts of credit to the Office of Admissions, Nova Southeastern University College of Pharmacy. A student who is applying for transfer must also ask the dean of the college of pharmacy attended to send a letter of recommendation directly to the Dean, College of Pharmacy, Nova Southeastern University.

Students entering the College of Pharmacy with an advanced standing may be given credit for courses which are applicable to the courses outlined in the curriculum of the College of Pharmacy. The Dean’s office will evaluate the courses and determine appropriate credits. The program, however, must be completed in seven calendar years. A minimum of 16 credit hours of didactic course work and a minimum of five clerkships must be completed at NSU.

**Suspension/Dismissal**

Failure to complete successfully any course upon repeating it will result in automatic suspension, and may lead to dismissal—regardless of the student’s GPA.

Failure to complete successfully any Externship or Clerkship rotation upon repeating it will result in automatic suspension and may lead to dismissal. This will apply regardless of the student’s GPA.

Failure of two or more courses, Externship or Clerkship rotations, regardless of remediation status, will result in automatic suspension and may lead to dismissal.

Any student falling in the above categories may be required to repeat courses (at his or her expense), at the discretion of the Dean’s office. Unprofessional conduct will result in dismissal. Any student with a GPA below 70% for two semesters will be suspended and may be dismissed.

**Re-Admission Policy**

Students may re-apply for admission if a reasonable time has elapsed since the dismissal. Re-admission will be at the discretion of the Dean. The applicant is required to present adequate evidence that the conditions and/or factors which caused the prior poor academic performance have changed significantly so that there is a reasonable expectation the applicant can perform satisfactorily if permitted to resume his or her college study. The student’s prior academic record will remain part of his or her overall academic record, but none of the prior grades will be calculated in the new GPA.

A student formerly enrolled in the College of Pharmacy must request re-admission through a letter to the Dean of the College of Pharmacy. Additional consideration of the re-entering student’s academic standing will be based on all courses attempted in the College of Pharmacy. Other conditions may apply to the re-admission process: (1) If a student seeking re-admission has attended another college or university since leaving, an official transcript from that institution must be submitted as part of the re-admission request; (2) If a student returns to the College of Pharmacy, normally the requirements of the curriculum which are in force at the time of the return must be met, not the requirements which were in effect when originally admitted.

The College reserves the right, and the student, by his or her act of matriculation, concedes to the College the right to require withdrawal at any time the College deems it necessary to safeguard its standards of scholarship, professional behavior and compliance with regulations or for such other reasons as are deemed appropriate.
Graduation Requirements

To receive a degree, every student must fulfill the following requirements:

1. Be of good moral character
2. Pass all required examinations
3. Complete a minimum of 132 semester hours of course work in the College of Pharmacy within seven years.
4. Satisfactorily complete the assigned curriculum requirements for the degree, including all assignments, with a GPA of 2.0 on a four-point scale or a numerical average of 70% or above
5. Satisfactorily meet all financial and library obligations
6. If transferring, the student must complete a minimum of 16 credit hours of didactic course work in addition to five clerkships
7. Attend in person the rehearsal and commencement program at which time the degree is awarded

Internship

Internship is a requirement for licensure but not for graduation from the College of Pharmacy. Internship must be completed within the guidelines of the Florida Board of Pharmacy as set forth in the Rule, Chapter 61F10, or by the Board of Pharmacy in the state in which the student plans to fulfill the requirements for internship. The College's Director of Experiential Programs provides assistance and guidance to students entering internships.

The Pharm. D. Degree Course of Study

The Doctor of Pharmacy degree is awarded after successful completion of four years of professional study in the College of Pharmacy. The curriculum stresses innovative teaching, delivery and assessment methods. Students are provided an initial orientation during which they are exposed to library and online resources, professionalization and academic expectations.

The curriculum is designed such that courses integrate information and build upon one another in order to provide the student with the knowledge and skills necessary to be successful in the profession. The didactic component of the first two years of the curriculum builds a foundation in the medical and pharmaceutical sciences. Traditional courses in anatomy and physiology, biochemistry and microbiology are provided in order to develop a solid foundation. Pharmaceutical science courses including Pharmacognosy, Pharmacokinetics and Nonprescription Therapies are designed to provide students with a strong understanding of principles of drug therapy. The innovative curriculum also includes the integration of medical chemistry and pharmacology into one course entitled Pharmacodynamics, which runs four semesters. Insight into the business, marketing and legal aspects of pharmacy and the health care system are provided. In addition, the human relation and communication aspects of pharmacy are studied during the second year.

The third year of the curriculum includes courses that focus on application of material learned during the first two years. Therapeutics is integrated with Pathophysiology to address the use of drugs in the disease process and Physical Assessment provides the students with hands-on opportunities to develop skills essential to monitoring drug therapy. Students hone their analytical skills with courses in Research Design and Statistics, Pharmacoeconomics and Drug Literature Evaluation.

Unique aspects of the first three years of the curriculum include an early experience program and an integrated lab. Opportunities for the students to experience pharmacy practice first hand are provided beginning in the first semester. Students complete two semesters in community settings, two se-
mers in hospital settings and one semester each in a service learning environment and a nontraditional pharmacy setting. An integrated lab is initiated during the second year and continues into the third year. This lab provides an opportunity for students to integrate information learned in all courses of the curriculum in order to facilitate application of the material in real-life practice settings.

The final year of the Pharm.D. curriculum is composed of full-time clerkships. The first semester includes four 160 hour rotations in prearranged practice areas. During the second semester, students choose four elective rotations in specialty areas. It is expected that the students practice drug therapy monitoring with more independence at this point in the curriculum. During the last month of the curriculum all students will return to campus for updates on new and changing drug therapy, for presentations and for board exam preparation.

Note: The clerkships are full-time commitments by the student (a minimum of 40 hours per week) Students are assigned to approved off-campus facilities. Clerkships may be taken in any sequence, however, students may not enroll in clerkships until all didactic work has been satisfactorily completed. The curriculum is designed so that knowledge gained in one semester becomes the foundation for material covered in subsequent semesters. Therefore, should students fail to complete successfully the course work specified for one semester, it will impede their ability to take courses in future semesters. This may lead to a delay of one year in graduation. The program must be completed within seven years from the date of matriculation.

CURRICULUM OUTLINE

First Year

First Semester
Orientation
PHA 3500 Experiential Education I 1
PHA 3520 Community Clerkships I 1
PHS 5210 Anatomy and Physiology 4
PHA 3100 Pharmaceutics I 3
BCH 5200 Biochemistry 4
PHA 3200 Pharmacodynamics I 3
PHA 3300 Pharmacy and the Health Care System 2
PHA 3120 Pharmacy Calculations 1
PHA 4300 Dean's Hour I 0
Credits 19

Second Semester
PHA 4520 Experiential Education III 1
PHA 4550 Community Clerkships II 1
PHA 4610 Therapeutics/Pathophysiology I 5
PHA 4330 Communication Skills 2
PHA 4150 Non-prescription Therapies 3
PHA 4230 Pharmacodynamics IV 4
PHA 4310 Patient Care Management I 1
Credits 19

Third Year

First Semester
PHA 5540 Hospital Clerkship II 1

Second Semester
PHA 5550 Non-Traditional Experience 1
POSTGRADUATE DOCTOR OF PHARMACY PROGRAM

Nova Southeastern University College of Pharmacy offers a nontraditional program for baccalaureate-level pharmacists seeking a Pharm.D. degree. This program offers many distinct advantages over other external degree programs. Courses are taught by the same highly qualified faculty who teach the traditional Pharm.D. degree curriculum. Students have access to the Health Professions Division library, computers, online library, other learning resources and the vast technological resources provided by Nova Southeastern University which has been a leader in distance education programs for many years.

The Nontraditional Pharm.D. degree program educates students to achieve the same outcomes as the entry level Pharm.D. program but is designed to meet the needs of working pharmacists. Didactic courses are scheduled in the evenings at Ft. Lauderdale, and broadcast live by compressed interactive video to Ft. Myers, Jacksonville, Orlando, Sarasota, Tampa, and West Palm Beach, Florida, and San Juan, Puerto Rico. Students vary course loads according to their work schedules. Coordinators at each distant site provide guidance and assistance to students assuring communication among students and faculty at all sites. Additional communications are provided through online technologies including e-mail, bulletin boards and live online classrooms. The curriculum stresses innovative teaching, delivery and assessment methods. This approach provides flexibility for the students. The Doctor of Pharmacy degree is awarded after successful completion of the required professional curriculum at the College of Pharmacy.

The students are provided an initial orientation during which they are exposed to library and online resources and academic expectations. An average part-time student would take two courses a semester. At this rate, the didactic portion of the curriculum would be completed in eighteen months. Students must then be prepared to complete clinical rotations on a full-time basis although part-time clerkships are permitted when available. The curriculum requires completion of four, four-week rotations.

All course work must be completed within five years of the initiation of the program. At least 16 semester hours of didactic course work and all clerkships must be completed at NSU College of Pharmacy, regardless of the number of hours that may be transferred from another Pharm.D. program.
Tuition and Fees

The Board of Trustees has established the following tuition and fees for 1999-2000, which are subject to change at any time at the Board's discretion:

1. Tuition: $360 per semester hour
2. Acceptance Fee: $100. This fee is required to reserve the accepted applicant's place in the class. This advance payment will be deducted from the tuition payment due on Registration Day, but it is not refundable in case of withdrawal. It is payable within two weeks of the applicant's acceptance.
3. Pre-registration Fee: $150, due within 30 days of the applicant's acceptance, under the same terms as the Acceptance Fee.
4. University Technology Fee: not to exceed $50 when implemented.

The first session’s tuition and fees, less the $250 previously paid, are due on or before Registration Day. Tuition for each subsequent didactic session is due on or before registration day of that session. Students will not be admitted until their financial obligations have been met.

Application Procedure

To be considered for admission to the Nova Southeastern University College of Pharmacy Postgraduate Pharm.D. program, an applicant must have earned a bachelor's degree in pharmacy from a school or college of pharmacy accredited by the American Council on Pharmaceutical Education. Applicants must be in good standing with a state board of pharmacy.

Candidates for admission must submit:

1. A completed application form along with a $60 non-refundable application fee. Deadline for fall semester is July 15. Deadline for winter semester is December 1.
2. Completed college transcripts from all undergraduate and graduate institutions attended, sent directly to the Office of Admissions, College of Pharmacy, from the Registrar's Office at each institution attended.

Requirements

All students are required to have ongoing access to a computer (minimal configuration will be provided to each entering student) and an account with an Internet Service Provider (ISP). Nova Southeastern University will provide access to e-mail, online databases and library resources but the ISP account must be provided by the student. Information to guide students in this area will be provided by the College.

Curriculum

Typically, the entering student attends a required orientation program at the College of Pharmacy in Fort Lauderdale. During this orientation detailed, hands-on, instruction in the use of online technology and library resources is provided. Students will be provided student ID cards and will have an opportunity to meet with financial aid officers, the registrar and Pharmacy faculty and staff. During the time spent on campus, students will complete the Physical Assessment didactic class in an Institute format. NSU has been recognized for its innovative Physical Assessment program which is provided to practicing pharmacists throughout the country and which has been educating government employed Pharmacists through a grant. The Institute format has been very successful and allows cooperative work among students from all sites using resources located on campus. The orientation and Physical Assessment programs require that the students remain in the Fort Lauderdale area for a five-day period. This is the only on-campus residence requirement for the program.

The emphasis of all courses is on problem solving and case study management.
Upon completion of the 31 hours of required course work, including a project of publishable quality, students are eligible to pursue the clinical clerkship component of the curriculum. Licensure as a Pharmacist or Intern is required for clerkship rotations.

**Institutes**

Certain courses will be provided in an Institute format. Essentially this means that the course work will be provided in a more flexible, compressed format although course expectations and outcomes will be similar to those established for the more traditional weekly lectures. The format of the Institute, including delivery times and delivery methods will be dependent on the course and Institutes will be provided at the discretion of the College. The use of the Institute format has been very successful and increases flexibility for the nontraditional student.

**Clerkships**

The College of Pharmacy provides innovative practice experiences to its students. Off-campus pharmacy practices provide involved experiences in the clerkship. Most affiliated practice sites are based in South Florida with several in the Tampa Bay area.

Hospital, community and chain pharmacies, plus nursing home and other specialty practices, provide students opportunities to interact with patients and health care providers. The emphasis is on the application of didactic knowledge and skills in a non-laboratory, patient care setting under the supervision of College clinical faculty.

**Suggested Nontraditional Pharm.D. Curriculum Outline**

**Orientation**

- Physical Assessment ................. 3

**Fall Semester**

- Research Design & Statistics ........ 2
- Drug Literature Evaluation .......... 2
- Disease Mgmt. I ....................... 4
  Semester Hours ....................... 8

**Second Year**

**Fall Semester**

- Clinical Pharmacokinetics .......... 4
- Disease Mgmt. III .................... 4
  Semester Hours ....................... 8

**Spring Semester**

- Acute Care Clerkship ............... 4
- Chronic Care Clerkship ............. 4
  Semester Hours ....................... 8

**Summer Semester**

- Elective Clerkship ................. 4
  Semester Hours ....................... 8

**College of Pharmacy Courses – Nontraditional Program**

(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours and semester hours)

**Pharmacy (All Departments)**

**Orientation** *(10-0-0)*

An overview of library and online resources, and academic expectations.

Pre-requisite(s): Admission to the Nontraditional Program

**Pharmacy Administration**

**Health Care Systems** *(32-0-2)*

Covers major concepts related to the structure and functioning of the U.S. health care system. Emphasizes analyzing issues associated with health care, personnel and the way that health care is organized, financed and regulated. Examines the provision of drugs and pharmacy services in the context
of the health care enterprise. Student interaction and participation will be encouraged. This course will run half a semester.

**Pre-requisite(s):** None

**Research Design & Statistics (32-0-2)**
Basic statistical concepts are covered and students are expected to understand, evaluate and generate clinical, biomedical and health-care services research. This course will run half a semester.

**Pre-requisite(s):** None

**Pharmacoeconomics (32-0-2)**
Basic concepts and definitions involved in the fields of Pharmacoepidemiology and Pharmacoeconomics. Emphasizes identifying the principles and methodologies of pharmacoepidemiology/pharmacoeconomic analyses and the strengths and weaknesses of specific methods. Stresses application of relevant principles within critical pathways. Discusses practical examples for successful implementation of these concepts and methods for accessing data. This course will run half a semester.

**Pre-requisite(s):** None

**Research Project (16-96-4)**
Students are required to complete a research project which integrates principles learned in courses such as Research Design & Statistics, Drug Literature Evaluation and Pharmacoeconomics. Limited lectures will be provided to guide the students as a group. Each student will work with a faculty member who will serve as the primary mentor for the project. All projects must be accepted for publication or presented at a peer-reviewed session of a state or national professional meeting.

**Pre-requisite(s):** Research Design & Statistics and Drug Literature Evaluation

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**Pharmaceutical Sciences**

**Clinical Pharmacokinetics (48-0-3)**
Application of the concepts and techniques of biopharmaceutics and pharmacokinetics to the rational design of individualized drug dosage regimens taking into consideration factors such as hepatic and renal impairment, effects of other diseases, and drug interactions.

**Pre-requisite(s):** Pharmacokinetics

**Pharmacy Practice**

**Drug Literature Evaluation (32-0-2)**
Provides a framework to guide the student through the thought processes necessary to evaluate different types of medical information. The student is able to apply learned techniques in information retrieval, evaluation and communication by conducting actual literature evaluations on relevant therapeutic topics. This course will run half a semester.

**Pre-requisite(s):** Research Design & Statistics

**Physical Assessment (15-48-2)**
Teaches patient assessment for pharmacists in both ambulatory and inpatient settings. Clinical interview and physical examination techniques will be explained and demonstrated. Students will practice these techniques upon one another under supervision. Charting, interpretation of findings and evaluation of common clinical entities will be integrated into these activities. This course is taught in an Institute format for Nontraditional students during the orientation period.

**Pre-requisite(s):** Admission to the Nontraditional program

**Disease Management I (64-0-4)**
Incorporates the concepts of pathophysiology, therapeutics and disease state management. Emphasis is placed on developing patient based problem solving skills that include appropriate patient assessment, drug
selection, and monitoring of drug therapy. Administrative skills pertinent to the disease states reviewed are also emphasized. The course is taught in a module format and requires extensive interaction among students and faculty. The disease topics covered in this section include cardiovascular, pulmonary, and renal diseases. Pharmacoeconomic and administrative issues related to these disease states are discussed in the latter part of the course. Topics such as MUEs, development of clinical services and controversial issues regarding the diseases are discussed.

**Pre-requisite(s): None**

### Disease Management II (64-0-4)
This course follows the same format as Disease Management I. The disease topics covered in this section include endocrinology, toxicology, infectious diseases, and diseases in special populations.

**Pre-requisite(s): None**

### Disease Management III (64-0-4)
This course follows the same format as Disease Management I and II. The disease topics covered in this section include oncology, psychiatry, neurology, and gastrointestinal diseases.

**Pre-requisite(s): None**

### Required Clerkship Rotations – Nontraditional Program
Two required clerkships that consist of four-week, full-time (40 hours per week) off-campus experiences in a supervised pharmacy practice emphasizing nondistributive, clinical aspects of pharmacy practice. Students apply knowledge, develop competency in pharmacy practice, and enhance knowledge of therapeutic management. Required clerkships include one Acute Care and one Chronic Care.

**Pre-requisite(s): Successful completion of all didactic course work.**

### Acute Care (0-160-4)
Prepares the student to manage a patient who is acutely ill and includes the study of common disease states. Students participate as members of a health care team to develop effective, least toxic, most economical pharmacological regimens for patients in an acute care setting.

### Chronic Care (0-160-4)
Interaction with patients in chronic or long-term care settings including nursing homes and ambulatory care settings. Students follow patients over time and participate as members of a health care team to encourage drug therapy through extensive patient monitoring, and obtaining medical and drug information directly from patients during interviews.

### Elective Clerkship Rotations
Two elective clerkships that consist of four-week, full-time (40 hours per week) off-campus experiences in a supervised pharmacy practice emphasizing nondistributive, clinical aspects of pharmacy practice in a specialty area, allowing students to specialize and obtain greater practice experience. At least one of the elective clerkships must be in a direct patient care setting. Specialty rotations may include, but are not limited to: informatics, administration, geriatrics, pharmacoeconomics, pharmacokinetics, infectious disease, nutritional support, psychopharmacy, pediatrics, rheumatology, surgery, critical care, cardiology, neonatology, immunology and clinical research where available.

**Pre-requisite(s): Successful completion of all didactic course work.**

### Information Specific for students entering Fall 1998

1. **Computer Access**
   All entering students will be required to have computer access and an account with an Internet Service Provider (ISP) such as Mindspring, America on Line, etc. Computers must be Pentium based.
with a minimum of 32 Mb of RAM and Internet access. These requirements are necessary so that students will have access to the University’s online technology including distance library resources and virtual classrooms.

2. Registration
Students entering Fall 1998 must be registered for the program prior to August 1, 1998.

3. Orientation and Physical Assessment
Students entering Fall 1998 only will be provided an initial demonstration of the online library and other online technologies during the week prior to class. An evening will be scheduled to provide this overview via compressed video. Students will need to register for a Physical Assessment Institute in Fort Lauderdale (and may opt to go through the full orientation at that time) prior to starting clerkship experiences. The next Physical Assessment Institute is scheduled for October 1998.

4. Clerkship Requirements
All students registering for clerkship must have proof of immunizations, including Hepatitis B. Basic Cardiac Life Support (BCLS) certification is also required and can be obtained through local hospitals or through the Red Cross. Requirements are outlined in detail in the Clerkship manual.

5. Courses offered Fall 1998
New students are encouraged to register for the following courses:
Research Design & Statistics (2 hours)
Drug Literature Evaluation (2 hours)
Disease State Module I (4 hours)

Note: Research Design & Statistics runs the first half of the semester followed in the second half by Drug Literature Evaluation.

College of Pharmacy Courses
(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and semester hours.)

Biochemistry
Chairman & Professor: K.H. Woodside; Professor: R.E. Block, E.E. Groseclose; Associate Professors: E.O. Keith

BCH 5200 (64-0-4)
Biochemistry
Covers the structures, functions, metabolism of lipids, proteins, carbohydrates, nucleic acids, and body systems. Includes pharmaceutical application of material.

Microbiology
Chairman & Professor: H.E. Laubach; Professor: H. Hada; Associate Professor: D. Burris

MIC 5200 (48-0-3)
Microbiology
Covers the underlying nature of infectious microorganisms. Emphasizes cause, prevention and control of infectious diseases; immunology; mycology; parasitology; bacteriology; virology. Laboratory exercises identify microorganisms, antibiotic testing.

Pharmacy
Orientation
An overview of library and online resources, professionalism and academic expectations. Prerequisite: P-1 Standing

Eighth Semester (20-20-0)
During the last month of the curriculum, students return to campus. Opportunities will be given for student presentations, new drug and drug therapy updates, law review and Pharmacy Board examination review. Pre-requisite(s): P-4 Standing
PHA 4310  
**Patient Care Management I**
Sequence of laboratory based courses use a case study method to draw upon knowledge acquired from all other courses in the curriculum. Cases present patients with conditions that reflect real life situations. Course is divided by disease states and problems may range from therapeutic to social behavioral issues. Emphasizes decision making processes and integrating knowledge and skills from all courses in the curriculum.

**Pre-requisite(s):** The student must have successfully completed all courses in the first three semesters of the curriculum.

PHA 5220  
**Patient Care Management II**
A continuation of Patient Care Management I.

**Pre-requisite(s):** P-3 Standing

PHA 5650  
**Patient Care Management III**
A continuation of Patient Care Management II.

**Pre-requisite(s):** Completion of all courses in the first five semesters of the curriculum.

**Pharmacy Administration**
Chairman and Professor: Vacant; Professors: M.S.Carvajal, E.S.Jaffrey, W.D.Hardigan; Associate Professor Emeritus: P.Magalian; Associate Professor: D.L.Arneson; Assistant Professors: M.T.Assa, L.L.Lai

PHA 4330  
**Communication Skills**
Focuses on the tools necessary to conduct effective and efficient patient interactions. Systematic interviewing, patient assessment and education techniques are emphasized. Specific communication tools to help foster caring therapeutic relationships with patients are incorporated.

**Pre-requisite(s):** Social & Behavioral Pharmacy

PHA 4300  
**Dean’s Hour I**
Introduction to the Pharmacy profession and the art of professionalism.

**Pre-requisite(s):** P-1 Standing

PHA 3410  
**Dean’s Hour II**
Continuation of Dean’s Hour I.

**Pre-requisite(s):** P-1 Standing

PHA 3310  
**Pharmaceutical Marketing**
Overview of the drug and pharmaceutical care development and distribution system.

**Pre-requisite(s):** P-1 Standing

PHA 5410  
**Pharmacoepidemiology and Pharmacoeconomics**
Overview of Pharmacoepidemiology and pharmacoeconomics. Identifies principles, methodologies of pharmacoeconomic analyses; the strengths and weaknesses of specific methods. Practical examples for successful implementation of these concepts are discussed.

**Pre-requisite(s):** Pharmacy & the Health Care System and Research Design and Statistics

PHA 3300  
**Pharmacy & the Health Care System**
Covers major concepts related to the structure and functioning of the U.S. health care system. Emphasizes analyzing issues associated with health care, personnel and the way that health care is organized, financed and regulated. Examines the provision of drugs and pharmacy services in the context of the health care enterprise.

**Pre-requisite(s):** P-1 Standing

PHA 4380  
**Pharmacy Law**
This course covers federal and state statutes, rules and regulations that affect pharmacy practice and selected aspects of gen-
eral law and ethics. Emphasizes the interpretation of those laws affecting the practice of community and institutional pharmacy. Ethical situations are also presented.

Pre-requisite(s): P-2 Standing

**PHA 5440 (48-0-3)**

*Pharmacy Management*

Overview of management, theory, human resources and financial management applied to pharmacy operations.

Pre-requisite(s): Pharmaceutical Marketing

**PHA 5300 (48-0-3)**

*Research Design & Statistics*

Research methodology and statistics. Basic statistical concepts are covered and students are expected to understand, evaluate and generate clinical, biomedical and healthcare services research. Students are required to design, conduct and analyze a research project during the semester.

Pre-requisite(s): Drug Information Resources

**PHA 4300 (32-0-2)**

*Social & Behavioral Pharmacy*

Background in the sociological, psychological and behavioral aspects of pharmacy practice to help students understand the patients' experience of health and illness. Variability in morbidity and mortality, health seeking and patient behavior is explored.

Pre-requisite(s): Pharmacy & the Health Care System

**Pharmacy Administration Electives**

**Ethical Issues in Providing Pharmaceutical Care (32-0-2)**

Due to the changing nature of the practice of pharmacy, pharmacists are faced with an ever increasing number of ethical issues. This course will introduce students to these issues for discussion and evaluation. Students will also be exposed to decision making processes to help determine the best course of action in different ethical situations. Business ethics and social responsibilities are also incorporated.

Pre-requisite(s): P-1 Standing

**PHA 5410 (32-0-2)**

*Pharmacoepidemiology and Pharmacoeconomics*

Basic concepts and definitions. Application of relevant principles within critical pathways will be stressed. Methods for accessing data will be discussed. Students will be required to complete a project in the area.

**Pharmacy Entrepreneurship (32-0-2)**

Traditional and non-traditional entrepreneurial opportunities in pharmacy. Students hear directly from successful entrepreneurs and learn how to evaluate business opportunities. Topics: development of capital, evaluation of markets, forecasting revenues and expenses, creating a work force and the development of a business plan.

Pre-requisite(s): Pharmacy Management

**Survey of Alternative Medicine (32-0-2)**

Overview of alternative health beliefs that patients hold and practice. Health care practices from different cultures will be presented by experts in the area to provide background information and a foundation upon which the practices have developed. Congruency of these practices with traditional (Western) medicine will be addressed.

Pre-requisite(s): P-1 Standing

**Pharmaceutical Sciences**

Chairman and Professor: A. Malave; Professor: R.E. Lindstrom; Assistant Professors: S.K. Das, R. Finkel, K.S. Flaharty, D.M. Gazze, K.J. Miller, A. Rathinavelu, C.S. Vattikonda; Instructor: S. Chattaraj

**PHA 4100 (48-0-3)**

*Clinical Pharmacokinetics*

Applies the concepts and techniques of biopharmaceutics and pharmacokinetics to the rational design of individualized drug
dosage regimens taking into consideration factors such as hepatic and renal impairment, effects of other diseases, and drug interactions.

Pre-requisite(s): Pharmacokinetics

**PHA 4150**  
(48-0-3)  
*Nonprescription Therapies*  
The use of nonprescription therapies including drug and non-drug treatments. Discusses patient education information, potential drug interactions and recommended treatments.  
Pre-requisite(s): P-2 Standing

**PHA 3100**  
(48-0-3)  
*Pharmaceutics I*  
Theory of physicochemical principles which apply to pharmaceutical systems and a study of liquid and dispersion systems.  
Pre-requisite(s): P-1 Standing

**PHA 3110**  
(32-48-3)  
*Pharmaceutics II*  
Continuation of the study of traditional pharmaceutical dosage forms with emphasis on solid and semi-solid systems and an introduction to the novel drug delivery systems. Preparation and dispensing of pharmaceutical solution, emulsion, suspension, semi-solid and solid dosage forms are studied in laboratory.  
Pre-requisite(s): Pharmaceutics I  
Co-requisite: Pharmacokinetics

**PHA 3200**  
(48-0-3)  
*Pharmacodynamics I*  
Applies the principles of organic chemistry in order to understand the drug action at the molecular level; with special emphasis on determinants of drug absorption and distribution, physiological receptors and drug-receptor interactions, and drug metabolism and elimination.  
Pre-requisite(s): P-1 Standing

**PHA 3210**  
(48-0-3)  
*Pharmacodynamics II*  
Continuation of Pharmacodynamics I. Covers drugs which act in the autonomic nervous system, renal, cardiovascular and gastrointestinal systems.  
Pre-requisite(s): Pharmacodynamics I

**PHA 4220**  
(80-0-5)  
*Pharmacodynamics III*  
Continuation of Pharmacodynamics I & II. Covers drugs that are used in the treatment of pain and inflammation, CNS related disorders and endocrine-mediated disorders.  
Pre-requisite(s): Pharmacodynamics I

**PHA 4230**  
(64-0-4)  
*Pharmacodynamics IV*  
Continuation of Pharmacodynamics I, II & III. Covers anti-infective agents, cancer and anti-cancer drugs. Emphasizes the mechanism of action, pharmacodynamics and therapeutic uses of drug categories. Identifies adverse effects, contraindications and clinically significant interactions with drugs and/or food. Discusses principles of Toxicology and its clinical application.  
Pre-requisite(s): Pharmacodynamics I and II and Microbiology

**PHA 3130**  
(64-0-4)  
*Pharmacokinetics*  
A discussion of the mechanisms and rates of absorption and disposition of drugs. This course examines how the fate of drugs in the body is influenced by physiologic and biochemical processes. The principles involved in drug absorption, distribution, metabolism and elimination are discussed.  
Pre-requisites: Pharmaceutics I and Pharmacy Calculations

**PHA 3120**  
(16-0-1)  
*Pharmacy Calculations*  
Different methods used by the pharmacist in the process of solving the mathematical problems typically found in the practice of the profession of pharmacy. Emphasizes metric and common systems conversions, fundamentals of measurements, percentages, dose calculation, specific gravity, dilution, concentration and dosage adjustment.  
Pre-requisite(s): P-1 Standing
Pharmaceutical Sciences Electives

**Advances in Central Nervous System Pharmacology** *(32-0-2)*
Extensive review of recent developments in the understanding of CNS neurotransmitter/neuropeptide receptor systems with particular emphasis on their relevance to the actions of psychopharmacological agents. Focuses on the neuroanatomy, neurophysiology and pathophysiology of specific neurotransmitter/neuropeptide systems; examines the interaction of these systems in the expression of CNS effects.

**Pre-requisite(s):** Pharmacodynamics I, II and III

**Advances in Drug Delivery** *(32-0-2)*
Current information on the science and technology of novel drug delivery systems. Emphasizes the development of controlled release formulations based on physiochemical properties of the therapeutic agent, polymer and biomaterials and the mathematical relationships of drug disposition.

**Pre-requisite(s):** Pharmaceutics I
**Co-requisite:** Pharmacokinetics, Pharmaceutics II

**Current Topics in Pharmaceutical Sciences** *(16-0-1)*
Special topics are covered by faculty and visiting scientists. The goal of each topic is to provide the student with an understanding of and appreciation for current problems and procedures underlying the Pharmaceutical Sciences discipline.

**Pre-requisite(s):** Topic dependent – see course coordinator for details

**Drugs of Abuse** *(32-0-2)*
Types of substances abused, methods and routes of administration, the pertinent toxicokinetics, the pharmacological/toxicological mechanisms and the clinical manifestations of drug abuse. Treatment of intoxication and withdrawal, societal impact of drug abuse, legal implications and current trends of substance abuse.

**Pre-requisite(s):** Pharmacodynamics I and II

**Introduction to Molecular Medicine** *(16-0-1)*
Gene defects and diseases that originate at the molecular level; basic principles of gene expression, recombinant DNA derived pharmaceuticals, modern diagnostic and therapeutic approaches that are currently used to fight genetically-determined diseases.

**Pre-requisite(s):** Biochemistry

**Principles and Mechanisms in Toxicology** *(32-0-2)*
Further educates pharmacy students in the area of principles and mechanism employed in the field of toxicology. Basic toxicological principles underlying biological effects of exposure to specific classes of toxic chemicals are presented. Pertinent features of pharmaceutical and on-pharmaceutical substances that are the most reported poisonings are discussed.

**Pre-requisite(s):** Biochemistry and Pharmacodynamics I & II

**Principles of Neuropharmacology: The Electrical Properties of Cell Membranes** *(32-0-2)*
The principles of membrane transport and bioelectricity, synaptic transmission and recent molecular biological approaches and techniques that have revolutionized the understanding of membrane channels. These principles form the necessary foundation for the understanding of many physiological processes and systems.

**Pre-requisite(s):** Physiology I

**Special Topics in Pharmacokinetics** *(16-0-1)*
Special topics in pharmacokinetics, including both clinically oriented and drug development concepts.

**Pre-requisite(s):** Clinical Pharmacokinetics
Undergraduate Research (0-144-3)
Three or four semester credits are awarded on the basis of 48 laboratory hours per credit. Individual work by undergraduate students under the direction, supervision of one or more faculty members. With the professor, students are involved in planning and executing an approved research project using basic techniques of scientific research.

Pharmacy Practice

PHA 3520 (0-64-1)
Community Clerkship I
On-site experience provides basic knowledge of the drug distribution process in a community setting. Covers processes in a pharmacy: legal issues, communication skills, confidentiality, first aid, and the role and responsibilities of the community pharmacist will be covered.
Pre-requisite(s): P-1 Standing

PHA 4530 (0-64-1)
Community Clerkship II
Continuation of Community Clerkship I provides a more advanced on-site experience in a community setting. Students are placed at assigned sites and mentored by a practicing pharmacist in order to achieve specific outcomes. Students are encouraged to apply information learned in the didactic portion of the curriculum.
Pre-requisite(s): P-2 Standing

PHA 3530 (16-0-1)
Drug Information Resources
Detailed review of the various drug information resources available. Students learn the strengths and weaknesses of the various references and how to apply their use in practice. An experiential portion will provide practice in locating drug information and preparing written and verbal responses.
Pre-requisite(s): P-1 Standing

PHA 5610 (32-0-2)
Drug Literature Evaluation
Provides a framework to guide the student through the thought processes necessary to evaluate different types of medical information. The student is able to apply learned techniques in information retrieval, evaluation and communication by conducting actual literature evaluations on relevant therapeutic topics.
Pre-requisite(s): Drug Information Resources, Therapeutics/Pathophysiology I and II, and Research Design and Statistics
Co-requisite: Therapeutics/Pathophysiology III

PHA 3500 (16-0-1)
Experiential Education I
Provides a didactic component to the early clerkship experiences. Students are provided general information on legal, ethical and practice issues in pharmacy. Students are guided as to what they should be focusing on in the clerkship experience. Opportunities for reflection on early clerkship will be given using innovative learning techniques including reflective journaling, student presentations and group collaboration.
Pre-requisite(s): P-1 Standing

PHA 3510 (16-0-1)
Experiential Education II
A continuation of Experiential Education I.
Pre-requisite(s): P-1 Standing

PHA 4520 (16-0-1)
Experiential Education III
A continuation of Experiential Education II.
Pre-requisite(s): P-2 Standing
PHAN 3530  
(0-64-1)  
Hospital Clerkship I  
On-site experience provides basic knowledge of the drug distribution process in a hospital setting. Information on processes in a pharmacy such as charting, writing consults, formularies, utilization reviews, and patient counseling will be covered.  
Pre-requisite(s): P-1 Standing

PHAN 3540  
(0-64-1)  
Hospital Clerkship II  
A continuation of Hospital Clerkship I that provides a more advanced on-site experience in a hospital setting. Students are placed at assigned sites and are mentored by a practicing pharmacist in order to achieve specific outcomes. Effort is made to encourage an atmosphere in which the student can apply information learned in the didactic portion of the curriculum.  
Pre-requisite(s): P-1 Standing

PHAN 5550  
(0-64-1)  
Nontraditional Experience  
A continuation of the Experiential Education sequence intended to facilitate the application of skills, concepts and knowledge acquired in the didactic component of the curriculum in unique non-traditional pharmacy settings such as: nursing home, home health care, mail order, nuclear, hospice and others. Exposure to non-traditional settings enhances students' awareness of the role and responsibilities of the pharmacist in the health care delivery system within the different environments.  
Pre-requisite(s): P-2 Standing

PHAN 5560  
(15-48-2)  
Physical Assessment  
Patient assessment for pharmacists in both ambulatory and inpatient settings. Demonstrates and explains clinical interview and physical examination techniques. Students practice techniques upon one another under supervision. Charting, interpretation of findings and evaluation of common clinical entities will be integrated into these activities.  
Pre-requisite(s): P-3 Standing

PHAN 3540  
(0-64-1)  
Service Learning Experience  
On-site experience in a service learning environment intended to foster a sense of community involvement. Awareness of community needs and social problems helps develop empathy and compassion for patients and provides a deeper understanding of didactic instruction by raising awareness of the humanistic care of patients and understanding of social problems that exist in the care of patients.  
Pre-requisite(s): P-1 Standing

PHAN 4610  
(80-0-5)  
Therapeutics/Pathophysiology I  
Combines pathophysiology of disease with the drug therapy. Course is divided into disease state modules that include the pathophysiology of the disease and decision making processes for the treatment of patients. Physical findings, laboratory values, adverse drug effects, drug interactions and patient education are all considered in the development of patient specific therapeutic plans. Application of previous course material, including pharmacodynamics and pharmacokinetics is required. Topics include geriatric, pediatric, cardiovascular, pulmonary, inflammatory and GI diseases.  
Pre-requisite(s): Pharmacodynamics I, II and III and Clinical Pharmacokinetics

PHAN 5620  
(64-0-4)  
Therapeutics/Pathophysiology II  
A continuation of Therapeutics/Pathophysiology I. Topics include psychiatric, neurologic, endocrine and infectious diseases.  
Pre-requisite(s): Pharmacodynamics I, II and III; Clinical Pharmacokinetics and Microbiology

PHAN 5630  
(64-0-4)  
Therapeutics/Pathophysiology III  
A continuation of Therapeutics/Pathophysiology II.
ology II. Topics include oncology, alternative medicine and toxicology. During this semester, students must work through integrated case study problems, provide oral and written presentation and present their work during a poster session.

Pre-requisite(s): Therapeutics/Pathophysiology I and II

Required Clerkship Rotations
Four required clerkships that consist of four-week, full-time (40 hours per week) off-campus experiences in a supervised pharmacy practice emphasizing nondistributive, clinical aspects of pharmacy practice. Students apply knowledge, develop competency in pharmacy practice, and enhance knowledge of therapeutic management. Required clerkships include one Internal Medicine, one Ambulatory Care, one Drug Information and one Internal Medicine or Ambulatory Care.

Pre-requisite(s): Successful completion of all didactic course work.

PHA 6620/6660 (0-160-4) Internal Medicine
Presents common diseases: hypertension, congestive heart failure, diabetes, renal failure, etc. Students participate as members of a health care team to develop effective, least toxic, most economical pharmacological regimens for elderly patients.

PHA 6640/6660 (0-160-4) Ambulatory Care
Interaction with ambulatory patients. Students participate as members of a health care team to encourage drug therapy through extensive patient monitoring, and obtaining medical and drug information directly from patients during interviews.

PHA 6660 (0-160-4) Drug Information
Drug information retrieval, formulation of responses, preparation of drug evaluations, cost containment studies, drug utilization evaluations, and other aspects of drug information for health care practitioners and the public.

PHA 6610/6630/6650/6670 (0-160-4) Elective Clerkship Rotations
Four elective clerkships that consist of four-week, full-time (40 hours per week) off-campus experiences in a supervised pharmacy practice emphasizing nondistributive, clinical aspects of pharmacy practice in a specialty area, allowing students to specialize and obtain greater practice experience. Specialty rotations may include, but are not limited to: informatics, administration, geriatrics, pharmacoeconomics, pharmacokinetics, infectious disease, nutritional support, psycho-pharmacy, pediatrics, rheumatology, surgery, critical care, cardiology, neonatology, immunology and clinical research where available.

Pre-requisite(s): Successful completion of all didactic course work.

Physiology
Chairman & Professor: S. Taraskevich; Assistant Professors: J. Lee, D. Palazzolo; Adjunct Instructor: W. Arneson,

PHS 5210 (64-0-4) Anatomy & Physiology I
Study of the structure and function of cells, tissues, organ systems and the organism. Physiology covers function, biological processes; their integration and control. This course interrelates the study of structure and function with special attention given to the fundamental physiological principles.

Pre-requisite(s): P-1 Standing

PHS 5220 (64-0-4) Anatomy & Physiology II
Continuation of Anatomy & Physiology I.

Pre-requisite(s): Anatomy & Physiology I
Student Organizations

Student Council

Student Council is the official voice of all students. The organization is open to all students, and welcomes proposals and participation from the entire student body. Its responsibilities include collecting and expressing student opinion, dispensing funds for student activities, acting as liaison for the student body, promoting pharmacy, supporting club and class activities, and working to improve the quality of life for students at the College of Pharmacy.

Other

Many student organizations addressing various professional and practice-related interests are also open for student membership, including:

Academy of Students of Pharmacy
Rho Chi
Phi Lambda Sigma
Phi Delta Chi
National Community Pharmacists
Association - Student Chapter
Florida Society of Health-System Pharmacists - Student Chapter

Externship/Clerkship Sites

The following institutions are affiliated with the College for experiential education:

Allen Drugs
South Miami, FL

A.G. Holley State Hospital
Lantana, FL

Allied (Nova) Health Care
Ft. Lauderdale, FL

APP Pharmacy
North Miami, FL

Allied (Sunrise) Health Care
Ft. Lauderdale, FL

Alaska Native Medical Center
Anchorage, Alaska

Americare
Miami, FL

Baptist Hospital
Miami, FL

Bascom Palmer Eye Institute
Miami, FL

Bay Pharmacy
St. Petersburg, FL

Bay Pines VAMC
Bay Pines, FL

Bay Pines VAMC-Outpatient Rx
Bay Pines, FL

Boca Pharmacy & Home Health Center
Boca Raton, FL

Boca Raton Community Hospital
Boca Raton, FL

Miami Heart Institute
Miami Beach, FL

Brickell Pharmacy
Miami, FL

Broward General Medical Center
Ft. Lauderdale, FL

NSU Health Care Center at Ft. Lauderdale
Ft. Lauderdale, FL

Capstone Pharmacy Services
Pompano Beach, FL

Caremark Prescription Services
Ft. Lauderdale, FL

Cedars Medical Center
Miami, FL

Center Pharmacy
St. Petersburg, FL

Cleveland Clinic Hospital
Ft. Lauderdale, FL

Clinical Pharmacology Services
Tampa, FL

Colonial Health Care Services
Ft. Lauderdale, FL

CompScript
Tampa, FL

Coral Gables Hospital
Coral Gables, FL

Coral Springs Medical Center
Coral Springs, FL

Coram Health Care
Miami, FL

Deering Hospital
Miami, FL

Delray Community Hospital
Delray Beach, FL

Doctors Hospital of Sarasota
Sarasota, FL

Family First Medical Center
Miami, FL

Family Health Center of SW Florida
Ft. Myers, FL
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<tr>
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<td>HCA Raulerson</td>
<td>Okeechobee, FL</td>
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<td>H. Lee Moffitt Cancer Center</td>
<td>Tampa, FL</td>
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<td>Holy Cross Hospital</td>
<td>Ft. Lauderdale, FL</td>
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<tr>
<td>Home Medical Supply</td>
<td>Hollywood, FL</td>
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<td>Hospice of Palm Beach County</td>
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<td>Humana City Center Pharmacy</td>
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<td>Imperial Point Medical Center</td>
<td>Ft. Lauderdale, FL</td>
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<td>Infusion Therapies of South Florida</td>
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<td>InPhyNet Medical Management</td>
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<td>J.F.K. Medical Center</td>
<td>Atlantis, FL</td>
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<td>Jackson Memorial Hospital</td>
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<td>James Haley VAMC</td>
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<td>Jerry’s Drugs</td>
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<td>Kendall Regional Medical Center</td>
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<td>Lee Memorial Health Park</td>
<td>Ft. Myers, FL</td>
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<td>Managed Patient Care</td>
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<td>Medchoice Pharmacy Service</td>
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<td>Mercy Professional Pharmacy</td>
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<td>Miami Children’s Hospital</td>
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<td>Miami Jewish Home and Hospital</td>
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<tr>
<td>Milton Medical and Drug Co.</td>
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<td>Moderne Pharmacy</td>
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<tr>
<td>Morton Plant Mease Health Care</td>
<td>Clearwater, FL</td>
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<tr>
<td>Mt. Sinai Medical Center</td>
<td>Miami Beach, FL</td>
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<td>My Pharmacy</td>
<td>Miami, FL</td>
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<td>Naples Community Hospital</td>
<td>Naples, FL</td>
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<tr>
<td>Network Health Care Pharmacy</td>
<td>Winter Springs, FL</td>
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<tr>
<td>NSU Drug Information Center</td>
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<td>North Broward Medical Center</td>
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<td>North Ridge Medical Center</td>
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<td>North Shore Medical Center</td>
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<td>Northside Medical Center Pharmacy</td>
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<tr>
<td>Option Care</td>
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<td>Option Care - Miami</td>
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<tr>
<td>Owen Healthcare Manatee</td>
<td>Miami, FL</td>
</tr>
</tbody>
</table>
Owen Home Infusion  
Ft. Lauderdale, FL

PCA (Instacare) Pharmacy  
Davie, FL

PCA Family Medical Center & Pharmacies  
Miami, FL

Palmetto General Hospital  
Hialeah, FL

Parkway Regional Medical Center  
North Miami Beach, FL

Payors Home Care  
Pompano Beach, FL

Pharmacy Corp. of America  
Boynton Beach, FL

Pill Box Pharmacy & Surgical  
Pembroke Pines, FL

Plantation General Hospital  
Plantation, FL

Pine Island Drugs, Inc.  
Davie, FL

Post haste Surgical and Pharmacy  
Hollywood, FL

Proxy Medical Pharmacy  
Ft. Lauderdale, FL

Romano's Pharmacy  
Coral Springs, FL

Sarasota Memorial Hospital  
Sarasota, FL

Schaefer Drugs  
Wellington, FL

South Miami Hospital  
South Miami, FL

South Park Pharmacy  
Coral Gables, FL

Southwest Florida Regional Medical Center  
Ft. Myers, FL

Spectrum Pharmacy Services  
St. Petersburg, FL

St. Mary's Hospital  
West Palm Beach, FL

Suncoast Pharmacy  
Boca Raton, FL

Surf Drugs & Home Health Care  
Miami Beach, FL

Symphony Pharmacy Services  
Pompano Beach, FL

THC of Hollywood  
Hollywood, FL

Tampa General Hospital  
Tampa, FL

The Chemist  
Aventura, FL

Ultima Rx  
Coral Gables, FL

United Prescription Center  
Hollywood, FL

University Community Hospital  
Tampa, FL

University Hospital  
Tamarac, FL

University of Miami Health Services  
Coral Gables, FL

Vitalink Pharmacy Services  
Deerfield Beach, FL

Vencor Hospital  
Coral Gables, FL

VA Medical Center  
Miami, FL

Winship's Prescription Center  
North Palm Beach, FL

Winter Haven Hospital  
Winter Haven, FL

West Boca Medical Center  
Boca Raton, FL

VA Outpatient Clinic  
Ft. Myers, FL

Your Druggist, Inc.  
Coral Springs, FL
College of Optometry
Mission Statement

The mission of the College of Optometry is to educate and train optometric physicians to practice at the highest level of proficiency, integrity and professionalism, and to provide a multidisciplinary environment that encourages and supports lifelong learning, scholarship, and community service.
One of man's most precious gifts is sight, and the optometric physician is dedicated to the preservation and enhancement of this gift. The optometric physician, through academic and clinical training, is able to examine, diagnose, treat and manage disorders and diseases of the visual system and associated structures. Optometry is constantly evolving as a profession to enable optometric physicians to broaden their scope of care as primary care practitioners. The profession of optometry offers many challenges and rewards to those willing to devote themselves to serving others through a lifetime of study and dedication to excellence.

Today's optometric physicians practice in urban and rural communities throughout the nation, either in individual or in group practices, in hospital settings, centers for vision research, and in the public health service. They also take part in teaching, research and public health. Nova Southeastern University College of Optometry stands alone as the only optometric academic institution in the state of Florida. Furthermore, the College benefits from the integrated multidisciplinary health care programs of the University's Health Professions Division, represented by optometry, osteopathic medicine, dental medicine, pharmacy, and allied health. Nova Southeastern University takes pride in the optometric education program, which provides strong didactic and clinical educational experience for graduates.

Accreditation
The Doctor of Optometry program at the Nova Southeastern University College of Optometry is accredited by the American Optometric Association's Council on Optometric Education. The AOA Council on Optometric Education is the accrediting body for programs in schools and colleges of optometry in the United States.

Requirements for Admission
The College of Optometry selects students based on pre-professional academic performance, Optometry Admission Test (OAT) scores, personal interview, written application and letters of evaluation.

1. Prior to matriculation, applicants must have completed a minimum of 90 semester hours of specified course work
at a regionally accredited college or university with a minimum 2.5 cumulative GPA on a 4.0 scale. Preference will be given to students with a baccalaureate degree.

2. The College requires the students to earn a grade of 2.0 or better in each of the following required subjects:

<table>
<thead>
<tr>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>Calculus</td>
</tr>
<tr>
<td>Physics, including laboratory</td>
</tr>
<tr>
<td>Biology, including laboratory</td>
</tr>
<tr>
<td>General chemistry, including laboratory</td>
</tr>
<tr>
<td>Organic chemistry, including laboratory</td>
</tr>
<tr>
<td>Social and Behavioral sciences</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>English composition</td>
</tr>
</tbody>
</table>

*Courses strongly recommended*

| Statistics | 3 |
| Microbiology, including laboratory | 3 |
| Computer science, including basic applications | 6 |

Upon review of a student's individual case, the Committee on Admissions may require additional course work and testing as a condition of acceptance.

Preference will be given to students with a cumulative GPA of 2.8 or higher. Special consideration will be given to students with a baccalaureate degree or who have completed at least 90 semester credit hours at a four year university or college. However, the Dean is empowered to evaluate the total qualifications of every student and to consider any unusual circumstances.

There is no requirement that a student major in a specific area. Students are encouraged to select their undergraduate curriculum according to their own interests with a view toward educating themselves to function as professionals in a complex society.

3. All applicants are required to submit official Optometry Admission Test scores.

### Application Procedure

1. The admissions office processes applications on a "rolling" basis. The application form and a non-refundable fee of $50 should be returned as soon as possible, but no later than April 1 in order to be considered for admission in August.

2. A complete application is required before an applicant can be considered. This includes the application form, application fee, a complete set of official transcripts, Optometry Admission Test (OAT) scores, and letters of evaluation.

### Transcripts

Official transcripts of all work attempted at all colleges and universities must be forwarded, by the institutions attended, to the Office of Admissions, NSU College of Optometry. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent. A final transcript, covering all the applicant's work, must be forwarded to the Office of Admissions prior to matriculation.

### Letters of Evaluation

An evaluation by a pre-professional health advisor or committee is required from the applicant's undergraduate institution. If this evaluation cannot be provided, three individual letters of evaluation are required from undergraduate instructors, two from science instructors and one from a liberal arts instructor. If possible, these letters should be from faculty who know the applicant's scholastic abilities and personal characteristics; otherwise, they should be from persons who can provide an evaluation to the Committee on Admissions. A site visit to an optometrist's office and a letter of evaluation from an optometrist is also required.

### Interview

A personal interview will be an integral part of the admission process; however, being granted an interview is not a guarantee
of admission. It should also be clearly understood that not all applicants will be granted an interview. Those selected for an interview will be notified of the date and time of such interview by the Office of Admissions.

**Tuition and Fees**

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $15,480 for Florida students and $19,550 for out-of-state residents. A student activities fee of $100 each year is required of all students. Eligible students must request in-state tuition on their application. For tuition purposes, a student's Florida residency status (in-state or out-of-state) will be determined at initial matriculation and will remain the same throughout the entire enrollment of the student at NSU. Accordingly, tuition will not be adjusted as a result of any change in residency status after initial enrollment registration.

2. Acceptance Fee: $100. This fee is required to reserve the accepted applicant's place in the entering first-year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in case of withdrawal. It is payable within two weeks of the applicant's acceptance.

3. Deposit: $400, due March 15, under the same terms as the Acceptance Fee.

4. Pre-registration Fee: $500, due May 15, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $50 when implemented.

The first semester's tuition and fees, less the $1,000 previously paid, are due on or before Registration Day. Students will not be admitted until their financial obligations have been met.

The financial ability of applicants to complete their training is important because of the limited number of positions available. Applicants should have specific plans for financing four years of professional education. This should include provision for tuition, living expenses, books and equipment, travel and miscellaneous expenses.

**Dual Admissions Program**

**Undergraduate/O.D. Program**

Nova Southeastern University Health Professions Division has established a dual admissions program with the Nova Southeastern University Farquhar Center for Undergraduate Studies for a select number of highly motivated, qualified students interested in pursuing both undergraduate and professional studies in Optometry. This allows students to receive their doctoral degree in Optometry in a seven-year period.

Students must maintain a 3.0 GPA and achieve acceptable scores on the Optometry Admission Test (OAT).

Students will spend three years in the undergraduate school and will be awarded a B.S. degree from the Farquhar Center upon completion of the first year of professional education at Nova Southeastern University College of Optometry. Students will receive the O.D. (Doctor of Optometry) degree after four years of training at Nova Southeastern University College of Optometry.

For information and requirements, contact:

Office of Admissions
Farquhar Center for Undergraduate Studies
Nova Southeastern University
3301 College Avenue
Ft. Lauderdale, Florida 33314

**Financial Aid**

The purpose of the Student Financial Aid Program at Nova Southeastern University is to help as many qualified students as possible to complete their optometric education. Various loans, scholarships, and grants are available to qualified students to help ease the high cost of an optometric education. These
financial assistance programs are described in a separate University publication: Financial Planning for Your Health Professions Education.

Transfer Students
Circumstances may warrant that a student enrolled in one optometric college seeks to transfer to another institution. Any individual wishing to transfer to Nova Southeastern University College of Optometry must meet the following criteria.

The applicant must:

1. Make a formal application to the NSU College of Optometry Office of Admissions
2. Meet all admissions requirements to NSU College of Optometry, which include submitting official transcripts of all college work (including optometric transcripts), Optometry Admission Test (OAT) scores, National Board (NBEO) scores (if taken) and letters of evaluation. The applicant must be interviewed.
3. Be in good standing at the transferring institution as documented by a letter from the Dean of the transferring institution
4. Supply one letter of recommendation from a faculty member of the transferring institution
5. Supply a written statement outlining reasons for request for transfer

Decisions on transfer applications are made by the Dean's Office. The decision will be based on factors which include, but are not limited to: academic record, circumstances leading to the transfer request, available space and admissions standards. Send application and documentation to:

Office of Admissions
College of Optometry
Nova Southeastern University
3200 South University Drive
Ft. Lauderdale, FL 33328

Promotion, Suspension, Dismissal and Re-Admission
The policies for promotion, suspension, dismissal and re-admission are outlined in the College of Optometry Student Handbook, which is revised, updated and distributed annually to all optometry students.

Requirements for Graduation
In order to be eligible for the degree of Doctor of Optometry, each student shall:

1. Have satisfactorily completed the program of study required for the degree, including all assignments, with at least 157 semester hours
2. Have satisfactorily met all financial and library obligations
3. Have taken Parts I and II of the National Board Examination, documented by sending a copy of test scores to the Dean or his designee
4. Have obtained a Baccalaureate degree (The College of Optometry awards a baccalaureate degree to those individuals who do not possess a baccalaureate degree and who complete 90 credit hours of undergraduate work, plus two years of optometric study at Nova Southeastern University.)
5. Attend in person the rehearsal and commencement program at which time the degree is conferred.

The College reserves the right, and the student, by his or her act of matriculation, concedes to the College, the right to require withdrawal at any time the College deems it necessary to safeguard its standards of scholarship, professional behavior and compliance with regulations or for such other reasons as are reasonably appropriate.
Course of Study

The Doctor of Optometry degree is awarded after successful completion of four years of professional study. The didactic focus of the first two years is in the basic sciences, including biochemistry, microbiology, anatomy, physiology, pharmacology, optics and the vision sciences. Many of the basic science courses are taught in combined classes with other health care students. Concurrently, students initiate the study of general optometric theory and methods, general pathology and the diagnosis, treatment and management of binocular vision anomalies and ocular disease in preparation for direct patient care in our primary care clinic.

In the third academic year, students study contact lenses, pediatric, geriatric, and rehabilitative optometry and develop a deeper understanding and ability to diagnose, treat and manage increasingly complex conditions concerning anomalies of vision development and ocular disease. Additionally, students begin training in the primary care clinic by providing direct patient eyecare.

The fourth year of the academic program is entirely clinical with intensive training in University-based or affiliated primary, secondary and tertiary care facilities. These include contact lens, pediatrics and binocular vision, low vision and geriatric clinics. Students also receive training in external medical/surgical tertiary care settings. By the completion of the four-year academic program, our students have been trained to be optometric physicians capable of providing quality eye care.

CURRICULUM OUTLINE

First Year

<table>
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<th>Fall Semester</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester</th>
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First Year

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### Second Year

#### Fall Semester

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#### Spring Semester

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#### Third Year

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#### Fourth Year

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College of Optometry Courses

Please note that all optometry students are required to obtain a University computer account in the first semester of the first year of the academic program.

(Note: Listed to the right of each entry are lecture hours, laboratory hours, and semester hours.)

Anatomy

Chairman & Professor: G.R.Conover; Professor Emeritus: F.H.Higginbotham; Professors: L.B.Dribin, J.C.Lanning, A.Mariassy, S.Schatz

OPT 1011 (18-0-1)
Histology & Embryology
General principles of human histology and embryology with detailed histologic view of each tissue of the body.

OPTC 1134 (54-36-4)
Gross Anatomy: Head and Neck
Presentation of human body structure. Discusses each body system from a cellular, tissue and organ perspective. Detailed examination of head and neck regions of the body. Intensive laboratory work studying prosected cadaver material.

OPT 2023 (36-18-2.5)
General Neuroanatomy
Lecture and laboratory study of gross structures of the brain and spinal cord and the functional relationships among their parts. Emphasizes the major motor and sensory pathways and integrative mechanisms of the central nervous system.

OPT 2422 (36-0-2)
Ocular Anatomy
Gross and microscopic anatomy of the eye and adnexa. Relationships between tissues; the vascular supply to the eye; the anatomy of the visual pathway; the embryonic origin of ocular tissues. Eye dissections teach the functional relations between ocular tissues.

Biochemistry

Chairman & Professor: K.H.Woodside; Professor: R.E.Block, E.E.Groseclose; Associate Professors: E.O.Keith

OPTC 1233 (54-0-3)
Biochemistry
Biochemistry of metabolic pathways; visual, digestive, muscular, respiratory, endocrine systems. Protein structure and chemistry, lipids, nucleic acids, carbohydrates, more complex molecules. Clinical correlations illustrate the basic biochemical mechanisms.
Microbiology
Chairman & Professor: H.E. Laubach; Professor: H. Hada; Associate Professor: D. Burris

**OPT 1323** (54-0-3)  
Microbiology
Immunology, bacteriology, mycology, parasitology, virology. Underlying systematics and genetics of parasites, host-parasite interactions. Etiology, demography and clinical characteristics of disease manifestations that an optometrist may encounter.

**Optometric Basic Sciences**
Professors: B. Gilman, D. Loshin; Associate Professor: M. Fendick; Assistant Professors: M. Barris, M. Bergman; Instructors: A. Patrick, S. Thomas

**OPT 1445** (72-36-5)  
Geometrical Optics
Principles of geometric optics with examples and optometric applications. Study of linear propagation, reflection, refraction, prisms, thin lenses alone and in combination, thick lenses, lens aberrations, magnifiers, ophthalmic instruments.

**OPT 2323** (36-18-2.5)  
Visual Optics
The eye as optical system: optical and physical components of the eye. Schematic eye models, refractive error correction, dioptics of the eye, stimulus to accommodation, retinal image size and quality, purkinje images, entoptic phenomena, presbyopia, aphakia, intra-ocular implants, ocular radiation effects.

**OPT 2223** (36-18-2.5)  
Physical Optics
Wave and quantum optics, with applications, principles, examples, laboratory demonstration. Wave equations, interference, diffraction, coherence, polarization, dispersion, photometry, spectroscopy, lasers and holograms.

**OPT 3434** (54-36-4)  
Ophthalmic Optics I
Applies knowledge of geometrical and physical optics to ophthalmic equipment, ophthalmic lenses and prisms, frames, and spectacle prescriptions. Selection, fitting, ordering, dispensing of spectacles.

**OPT 4234** (54-36-4)  
Ophthalmic Optics II
Design and construction of multi-focal lenses, guidelines for frame and lens choices, alignment and fitting procedures for various prescription requirements. Students gain hands-on experience in selecting, ordering, fabricating, fitting and dispensing spectacles.

**OPT 1511** (18-0-1)  
Vision Testing and Technology
Principles of psychophysical testing, including psychophysical methods, signal detection theory and adaptive techniques for assessing visual capabilities. Fundamentals of Fourier analysis and systems theory and their applications to the clinical practice of optometry, vision and eye movement research. Use of e-mail, the Internet, and the World Wide Web.

**OPT 2522** (36-0-2)  
Visual Neurophysiology
Concepts of visual neurophysiology needed to understand normal visual perception, probable source of visual symptoms associated with various eye and CNS disorders, underlying principles of new clinical diagnostic tests for eye and CNS disease and current neurophysiological research as it relates to the clinical practice of optometry.

**OPT 2622** (36-0-2)  
Ocular Motility
Survey of movements of the extraocular muscles, ciliary muscle, iris and muscles of the ocular adnexa. Measurement techniques, types of eye movements, neurological control systems involved in moving the eyes, clinical syndromes. Emphasizes interaction of eye muscles and neurological signals.
**OPT 3344** (72-0-4)
Psychophysics/Monocular Sensory Processes
Visual thresholds, classical threshold measurement techniques, signal detection theory. Spatial and temporal aspects of vision, theories of color vision, color vision testing, relationship of vision science to clinical testing, diagnosis, treatment.

**OPT 4322** (36-0-2)
Introduction to Binocular Vision
Sensory aspects of binocular vision, neurophysiological foundations. Visual direction, the horopter, binocular fusion, rivalry, stereopsis, aniseikonia, motion in depth, binocular visual neurophysiology, normal development of binocular vision, strabismic and anisometropic amblyopia, normal and anomalous retinal correspondence. Clinical, research-oriented tests and treatments for abnormal binocular visual function.

**Optometric Clinical Sciences**

**OPT 1621** (18-0-1)
Public Health I: History of Optometry
The role of optometry in health care; ethical, moral, legal obligations. Roles of health agencies, professional organizations.

**OPT 2822** (36-0-2)
Public Health II: Patient Communication
Regulating agencies, code of ethics, modes of practice, associations of the optometric profession, legal issues and liability, the doctor/patient relationship.

**OPT 4722** (36-0-2)
Public Health III: Health Care Systems & Agencies
Review of the health care system and delivery of care; current public health issues; the role of local, state, federal regulatory agencies and their policies. Includes principles of epidemiology, biostatistics, demographics.

**OPT 4811** (18-0-1)
Public Health IV: Epidemiology
Epidemiologic principles relating to eye diseases, their applications in a clinical setting. Incidence, prevalence, mortality rates, statistical analysis methodologies, reporting.

**OPT 1724** (36-72-4)
Optometric Theory & Methods I
Concepts of refractive disorders, binocularity and ocular diseases. Performing an eye examination, patient histories, use of terminology, data collection.

**OPT 2724** (36-54-3.5)
Optometric Theory & Methods II
Concepts of near and distance vision, vision testing. Evaluative techniques, use of binocular indirect ophthalmoscopy.

**OPT 3624** (36-54-3.5)
Optometric Theory & Methods III
Testing procedures, indications for application: gonioscopy, dynamic retinoscopy, foreign body and rust ring removal, tear evaluation, visual fields overview, perimetry testing, anterior segment photography, cycloplegic refraction.

**OPT 4524** (36-54-3.5)
Optometric Theory and Methods IV
Advanced testing procedures, indications for their application: 3-mirror fundus evaluation, ultrasound techniques, 4-mirror gonioscopy, automated visual field theory, posterior segment photography.
<table>
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<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>OPT 3741</td>
<td>Vision Screening I</td>
<td>OPT 5023</td>
<td>Anomalies of Binocular Vision II</td>
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<tr>
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<td>Students provide vision screening tests on</td>
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<td>Etiology and visual effects of strabismus</td>
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<td>various school-age populations, gain</td>
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<td>and amblyopia. Covers testing, analysis,</td>
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<td>experience with patients, set up a vision</td>
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<td>diagnosis, management of strabismus and</td>
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<td>screening.</td>
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<td>amblyopia, utilization of lenses, prisms</td>
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<td>and vision therapy to ameliorate</td>
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<td>Evolution of human vision development as</td>
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<td>it relates to learning processes. Analytical</td>
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<td>Practice Management I</td>
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<td>Contact Lenses I</td>
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<td>Explores career path decisions: economics,</td>
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<td>practice management, location, financing</td>
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<td>methods, office design, policies and billing</td>
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<td>lens materials, terminology, care systems,</td>
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<td>procedures. Marketing, use of assistants,</td>
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<td>lens design, fitting, problem solving.</td>
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<td>Contact Lenses II</td>
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<td>Employment opportunities, third-party billing,</td>
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<td>Advanced lens applications in specialty</td>
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<td>competing for managed care contracts,</td>
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<td>selecting a lawyer, accountant, financial</td>
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<td>advisor. Analyze balance sheets, negotiate</td>
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<td>bank loans, calculate capitation fees.</td>
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<td>Clinical Conference</td>
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<td>Adjunct to Primary Care Clinic I. Review</td>
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<td>Discusses aging from sociological,</td>
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<td>and discussion of patient data leading to</td>
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<td>proper clinical diagnosis and patient</td>
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<td>reviews diagnosis, management of visual</td>
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<td>management. Lectures, small group</td>
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<td>discussions emphasize integration of</td>
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<td>clinical case examples.</td>
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<td>OPT 4434</td>
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<td>OPT 6323</td>
<td>institutionalized geriatric patients.</td>
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<td>Introduces the use of vision therapy to</td>
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<td>treat accommodative, heterophoria and eye</td>
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<td>non-strabismic ocular dysfunction.</td>
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<tr>
<td>OPT 5123</td>
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<td>OPT 5411</td>
<td>Geriatric Optometry</td>
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<td>OPT 6323</td>
<td>Rehabilitative Optometry (Low Vision)</td>
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<td>Etiology, demography, clinical characteristics of low vision needed to understand functional implications of visual impairment.</td>
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</table>
Systematic approach to diagnosis, management of visual disorders emphasizes improving life quality, functional capacity of the visually impaired by magnification, illumination control and visual field enhancement.

**OPT 6411**  
Environmental Optometry  
Covers industrial (occupational) vision, protection in the work place from flying objects, radiation, sparks, etc. Sports vision, protective eyewear for recreational activities, industrial and ANSI standards, effects of special environments.

**OPT 7111**  
Primary Care Clinic I  
Patient examinations in a primary care setting under supervision of residents, faculty: refractive conditions, visual system disorders. Grand rounds, journal reviews, case reports, advanced ophthalmic techniques.

**OPT 7122**  
Primary Care Clinic II  
Continuation of Primary Care Clinic I.

**OPT 7132**  
Primary Care Clinic III  
Continuation of Primary Care Clinic II.

**OPT 7146**  
Primary Care Clinical Externship  
Student clinicians provide eye care in multidisciplinary setting under supervision. Emphasizes evaluations; diagnosis, management of vision diseases and disorders.

Secondary Care Externships

**OPT 7214**  
Cornea and Contact Lens  
Exposure to various contact lens modalities and associated anterior segment diseases to enhance cognitive and clinical skills. Specialty lens design, therapeutic management of corneal complications.

**OPT 7224**  
Pediatrics and Binocular Vision  
Exposure to various binocular vision disorders and pediatric anomalies. Students develop treatment plans for functional vision disorders and carry out therapy methodologies to enhance cognitive and clinical skills.

**OPT 7233**  
Vision Rehabilitation and Geriatric  
Intensive training in low vision rehabilitation and geriatric vision care in traditional and elderly care settings. Exposure to vision enhancing devices.

Tertiary Care Externship

**OPT 7308**  
Medical/Surgical Clinical Externship  
Diagnosis, management, treatment of patients in a medical/surgical setting. Pre- and post-operative care, evaluation and co-management of patients with systemic health anomalies and medical conditions such as glaucoma; observation of medical eye care.

**OPT 7408**  
Clinic Elective Rotation  
An opportunity for the student to gain additional clinic experience from a choice of primary care, secondary care, or tertiary care clinic sites.

Ocular Disease and Pathology

Professor: M.A.Khin; Associate Professors: K.Khin, K.Reed, J.Sowka; Assistant Professor: A.Woods

**OPTC 3033**  
General Pathology  
Introduces pathogenic processes in each organ system, molecular, cellular, tissue and organ changes. Emphasizes how disease manifests in the eye; signs and symptoms.
OPT 3533 (54-0-3)
Ocular Disease I: Anterior Segment
Diseases, disorders of anterior segment: anomalies of eyelids, cornea, conjunctiva, anterior chamber, crystalline lens. Discusses management of these conditions.

OPT 4633 (54-0-3)
Ocular Disease II: Posterior Segment
Diseases, disorders of posterior segment. Advanced diagnostic modalities: fluorescein angiography, ultrasonography; therapeutic modalities such as lasers.

OPT 5233 (54-0-3)
Ocular Disease III: Ocular/Systemic Disease
Covers range of systemic diseases, their ocular manifestations. Presents spectrum of treatment modalities, interdisciplinary management of patient care.

OPT 6233 (54-0-3)
Ocular Disease IV: Neuro-Optometry
Diagnosis, treatment, management of ocular neuropathology. Discusses diagnostic processes, methodology: nuclear magnetic imaging, computerized tomography, radiology.

OPT 5323 (36-18-2.5)
Clinical Medicine/Physical Diagnosis Laboratory
Clinical overview of pathophysiological process of various systemic diseases and their diagnosis and management. Laboratory testing, physical diagnosis, neurological screening, injection techniques.

Pharmacology
Chairman and Associate Professor: L. Crespo; Assistant Professors: M.Hill, A.C.Trinidad

OPT 3244 (72-0-4)
General Pharmacology I
Covers drug action, examines classes of drugs used in clinical practice. Emphasizes structure and activity, mode of action, side effects, toxicity of drug interactions. Stresses pharmacological intervention of pathophysiological processes, standard clinical application of each drug class.

OPT 4022 (27-0-1.5)
General Pharmacology II
Continuation of General Pharmacology I.

OPT 4122 (27-0-1.5)
Ocular Pharmacology
Drugs used in the eye or capable of exerting a pharmacological or toxicological effect on the eye; routes of administration, pathophysiological processes, treatment regimens.

Physiology
Chairman & Associate Professor: S. Taraskevich; Professor: S. Schatz; Associate Professor: A. Posner; Assistant Professors: D. Palazzolo, J. Leedham

OPT 2144 (72-0-4)
General Physiology
General human physiology from a molecular, cellular, tissue, organ systems approach; basic principles are discussed and applied to the blood, cardiovascular, pulmonary, renal and gastrointestinal systems, nerve and muscle physiology, tissue function. Discusses clinical implications.

OPT 3122 (36-0-2)
Ocular Physiology
General physiological principles and processes. Typical physiologic function of ocular tissues are discussed and contrasted with the outcomes of abnormal physiology as well as the physiological relationship of ocular tissues and the mechanisms of ocular functions.
Student Organizations

Student Council

Student Council is the official voice of all students. The organization is open to all students, and welcomes proposals and participation from the entire student body. Its responsibilities include collecting and expressing student opinion, dispensing funds for student activities, acting as liaison for the student body, promoting optometry, supporting club and class activities, and working to improve the quality of life for students at the College of Optometry.

Other Organizations

Many other student organizations addressing various professional and practice-related interests are open for student membership, including:

American Optometric Student Association (AOSA)
Beta Sigma Kappa (BSK)
College of Optometrists in Vision Development (COVD)
National Optometric Student Association (NOSA)
Student Government Association (SGA)
Student Volunteer Optometric Services to Humanity (SVOSH)
College of Allied Health
Administration

Raúl R. Cuadrado, S.B., B.S., M.P.H., Dr.P.H., Dean
Professor and Director, Public Health Program
Reba Anderson, B.S., O.T.R., M.A., Ph.D., Associate Dean
Director, Occupational Therapy Program
Richard E. Davis, M.S., P.A.-C.,
Director, Physician, Assistant Program
Howell J. Smith, III, M.M.S., P.A.-C.
Director, Master of Medical Science Program
Cheryl J. Hill, B.S.P.T., M.S., Ph.D.(c)
Acting Director, Physical Therapy Program
Christopher Mitchell, B.A., M.S., (c), Executive Assistant to the Dean

College of Allied Health

The College of Allied Health is committed to preparing the highest quality rehabilitative, public health, and mid-level providers for a supporting role in tomorrow's health care team.

The Physician Assistant Program, the College's first offering, opened in 1993, became accredited in 1994, and graduated its charter class of 16 students in 1995.

The Occupational Therapy Program opened in 1994, became accredited in 1995, and graduated its charter class of 49 master-level students in winter, 1997. In 1995, students were enrolled in the Doctor of Occupational Therapy program, one of the only professional/clinical O.T. doctoral programs in the nation.

The Master of Physical Therapy Program opened in 1994, graduated its charter class of 58 students in summer, 1996, and became accredited in fall, 1996.

In 1995, the Master of Public Health Program was launched as part of a dual degree program and has awarded 44 M.P.H. degrees to date. Over 100 Health Professions Division students are currently enrolled in the program, and several West Florida students recently completed an innovative M.P.H. distance learning program utilizing interactive compressed video. The M.P.H. Program received candidacy status in 1996, and anticipates receiving final accreditation in 1999.

Expenses and Financial Aid

Students should anticipate spending approximately $1,500 for books and $19,000 per academic year for living expenses. The primary financial responsibility for a student's education rests with the student and his or her family, but economic circumstances for some families may make it necessary for the student to obtain assistance from other sources.

The purpose of the Student Financial Aid Program at Nova Southeastern University is to help as many qualified students as possible to complete their health professions education. Various loans, scholarships and grants are available to qualified students to help ease the high
cost of a health professions education. These assistance programs are described in a separate University publication: *Financial Planning for your Health Professions Education.*

The demands of these programs limit the number of hours a student can work at an outside job. During the months of clinical rotations, it is difficult or impossible for the student to work.

**Transfer Credits**

Any student wishing to transfer from another university into a College of Allied Health program must provide the following:

1. Official transcripts from all colleges or universities previously attended, sent directly to Nova Southeastern University College of Allied Health Office of Admissions
2. A letter of recommendation to the NSU Program Director from the director of the program in which the applicant is currently enrolled

Transfer credit, if awarded, will be given pending transcript evaluation and for courses which are directly applicable to outlined curriculum courses in the specific Allied Health Program to which application is being made. All transfer credit decisions will be made at the discretion of the Program Director and Dean of the College of Allied Health.

**Suspension/Dismissal**

Failure to complete successfully any course upon repeating it will result in automatic suspension, and may lead to dismissal, regardless of the student’s GPA. This applies to didactic and field course work. Failing two or more courses, didactic or fieldwork, will result in automatic suspension and may lead to dismissal.

Any student falling in the above categories may be required to repeat courses (at his or her expense), at the recommendation of the Program Director and at the discretion of the Dean. Any student with a grade point average below 70% for two semesters will be suspended and may be dismissed. Unprofessional conduct will result in dismissal.

All dismissals are evaluated by and based on the recommendations of the Committee on Academic Student Progress. For further information on academic dismissal and the process of appeals, refer to the student handbook.

**Re-admission Policy**

Students previously registered in the College of Allied Health, who were not registered the immediately preceding semester, must apply for re-admission, except for those granted a leave of absence. Students who have attended one or more academic institutions while absent from this College must have complete official transcripts sent directly to the Office of Admissions from each institution attended. (Reserve military students on active duty who have attended additional service school must also submit an updated DD Form 295.)

Applications for re-admission are considered on the basis of the regulations currently in effect, not the requirements which were in effect when originally admitted. The application fee is waived for students applying for re-admission after previous enrollment as degree candidates at this College, if they have not since registered at another institution.

The College reserves the right, and the student, by his or her act of matriculation, concedes to the College the right to require withdrawal at any time the College deems it necessary to safeguard its standards of scholarship, professional behavior and compliance with regulations or for such other reasons as are deemed appropriate.
America is struggling to provide quality, affordable health care for all of its citizens. There is an estimated shortage of 100,000 primary care physicians in the U.S., and it takes seven to ten years to train a physician.

One answer lies with Physician Assistants (PAs).

PAs are health care professionals who practice medicine with physician supervision. Today, there are over 30,000 PAs providing health care that would otherwise be performed by physicians. PAs take medical histories, perform physical examinations, order and interpret tests, diagnose and treat illnesses, suture wounds, assist in surgery, and, in most states, write prescriptions.

PAs work in most medical specialties and in all types of communities. Many practice family and internal medicine, and over one-third are in towns with fewer than 50,000 residents.

The PA profession is one of the fastest growing health care professions. The U.S. Department of Labor projects that the number of jobs for PAs in the U.S. will increase by 44 percent through the year 2005.

Each year PAs handle over 150 million patient visits. The quality of their care has been extensively analyzed by both public and private researchers. Their conclusion: PAs provide quality medical care and can treat about 80 percent of the patients in a general practice, and at lower cost to the health care system. The work of PAs frees up the physician's time for more critical procedures and enhances patient satisfaction and access to health care.

As federal and state governments deal with the problems of providing quality medical care cost-effectively, one solution is the team approach to health care – a team that includes Physician Assistants.

Accreditation

The Physician Assistant Program at Nova Southeastern University is fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This program is a member of the national Association of Physician Assistant Programs.

Requirements for Admissions

Prospective PA students are selected by an admissions committee that considers the overall qualities of the applicant. Areas of consideration include personal motivation, knowledge of the PA profession, quality and length of prior health care experience, academic performance and level of achievement, life experiences and recommendations. Personal interviews are offered to the most qualified applicants to assess interpersonal and communication skills, maturity, altruistic attitude and commitment.

1. Prior to matriculation, applicants must have completed a minimum of 60 semester hours of specified course work, exclusive of physical education, with a minimum GPA of 2.5 on a four-point grading scale.

2. The College requires the students to earn a grade of 2.0 or better on a four-point scale in each of the following required subjects:

- Algebra 3 Semester Hours
- English composition 3 Semester Hours
- English literature 3 Semester Hours
- Humanities/Arts 3 Semester Hours
- Public speaking 3 Semester Hours
- Psychology 6 Semester Hours
- Sociology 3 Semester Hours
- General chemistry, including laboratory 8 Semester Hours
- Microbiology, including laboratory 3 Semester Hours
- General biology, including laboratory, or Zoology, including laboratory 4 Semester Hours
Human anatomy  3 Semester Hours
Human physiology  3 Semester Hours
(or combined Human anatomy/
Physiology)  5 Semester Hours
Biochemistry or
Organic chemistry  3 Semester Hours
Electives  12 Semester Hours

Other Recommended Courses:
Organic chemistry laboratory  1 Semester Hour
Anatomy laboratory  1 Semester Hour
Physiology laboratory  1 Semester Hour
Medical terminology  1 Semester Hour
Biochemistry laboratory  1 Semester Hour

Applicants are encouraged to complete their elective course work in the areas of behavioral, physical, and social sciences or humanities. Upon review of a student's record, the Committee on Admissions may require additional course work and testing as a condition of acceptance. In addition, previous clinical experience is highly recommended.

3. All applicants are required to submit official scores from the Allied Health Professions Admission Test (AHPAT). These test scores must be less than five years old.

The AHPAT is designed to measure general academic ability and scientific knowledge in the areas of biology, chemistry, verbal ability, quantitative ability, and reading comprehension. Applicants should schedule course work so that they complete biology, chemistry, and algebra courses before taking the AHPAT.

Applicants should take the test no later than November or January prior to the date of expected matriculation. Applications for the AHPAT are available through the Office of Admissions, Nova Southeastern University Physician Assistant Program, or by a written request to:

Allied Health Professions Admission Test
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-2498
(800) 622-3231

4. Prior to matriculation, all accepted applicants must submit proof of current certification in Basic Life Support (BLS).

5. All applicants must show evidence of computer skills through course work or self-study prior to the end of the first term. Students may obtain instruction through the Student Microcomputer Laboratory or other training facilities.

6. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institution equivalence by World Education Services, Josef Silney & Associates, Inc., or Education Credential Evaluators, Inc., and submit official examination scores of the Test of English as a Foreign Language (TOEFL). Speakers of English as a second language are also required to take the TOEFL. TOEFL scores will be evaluated by the Committee on Admissions in the admission process.

7. Prior health care experience is highly recommended and is considered for admission. Applicants must submit verifiable information about prior health care experience in order to be competitive for admission to the program.

The Dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

Application Procedure
The Office of Admissions processes applications on a "rolling" or periodic basis. The application form and a non-refundable fee of $50 should be submitted as early as
possible, but no later than January 15 in order to be considered for admission in June. It is in the best interest of prospective students to complete their applications early.

1. A complete application is required before an applicant can be considered. This includes the application form, application fee, a complete set of official transcripts, AHPAT scores, letters of evaluation, a Previous Experience in Health Care form, and copies of all professional certifications, registrations, licenses, or relevant credentialing materials.

**ALL APPLICATION CREDENTIALS MUST BE RECEIVED BY THE OFFICE OF ADMISSIONS NO LATER THAN MARCH 15**

2. Official transcripts of all course work attempted at all colleges and universities must be forwarded, by the institutions attended, to the Office of Admissions, NSU Physician Assistant Program. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent. A final transcript, covering all of the applicant’s work, must be forwarded to the Office of Admissions prior to matriculation.

3. Three letters of evaluation. One letter of evaluation must be sent from an individual (other than a relative) such as an academic advisor, professor, co-worker or supervisor. Two letters of evaluation must be from a physician assistant or physician.

4. A personal interview will be an integral part of the admission process; however, being granted an interview is not a guarantee of admission. It should also be clearly understood that not all applicants will be granted an interview. Those who are selected for an interview will be notified of the date and time of such interview by the Office of Admissions. Those applicants who are invited for an interview will be required to write a brief spontaneous essay as part of the interview process. The topic of the essay will be chosen by the College of Allied Health.

**Dual Admissions Program**  
Undergraduate/Physician Assistant Program (B.S.)

Nova Southeastern University Health Professions Division has established a dual admissions program with the Nova Southeastern University Farquhar Center for Undergraduate Studies for a select number of highly-motivated, qualified students interested in pursuing both undergraduate and professional studies in the Physician Assistant Program. This allows candidates to receive their Bachelor's degree in the Physician Assistant Program in a four-year period.

Candidates must maintain a specified grade point average and achieve acceptable scores on the Allied Health Professions Admission Test (AHPAT). Students will be awarded a B.S. degree upon completion of two years at the Farquhar Center for Undergraduate Studies and two years at Nova Southeastern University College of Allied Health.

For complete information and requirements, contact the Office of Admissions, Farquhar Center for Undergraduate Studies, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, Florida 33314.

**Tuition and Fees**

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $16,200 for Florida residents and $16,450 for out-of-state residents. A student activities fee of $100 each year is required of all students.

2. Acceptance Fee – $100. This fee is required to reserve the accepted
applicant's place in the entering first-year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in the event of a withdrawal. It is payable within two weeks of an applicant's acceptance.

3. Deposit - $400, due February 15th, under the same terms as the Acceptance Fee.

4. Pre-Registration Fee - $500, due April 15th, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $50 when implemented.

The first semester's tuition and fees, less the $1,000 previously paid, are due on or before Registration Day. Tuition for each subsequent semester is due on or before the appropriate Registration Day. Students will not be admitted until their financial obligations have been met. The financial ability of applicants to complete their training at the College is important because of the limited number of positions available in each class. Applicants should have specific plans for financing two years of professional education. This should include tuition, living expenses, books, equipment, and miscellaneous expenses.

It is required that each student carry adequate personal medical and hospital insurance. Students may avail themselves of the hospitalization insurance plan obtainable through the University.

Requirements for Graduation
In order to be eligible for the B.S. degree in Physician Assistant studies, students shall:

1. Be of good moral character
2. Successfully complete all academic courses and degree requirements with a minimum of 161 semester hours and a minimum grade of 70% in each course
3. Have satisfactorily met all financial and library obligations
4. Attend in person the rehearsal and commencement program at which time the degree is conferred

Course of Study
The curriculum is completed following a minimum of two years of undergraduate work. The program is dedicated to educating Physician Assistant students to provide quality health care in all areas including urban and rural, underserved and minority communities. The comprehensive curriculum, completed in a consecutive manner, is oriented to primary care and prepares the student to practice in a wide variety of clinical settings. Students begin the program in the summer semester. The first year consists of basic science, clinical science, behavioral science and related didactic courses. All courses are required and must be successfully completed before advancing to the second year. The second year is devoted to required clinical training in Family Medicine, Obstetrics/Gynecology, Geriatrics, Emergency Medicine, Pediatrics, Psychiatry, Surgery, Internal Medicine, and two elective rotations. The rotations provide hands-on experience in a variety of community and rural health clinics, teaching hospitals and private practices. Each rotation has assigned readings and learning objectives with a written examination at the end of each rotation. During rotations students are under the supervision of a licensed physician and participate in patient assessments, manage common medical problems, perform common laboratory procedures and interpret the results. The role of the Physician Assistant requires a high level of expertise and responsibility, and applicants must possess the ability and desire to complete a rigorous academic and clinical program and have a commitment to continued learning.

Upon successful completion of the program the student will be awarded the Bachelor of Science degree in Physician Assistant Studies. Graduates will be eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).
# CURRICULUM OUTLINE

## First Year

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## Second Year

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Physician Assistant Courses
(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and semester hours)

Basic Sciences
ANA 5420 (55-35-5)
Anatomy
Gross structures of the human body. Integrates topographic and radiographic anatomy to stress the application and importance of clinical anatomy. Assists students to obtain the knowledge of the human anatomy necessary for the practice of the profession.

MIC 5400 (45-0-3)
Microbiology
Relationship of microbes to human disease and the host-immune response. Characteristics and properties of clinically significant bacteria, viruses, fungi and selected parasites, as well as the prevention, control, and diagnostic laboratory tests of their associated specific infectious diseases.

PHS 5400 (54-0-3)
Physiology
Clinically relevant physiologic principles of the major organ systems covered in Clinical Anatomy. Pathological changes that occur in human physiology in the disease process.

PCO 5300 (18-0-1)
Biomedical Principles

PCO 5400 (36-0-2)
Pharmacology I
Understanding the basis for pharmacologic intervention in patient care is the foundation for treatment of disease. This course begins an in-depth study of the pharmacodynamics of drugs used in the automatic nervous, renal, and cardiovascular systems. Mechanisms of drug action, clinical uses, side effects, contraindications and drug interactions, pharmacokinetic considerations for special patient populations.

PCO 5410 (66-0-4)
Pharmacology II
The mechanisms of action, clinical uses, side effects, contraindications, drug interactions and pharmacokinetics of drugs utilized in the treatment of diseases of the major organ systems. Treatment of HIV, geriatric and neonatal pharmacology, the pharmacological principles of nutrition, over-the-counter agents, toxicology, drugs of abuse, prescription writing and evaluation of drug literature.

Clinical Sciences
PAC 3000 (18-18-2)
Physical Diagnosis I
Principles and skills required to perform a thorough history and physical examination. Emphasizes normal physical findings; correlates with the clinically oriented anatomy course using a systems approach. Introduces the skills necessary to perform a complete medical interview.

PAC 3100 (20-36-2)
Physical Diagnosis II
Using skills learned in Physical Diagnosis I, students learn to integrate accurately and record historical and physical findings in a written format. Lecture, class discussion, role playing, supervised clinical experience, and patient simulations.

PAC 3200 (38-62-4)
Physical Diagnosis III
Supervised practice of skills learned in Physical Diagnosis II. Integrating previously learned interviewing and physical diagnosis skills with principles from the clinical sciences, students elicit a comprehensive medical history, perform a complete physical examination, formulate an initial diagnostic
impression and diagnostic plan. Students are expected to continue progress in recording information in written form and presenting the information orally to colleagues.

**PAC 3129 (16-0-1)**

**Health Promotion and Disease Prevention**

Focus on wellness through preventive interventions and services. Emphasizes responsibility for one's own health, the community's efforts to protect against disease and environmental hazards. Epidemiology, risk factors, screening tests and community resources are identified with each health issue presented.

**PAC 3205 (24-0-2)**

**Clinical Problem Solving**

Concepts and skills necessary for developing the differential diagnosis and management plan for clinical problems. Emphasizes the correlation of historical information, physical findings, and pertinent laboratory results to formulate a diagnosis.

**PAC 3110 (90-0-5)**

**Clinical Medicine & Surgery I**

Etiology, clinical manifestations, appropriate diagnostic evaluation and the management of each selected disease entity. Includes cardiology, pediatrics, gastroenterology, nephrology, endocrinology, dermatology, pulmonary disease, obstetrics, gynecology, ophthalmology, neurology, hematology, musculoskeletal disorders, emergency medicine, geriatrics, occupational and infectious diseases.

**PAC 3210 (100-10-6)**

**Clinical Medicine & Surgery II**

Continuation of *Clinical Medicine and Surgery I*. Common disease entities of major organ systems, primary care aspects of disease evaluation and treatment.

**PAC 3310 (80-24-5)**

**Clinical Medicine & Surgery III**

Disease entities of major organ systems. Lectures in primary care aspects of disease evaluation and treatment. Laboratory instruction in fundamentals of surgical technique and patient care. Laboratory practicum introduces procedures utilized in the clinical setting: aseptic technique, operating room protocol, suturing, venipuncture, injection and urethral catheterization.

**PAC 3130 (32-0-2)**

**Clinical Laboratory Medicine**

Clinical laboratory utilization, rationale for selecting common diagnostic tests, interpretation of results, correlation between results and disease processes, tests not available in the primary care setting that are necessary for diagnosis, treatment and patient care.

**PAC 3224 (4-14-1)**

**Cardiac Simulation Laboratory**

("Harvey") Facilitates clinical approach to patients with cardiovascular disease. The life-size computerized cardiac patient simulator, Harvey, is used to teach and reinforce the use of cardiac auscultation to evaluate a patient's cardiovascular status. Basic principles of auscultation. Case presentations with simulated heart sounds help identify normal heart sounds, murmurs, abnormal heart sounds and their relationship to cardiac diseases.

**PAC 5400 (54-0-3)**

**Clinical Pathophysiology**

Pathological changes seen in disease states. Pathophysiologic concepts are approached utilizing a major body system/organ approach. Etiology and progression from the normal physiological state to the diseased state with resultant clinical signs and symptoms.

**PAC 3002 4-14 (Self Study)-1**

**Medical Terminology**

Use of medical language for appropriate and accurate communication in patient care. Students acquire a medical vocabulary, knowledge of medical terminology and of terminology reference material.
PAC 3229  (18-18-2)
Advanced Cardiac Life Support & Electrocardiography
Diagnostic skills used in acute cardiac care, the reading of normal and abnormal ECG, common cardiac diseases and their clinical signs, symptoms and ECG tracings, current guidelines for acute cardiac care. The American Heart Association-approved ACLS program is presented. Laboratory simulation promotes use of the skills learned in lecture.

Behavioral Sciences
PAC 3207  (36-0-2)
Behavioral Issues in Medicine
Common psychosocial problems encountered by health care professionals. Emphasizes the recognition and understanding of development of these behaviors, including the patient-clinician relationship, counseling skills, communication skills, and appropriate intervention and treatment regimens.

PAC 3005  (18-0-1)
Epidemiology and Biostatistics
Basic methods of epidemiology and biostatistics used in clinical research, evaluation of diagnostic procedures, methodology for clinical trials evaluating new treatments, critical reading of medical literature.

PAC 3006  (18-0-1)
Health Care Delivery Systems
Current issues in the P.A. profession: history and future role of P.A.s within the health care system, the structures and administrative principles in health care organizations, role of the P.A. in health care delivery systems, third party reimbursement, quality assurance, federal health care programs, home health care, rural health care.

PAC 3400  (18-0-1)
Medical Ethics
Principles and concepts in determining what action is right and what results are good when examining ethical problems in a primary care setting: solving an ethical dilemma, the impaired supervising physician, P.A.-physician conflicts, patient-P.A. conflicts, euthanasia and the P.A. role, risk management.

Senior Rotations
PAC 4302  (0-160-4)
Psychiatry
Required four-week rotation in inpatient and outpatient settings. Students learn to evaluate, diagnose, and treat common acute and chronic psychiatric problems. Emphasizes the disease entities commonly encountered in the primary care setting.

PAC 4303  (0-160-4)
Geriatrics
Required four-week rotation in outpatient, inpatient, and long-term care treatment settings teaches the normal and abnormal physiologic changes of aging and their effects on clinical decision making. Emphasizes primary care of the geriatric patient.

PAC 4304  (0-180-4)
Obstetrics/Gynecology
Required four-week rotation in inpatient and outpatient settings teaches perinatal care and treatment, gynecological diagnosis and management. Emphasizes primary care of the female patient including obstetrics.

PAC 4308  Elective I (0-180-4)
PAC 4309  Elective II (0-180-4)
Each four-week elective may be taken sequentially at the same site or separately. Elective rotations provide opportunity to investigate a clinical subspecialty area or gain more experience in a required discipline.

PAC 4311  (0-360-8)
Internal Medicine
Required eight-week rotation in outpatient, inpatient settings. Diagnosis, treatment, management of acute and chronic medical problems seen in the internal medicine practice. Emphasizes the adult non-surgical patient.
PAC 4313
Surgery
Required four-week rotation in inpatient and outpatient settings. Students learn to diagnose, treat and manage the surgical patient. Emphasizes surgical entities commonly encountered in the primary care setting.

PAC 4315
Emergency Medicine
Required four-week rotation in hospital emergency department teaches students to recognize, assess, and treat acute and life-threatening clinical problems. Emphasizes common primary care emergencies.

PAC 4317
Pediatrics
Required four-week rotation in inpatient and outpatient settings teaches normal and abnormal growth and development, disease prevention, and basic health care in neonates through adolescence. Emphasizes primary care of the pediatric patient.

PAC 4318
Family Medicine
Required eight-week rotation in outpatient settings. Comprehensive primary care of the individual patient within the family unit. Emphasizes the primary care needs of patients in rural and inner-city communities.

MASTER OF MEDICAL SCIENCE PROGRAM FOR PHYSICIAN ASSISTANTS

The Master of Medical Science (M.M.S.) Program is contained within the Physician Assistant Program at Nova Southeastern University (NSU). The M.M.S. program is designed to provide Physician Assistants (PAs) advanced knowledge in conducting research, advanced clinical training and scholarship needed to expand career mobility and professional advancement. The M.M.S. charter class will start in the Fall of 1998.

PAs practicing today in urban and rural communities throughout the nation are highly recognized as valuable members of the health care team who make quality care more accessible while reducing costs. PAs are playing a prominent and respected role in providing community medical service. An increasing number of employers are seeking master-level, academically prepared PAs to fill expanded roles that include clinical specialization, health education, research and health care administration.

The M.M.S. didactic curriculum provides education in legal and ethical issues in health care, epidemiologic surveillance, biostatistical application and analysis, computer applications in conducting health care research, and principles of advanced life support.

The clinical component of the M.M.S. Program will be tailored to the individual interest and goal of the graduate student. Under faculty guidance, the student will demonstrate increased clinical expertise in a designated medical or surgical specialty. Students enrolled in this segment of the program will have graduated from their entry level physician assistant training. The clinical component will be conducted at physician offices, hospitals, and private institutions. The clinical preceptor will be approved by the Dean of the College of Allied Health, the Physician Assistant Program Medical Director, and the M.M.S. Program Director based upon the academic training, demonstrated scholarship, teaching experience, and clinical expertise of the preceptor. In most cases the clinical preceptor will be the student's employing physician.
Admission Requirements

The College of Allied Health considers the overall qualities of the applicant. Areas of consideration include personal motivation, quality and length of prior health care experience, academic performance and level of achievement, life experiences, and personal recommendations.

Admission requirements for graduate Physician Assistant M.M.S. candidates:

In order to be considered for admission, applicants must submit proof of the following prior to matriculation:

1. Graduation from an accredited PA Program with a GPA of at least 3.0 on a four-point scale
2. A bachelor's degree from an accredited institution
3. Current certification by the National Commission on Certification of Physician Assistants
4. Current state licensure to practice as a Physician Assistant
5. Official transcripts from all previously attended undergraduate, professional, and graduate institutions, sent directly to the Office of Admissions, Master of Medical Science Program.
6. Three letters of evaluation. One must be from a physician. The other two letters of evaluation should be sent from individuals (other than relatives) such as academic advisors, professionals, co-workers, or supervisors.
7. Be accepted by the M.M.S. Committee on Admissions.

Admission Requirements for NSU PA students for didactic courses:

1. Must successfully complete the first semester of their didactic physician assistant studies with a GPA of 80% or above.
2. Must be in good academic standing. Any student failing a PA Program course will not be able to register for additional master-level courses until successful completion of the failed course.
3. Obtain a recommendation from the PA Program Director.
4. Be accepted by the M.M.S. committee or Admissions.

The University reserves the right to modify any requirements on an individual basis as deemed necessary by the Dean of the College of Allied Health.

The College reserves the right, and the student, by his or her act of matriculation, concedes to the College the right, to require his or her withdrawal at any time the College deems it necessary to safeguard its standards of scholarship, conduct and compliance with regulations or for such other reasons as are deemed appropriate. The Dean, PA Program Director, and the M.M.S. Program Director also reserve the right to require the student’s withdrawal at any time for the above mentioned reasons, or if it is determined that enrollment in the M.M.S. Program is negatively affecting the student’s progress in the entry level PA Program.

Tuition and Fees

Tuition is $400 a credit hour for NSU students and $425 a credit hour for all others. A student activity fee of $100 each year and a university technology fee not to exceed $50 when implemented is required of all students (unless enrolled in the entry level PA Program). Tuition waivers and discounts for NSU students, staff, and faculty members will
be in accordance with those listed in the University schedule. Tuition and fees are subject to change without notice.

Application Procedure

The Office of Admissions processes applications on a "rolling" or periodic basis. Applicants can apply for acceptance for any one of three terms during an academic year (Winter, Summer, Fall). Please contact the Office of Admissions for exact deadlines and start dates. Before the applicant can be reviewed for possible admission, the following must be submitted:

1. A completed application to the Office of Admissions along with a $50 non-refundable application fee.
2. Official transcripts of all course work attempted at all colleges and universities must be forwarded, by institutions attended, to the Office of Admissions, NSU Master of Medical Science Program. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent. A final transcript, covering all of the applicant’s work, must be forwarded to the Office of Admissions prior to matriculation.
3. Three letters of evaluation. One must be from a physician. The other two letters evaluation should be sent from individuals (other than relatives) such as academic advisors, professors, co-workers, or supervisors who know the applicant’s personal character and scholastic, clinical, and work abilities.
4. Official copies of all professional certifications, registrations, licenses, or relevant credentialing materials.

In special circumstances, a personal interview with members of the Committee on Admissions may be requested or required.

Upon the receipt of the completed application and required credentials, the Committee on Admissions will recommend to the Dean, the PA Program Director, and the M.M.S. Program Director those applicants to be considered for acceptance to the Program.

Foreign Course Work

Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence. Foreign course work must be evaluated by one of the three services listed below. You should contact:

World Education Services, Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311
or
Joseph Silney and Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233
or
Educational Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202-0970
(414) 289-3400

It is the applicant’s responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions.
Requirements for Graduation

To be eligible to receive the M.M.S. degree, students shall:

1. Be of good moral character
2. Satisfactorily complete the program of study required for the degree with a numerical GPA of 80 or above
3. Successfully complete the M.M.S. Graduate Project
4. Attend in person the rehearsal and commencement program at which time the degree is conferred

Course of Study

The MMS Program requires a minimum of 36 semester hours of study to be completed. No more than six semester hours of equivalent course work for the degree can be transferred from another regionally accredited institution. These graduate courses must have a grade of B or better and be approved by the M.M.S. Program Director and Dean, College of Allied Health. The Dean reserves the right to require, in special cases, more than the minimum of 36 semester hours.

Classes are offered in the evenings and weekends.

CURRICULUM OUTLINE

<table>
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<tr>
<th>Required Courses</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester Hours</th>
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<tr>
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<tr>
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<td>PUH 5430 Epidemiology</td>
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<td>PUH 5520 Legal &amp; Ethical Issues In Public Health</td>
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<tr>
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<tr>
<td>PUH 6604 Research Methods in Public Health</td>
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<td>15</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5103 Principles of Advanced Life Support</td>
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<td><strong>CLINICAL COMPONENT</strong></td>
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<td></td>
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<tr>
<td>MMS 5106 Advanced Clinical Segment I</td>
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<td>MMS 5206 Advanced Clinical Segment II</td>
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<td><strong>Total Hours</strong></td>
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</table>

1 Prerequisite: PUH-5430 and PUH-5301
2 Prerequisite: PUH-5610
Master of Medical Science Courses
(Note: Listed to the right of each entry are lecture hours, laboratory hours, and semester hours.)

DIDACTIC COMPONENT

PUH-5301 (45-0-3) Biostatistics
This course focuses on the principles and reasoning underlying modern biostatistics and on specific inferential techniques commonly used in health research. At course completion students will be able to apply basic inferential methods in research endeavors, and improve their abilities to understand the data analysis of health related research articles.

PUH-5430 (45-0-3) Epidemiology
Students develop conceptual and analytical skills in the design and conduct of clinical and epidemiologic studies, in the process of epidemiologic surveillance, the evaluation of screening and diagnostic tests, and the investigation of epidemics, effect modifications and confounding effects, and apply the study design and analytical procedures to deal with them.

PUH-5520 (45-0-3) Legal & Ethical Issues in Public Health
Introduces non-lawyers to the important roles law and ethics play in determining the public’s health. Students develop skills in analyzing political, legislative, and ethical aspects of health issues.

PUH-5610 (15-30-3) Computer Applications in Public Health
Hands-on computer analysis of data using existing statistical software. Demonstrates computer applications to existing health problems and issues, includes data presentation using tables, graphs, and charts.
Prerequisite: PUH-5430 and PUH-5301

PUH-6604 (30-15-3) Research Methods in Public Health
Review of intermediate level research methods, concepts, and principles. Practical issues in the design, conduct, analysis of health studies; quantitative and qualitative research methodology currently used in public health.
Prerequisite: PUH-5610

MMS-5103 (30-15-3) Principles of Advanced Life Support
Introduction to the accepted principles of the advanced life support measures utilized in adult medical, traumatic, and pediatric emergencies. Includes a review of the most common emergency situations encountered and provides hands-on practical training that will assist the physician assistant in developing the skills required to stabilize patients with life-threatening conditions.

CLINICAL COMPONENT

This segment is to be completed after graduation from an accredited PA Program. It can be completed through distance learning.

MMS-5106 (20-240-6) Advanced Clinical Segment I
The student will gain advanced clinical expertise through intensive study of genetic, infectious, degenerative, neoplastic, autoimmune, reproductive, or allergic diseases within the student’s area of medical interest. Medical topics and specific learning objectives will be defined by the students and his or her faculty advisor. General learning objectives are established. Oral and written presentations will represent an integral segment of the course.
MMS-5206 (20-240-6)  
**Advanced Clinical Segment II**  
Based upon a foundation established through successful completion of Advanced Clinical Segment I, the student will focus on a specific disease within a selected category of disorders. The student will gain sophisticated clinical knowledge of the disease through rigorous study of its etiology, pathophysiology, biochemical abnormalities, acute and chronic manifestations, and therapy. The student will be capable of intensive initial therapy of life threatening manifestations of the disease. Specific learning objectives will be cooperatively defined by the student and faculty advisor. General learning objectives are established. Oral and written presentations will represent an integral segment of the course.

MMS-5306 (40-200-6)  
**Graduate Project**  
Includes individual programs of clinical observation, practice and/or research. Students work under the direction of a supervising physician and faculty advisors to complete a project including a detailed literature review and evaluation, clinical work, data analysis, and an individual, publishable report. Clinical study sites may include physician offices, hospitals, or physician assistant residency programs.

## OCCUPATIONAL THERAPY PROGRAM

Occupational therapists provide services to enhance the function and life satisfaction of persons whose daily life performance has been interrupted or jeopardized by disease, injury, disability, life stress, or other factors. Therapy consists of clients' planned involvement in occupation—purposeful activities—which positively influence their life adaptation. This involvement in occupation may be facilitated by supportive training, specialized equipment, environmental modification and/or problem solving to accomplish life tasks. The therapeutic process is founded upon the belief that individuals are the principal agents of their own adaptation, and through active involvement in occupation can have a significant impact on their health status, recovery from illness, and adjustment to disability.

The NSU Occupational Therapy Program offers two degrees, a Master of Occupational Therapy (M.O.T.) and a Doctor of Occupational Therapy (Dr.O.T.). The M.O.T. is designed so that a student may enter after completing an undergraduate or graduate degree or after completing 90 semester hours of undergraduate work (including 30 semester hours of upper division). The Dr.O.T. is designed for the student who obtains an M.O.T. from Nova Southeastern University or for the practicing occupational therapist who wishes to obtain a professional doctoral degree.

The occupational therapist must be an expert in the knowledge of occupation, its role in health and adaptation, and its use in therapy. Occupational therapy practice requires the therapist to exercise increasingly complex, autonomous decision-making and problem-solving skills in multifactorial situations. The therapist must, therefore, be a critical thinker, capable of evaluating and synthesizing information from a variety of sources about a wide range of phenomena. Finally, the therapist should be a reflective practitioner able to evaluate his or her own clinical reasoning.

### Accreditation

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20814, (301) 652-2682.
Master of Occupational Therapy

Admission Requirements

The Master of Occupational Therapy degree program is designed for students with a strong liberal arts background who have demonstrated an ability to work with people and have a concern for the welfare of others. The program accommodates two routes of admission and specific prerequisites have been established for each.

1. Prior to matriculation, applicants with an undergraduate or graduate degree in another field from a regionally accredited college or university must complete the following prerequisites:

   Abnormal psychology 3 semester hours
   Biology, Anatomy, or combined Anatomy/Physiology, including laboratory 4 semester hours
   Human growth and development (must cover infancy through aging) 3 semester hours
   Statistics 3 semester hours
   Must demonstrate basic computer and word processing competency

2. Prior to matriculation, applicants who possess a minimum of 90 semester hours of baccalaureate study with a minimum of 30 semester hours of upper division work, but who do not hold a baccalaureate degree, must complete the following prerequisites:

   Abnormal psychology 3 semester hours
   Biology, Anatomy, or combined Anatomy/Physiology, including laboratory 4 semester hours
   Human growth & development (must cover infancy through aging) 3 semester hours
   Statistics 3 semester hours
   Humanities 9 semester hours
   (art, music appreciation, literature, foreign language, history, philosophy, religion)
   English composition 6 semester hours
   Social science 3 semester hours
   (anthropology, sociology, geography, political science, government, economics)
   Must demonstrate basic computer, word processing competency

Recommended Courses
For all Applicants:

   Ethics 3 semester hours
   Public speaking 3 semester hours
   Physics, including laboratory 4 semester hours
   Theories of Personality 3 semester hours
   Sociology/Anthropology 3 semester hours
   Logic 3 semester hours
   Physiology 3 semester hours

Additional Requirements
For all Applicants:

1. Students must have a cumulative GPA of 2.5 or higher on a four-point scale. Students must earn a 2.0 or better in each required course.
2. Applicants are required to submit official scores from the Graduate Record Examination (GRE). These test scores must be less than five years old.
3. Foreign students must take the Test of English as a Foreign Language (TOEFL) and obtain a score of 550 or higher.

The Dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

Application Procedure
Candidates for admission must submit or be responsible for submission of:
1. A completed application form along with a $50 non-refundable application fee
2. Three letters of evaluation from indi-
als such as academic instructors and professors, occupational therapists and other health professionals, work supervisors, or volunteer supervisors. Evaluations should be submitted on forms provided and not submitted in the form of a letter.

3. Official GRE scores
4. Official college transcripts from all undergraduate or graduate institutions attended, sent to Nova Southeastern University Occupational Therapy Office of Admissions directly from the institutions
5. Test of English as a Foreign Language (TOEFL) scores if a foreign student

Upon receipt of the completed application and required credentials, the Committee on Admissions will select applicants to be interviewed. Those selected will be notified in writing of the time and place. No applicant will be admitted to the Occupational Therapy Program without an interview, but an invitation to appear for an interview should not be construed by the applicant as evidence of final acceptance. Notice of acceptance or other action by the Committee on Admissions will be on a "rolling" or periodic schedule. Early completion of the application is, therefore, in the best interest of the student.

Foreign Course Work
Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence by one of the services below. You should contact:

World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

or

Josef Silney and Associates
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233

Educational Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202-0970
(414) 289-3400

It is the applicant's responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions.

Dual Admissions Program
Undergraduate/Occupational Therapy Program

Nova Southeastern University Health Professions Division has established a dual admissions program with the Nova Southeastern University Farquhar Center for Undergraduate Studies for a select number of highly-motivated, qualified students interested in pursuing both undergraduate and professional studies in Occupational Therapy. This allows candidates to receive their master's degree in Occupational Therapy in a 5 1/2 year period.

Candidates must maintain a specified grade point average. Students will spend three years in the undergraduate school and will be awarded a bachelor's degree from the Farquhar Center upon completion of the first year of education at Nova Southeastern University's College of Allied Health. Students will receive the Master of Occupational Therapy degree after completion of the Occupational Therapy M.O.T. program.

For information and requirements, contact the Office of Admissions, Farquhar Center for Undergraduate Studies, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Tuition and Fees

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $15,965 for Florida students and $17,975 for out-of-state residents. A student activities fee of $100 each year is required of all stu
dent. Eligible students must request in-state tuition on application. For tuition purposes, a student's Florida residency status (in-state or out-of-state) will be determined at initial matriculation and will remain the same throughout the entire enrollment of the student at NSU. Accordingly, tuition will not be adjusted as a result of any change in residency status after initial enrollment registration.

2. Acceptance Fee: $100. This fee is required to reserve the accepted applicant's place in the entering first year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in case of a withdrawal. It is payable within two weeks of an applicant's acceptance.

3. Deposit: $400, due February 15, under the same terms as the Acceptance Fee.

4. Pre-Registration Fee: $500, due April 15, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $50 when implemented.

The summer and fall semesters' tuition and fees, less the $1,000 previously paid, are due on or before Registration Day. Tuition for each subsequent semester is due on or before the appropriate Registration Day. Students will not be admitted until their financial obligations have been met.

The financial ability of applicants to complete their training at the University is important because of the limited number of positions available in each class. Applicants should have specific plans for financing 2 1/2 years of professional education. This should include tuition, living expenses, books, equipment, internship, travel, and miscellaneous expenses.

Requirements for Graduation

In order to be eligible for the M.O.T. degree, students shall:

1. Be of good moral character
2. Have satisfactorily completed the program of study required for the degree (119 semester hours) with a minimum grade of 70% in each course
3. Have satisfactorily met all financial and library obligations
4. Successfully complete the clinical internships within 24 months of completion of didactic courses
5. Attend in person the rehearsal and commencement program at which time the degree is conferred

Course of Study

The academic discipline of Occupational Therapy draws upon and integrates a wide range of interdisciplinary topics. Theories that illuminate the understanding of occupation in human life, the role of occupation in health and adaptation, and the art and science of using activities as therapeutic agents create the foundation for the discipline.

As part of the regular curriculum, Occupational Therapy students are placed in school settings during OCT 5243, Pediatric Occupational Therapy. To be eligible for this placement, all students must be fingerprinted and subject to a background check in accordance with regulations of the Human Services Department, Bureau of Children's Services, Broward County, Florida. Additionally, some other placement facilities may also require criminal background checks.

Students may, under supervision, provide occupational therapy services to patients seen in the University clinics as part of the regular course of study.
## Curriculum Outline for Master of Occupational Therapy Program

<table>
<thead>
<tr>
<th>First Year</th>
<th>Summer Semester</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester</th>
<th>Hours</th>
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<td>OCT 5822</td>
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<th>Lecture</th>
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<td>Mental Health Occupational Therapy</td>
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<tr>
<td>OCT 5443</td>
<td>Occupational Therapy Physical Dysfunction/Work Practice</td>
<td>48</td>
<td>64</td>
<td>10</td>
</tr>
<tr>
<td>OCT 5643</td>
<td>Geriatric Occupational Therapy</td>
<td>56</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>OCT 5963</td>
<td>Fieldwork Issues I</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>OCT 5964</td>
<td>Fieldwork Issues II</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year (6 months)</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 5981 Fieldwork Experience Level I*</td>
<td>0</td>
<td>0</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>OCT 5982 Fieldwork Experience Level II*</td>
<td>0</td>
<td>0</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>392</strong></td>
<td><strong>252</strong></td>
<td></td>
<td><strong>78</strong></td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>119</strong></td>
</tr>
</tbody>
</table>

* Each 40 hours/week for 12 weeks
Doctor of Occupational Therapy Program

The Doctor of Occupational Therapy (Dr.O.T.) is conferred in recognition of a demonstrated ability for leadership in practice and clinical research within a targeted delivery system. A minimum of 90 semester credits is required including dissertation of original practice-based research. A maximum of 36 credits may be transferred from other graduate programs with Advisory Committee approval.

Admission Requirements

1. Applicants must have either a bachelor’s or a master’s degree in Occupational Therapy from a regionally accredited university or college and be eligible for a Florida Occupational Therapy license.

2. Preference for admission will be given to students with a cumulative GPA of 3.0 or higher on a four-point scale for the last two years of their most recent degree.

3. Applicants are required to submit official scores from the Graduate Record Examination (GRE). A score of 1600 for all three areas is preferred.

4. Foreign students must take the Test of English as a Foreign Language (TOEFL) and obtain a score of 550 or higher.

The Dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

Routes of Entry/Course of Study

1. Students who have a baccalaureate degree in another field or who have 90 semester hours from a regionally accredited college or university (60 lower division and 30 upper division) may apply for admission to the doctoral program. These students will complete the 36-credit MOT degree requirements and continue with the additional 54 credits of graduate study.

Students admitted with a baccalaureate in another field must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 6173 Statistical Measures 3</td>
</tr>
<tr>
<td>OCT 6010 Theory Development for Models of Practice 3</td>
</tr>
<tr>
<td>OCT 6109 The Occupational Therapist and Cultural Diversity 3</td>
</tr>
<tr>
<td>OCT 6132 Advanced Legal and Ethical Issues in Health Care 3</td>
</tr>
<tr>
<td>OCT 6860 Leadership Seminar 3</td>
</tr>
<tr>
<td>OCT 6170 Quantitative Research Methods for Occupational Therapists 3</td>
</tr>
<tr>
<td>OCT 6171 Qualitative Research Methods for Occupational Therapists 3</td>
</tr>
<tr>
<td>Electives: Selected with advisory committee approval to complement stated clinical specialization 9</td>
</tr>
<tr>
<td>Dissertation Research and Clinical Residency 24</td>
</tr>
<tr>
<td><strong>Total</strong> 90</td>
</tr>
</tbody>
</table>

2. Students with a baccalaureate degree in Occupational Therapy may be admitted into the doctoral program. Students with a baccalaureate in Occupational Therapy must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 6173 Statistical Measures 3</td>
</tr>
<tr>
<td>OCT 6109 The Occupational Therapist and Cultural Diversity 3</td>
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<tr>
<td>OCT 6010 Theory Development for Models of Practice 3</td>
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<td>OCT 6860 Leadership Seminar 3</td>
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<td>OCT 6132 Advanced Legal and Ethical Issues in Health Care 3</td>
</tr>
<tr>
<td>OCT 6170 Quantitative Research Methods for Occupational Therapists 3</td>
</tr>
<tr>
<td>OCT 6171 Qualitative Research Methods for Occupational Therapists 3</td>
</tr>
<tr>
<td>Dissertation Research and Clinical Residency 12-24</td>
</tr>
<tr>
<td>Electives: Selected with advisory committee approval to complement stated clinical specialization 36-45</td>
</tr>
<tr>
<td><strong>Total</strong> 90</td>
</tr>
</tbody>
</table>
3. Certified occupational therapists with a master's degree from an accredited institution may enter the doctoral program and transfer up to 36 semester hours with permission of their supervising committee. Students with a master's degree in a related field or cognate area must complete:

**Semester Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 6109</td>
<td>The Occupational Therapist and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6010</td>
<td>Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6860</td>
<td>Leadership Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6132</td>
<td>Advanced Legal and Ethical Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6170</td>
<td>Quantitative Research Methods for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6171</td>
<td>Qualitative Research Methods for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Selected with advisory committee approval to complement stated clinical specialization</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Dissertation Research and Clinical Residency</td>
<td>12-24</td>
</tr>
<tr>
<td>Transfer credits for master's degree or combination of electives and transfer</td>
<td>36-48</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

All degree requirements must be completed within seven years of admission to candidacy.

**The International Institute for Leadership in Occupational Therapy**

The mission of the International Institute for Leadership in Occupational Therapy (IILOT) is to prepare doctoral level occupational therapists worldwide and to bring together international occupational therapist for intellectual exchange and scholarship. The Institute will use a variety of means to prepare advanced occupational therapy clinicians to take leadership roles in public policy, program development, service provision and research from the local to the global arena.

**Application Procedure**

Candidates for admission must submit or be responsible for submission of:

1. A completed application form along with a $50 non-refundable application fee
2. Three letters from persons who can evaluate the applicant's capability for doctoral study
3. Official GRE scores; foreign students must also submit TOEFL scores, if appropriate
4. Official college transcripts from all undergraduate and graduate institutions attended, sent directly to the NSU Occupational Therapy Office of Admissions
5. Undergraduate and/or graduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence by one of the three services listed below. You should contact: World Education Services, Inc., P.O. Box 745 Old Chelsea Station, New York, NY 10113-0745 (212) 966-6311; Josef Silney & Associates, Inc., International Education Consultants, P.O. Box 248233, Coral Gables, FL 33124, (305) 666-0233; or Educational Credential Evaluators, Inc., P.O. Box 92970, Milwaukee, WI 53202-0970, (414) 289-3400. It is the applicant's responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions.
6. Confirmation of initial certification by the National Board for Certification in Occupational Therapy. Candidates without occupational therapy certification must complete all courses required to take the national certification examination.

Upon receipt of the completed application and required credentials, the Committee on Admissions will notify, in writing, applicants who are selected for interview. No applicant will be admitted to the Occupational Therapy Program without an inter-
view, but an invitation to appear for an interview should not be construed by the applicant as evidence of acceptance. Notice of acceptance or other action by the Committee on Admissions will be on a "rolling" or periodic schedule. Early completion of the application is therefore in the best interest of the student.

**Tuition and Fees**

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $5,000 each semester for full-time students (7 to 12 credit hours) and $2,500 each semester for part-time students (6 credit hours or less). A student activities fee of $100 each year is required.

2. Acceptance Fee: $100. This fee is required to reserve the accepted applicant's place in the entering class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in case of a withdrawal. It is payable within two weeks of an applicant's acceptance.

3. Deposit: $400, due sixty days prior to registration, under the same terms as the Acceptance Fee.

4. Pre-registration Fee: $500, due thirty days prior to registration, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $50 when implemented.

The first term's tuition and fees, less the $1,000 previously paid, are due on or before Registration Day. Tuition for each subsequent semester is due on or before the appropriate Registration Day. Students will not be admitted until their financial obligations have been met.

The financial ability of applicants to complete their training at the College is important because of the limited number of positions available in each class. Applicants should have specific plans for financing their professional education. This should include provision for tuition, living expenses, books and equipment, computer, travel and miscellaneous expenses.

It is required that each student carry adequate personal medical and hospital insurance. Students may avail themselves of the hospitalization insurance plan obtainable through the University.

**Requirements for Graduation**

In order to be eligible for the Dr.O.T. degree, students shall:

1. Be of good moral character
2. Complete a minimum of 90 credits of course work
3. Have satisfactorily completed the program of study required for the degree with a minimum overall GPA of 80%
4. Successfully complete candidacy examinations
5. Complete Academic Residency
6. Complete Clinical Residency
7. Successfully defend the dissertation
8. Submit documented evidence that dissertation research will be presented or published
9. Have satisfactorily met all financial and library obligations
10. Attend in person the rehearsal and commencement program at which time the degree is conferred

**Occupational Therapy Courses**

(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and semester hours.)

**ANA 5516**

_Gross Anatomy_

Details human anatomy. Laboratory activities consist of student teams studying prospected cadavers, sections, bone sets, videotapes, radiographs, models.
ANA 5533 (36-18-3)
**Neuroanatomy**
Anatomy of central, peripheral nervous systems. Laboratory activities consist of student teams studying prossected cadavers, sections, radiographs, models.

OCT 5011 (64-96-6)
**Human Occupation Across the Life Span**
Introduces activities that influence engagement, motivation, health, independence of individuals from infancy to old age. Perception, observation, appreciation, analysis, prediction, selection, presentation of occupations that exhibit appropriateness for individuals as determined by age or interest are included.

OCT 5013 (19-38-2)
**Creative Occupations**
Focuses on therapeutic value of creativity. The meaning of significance, involvement, challenge, success, competence are experientially explored. Students learn to structure, adapt, plan, present, assess activities for use with clients.

OCT 5015 (19-38-2)
**Applied Occupations**
Experiential course on influence of culture on human occupations. Students explore cultural impact, meaning, contributions of world view ritual to everyday life. Focus on adaptations, therapeutic use of occupations to address client problems. Culture, background, environment considered.

OCT 5101 (38-0-2)
**Historical and Theoretical Foundations of Occupational Therapy**
Social-cultural heritage of occupational therapy, the people who formulated the ideas and concepts on which profession is based. Students explore relationship between philosophical, theoretical, knowledge bases of occupational therapy.

OCT 5121 (60-0-4)
**Clinical Signs and Symptoms I**
Problems presented in motor, sensory, cognitive, interpersonal, self-care, productivity, leisure areas that may be seen by occupational therapists as a result of pathophysiological dysfunction. Class parallels content presented in Gross Anatomy.

OCT 5123 (60-0-4)
**Clinical Signs and Symptoms II**
Continuation of Clinical Sign and Symptoms I.

OCT 5132 (48-0-3)
**Current Issues in Occupational Therapy I**
Focus on occupational therapist as administrator of clinical services. Includes systems theory, management theory, techniques.

OCT 5133 (48-0-3)
**Current Issues in Occupational Therapy II**
Continuation of Current Issues in Occupational Therapy I.

OCT 5174 (48-0-3)
**Research Methods for Occupational Therapy I**
Exploration of research methods applicable to the practice of occupational therapy. Focuses on evaluation data as bases for research. Prerequisites: Statistics

OCT 5175 (48-0-3)
**Research Methods for Occupational Therapy II**
Continuation of Research Methods for Occupational Therapy I.

OCT 5243 (48-64-10)
**Occupational Therapy Pediatric Practice**
The practice of occupational therapy for children and infants, including evaluation and treatment techniques, treatment, discharge planning, working with families. Lecture,
laboratory, fieldwork level I experience. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015.

**OCT 5343 (48-64-10) Occupational Therapy Mental Health Practice**
The practice of occupational therapy in mental health/psychiatry, including application of evaluation techniques, treatment, discharge planning, working in community, acute care environments. Lecture, laboratory, fieldwork level I experiences. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015

**OCT 5395 (33-0-2) Psychiatry**
 Presents psychiatric interview, personality development, somatic therapies and pharmacology, major psychiatric disorders using the DSM IV, psychotherapy as a base for mental health practice.

**OCT 5443 (48-64-10) Occupational Therapy Physical Dysfunction/Work Practice**
The practice of occupational therapy as it relates to the treatment of the physically disabled including work-related injuries. Focus on biomechanical, neurological basis of treatment. Treatment techniques, treatment and discharge planning. Lecture, laboratory, fieldwork experience. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015

**OCT 5643 (56-56-10) Occupational Therapy Geriatric Practice**
The practice of occupational therapy for the aged, including evaluation, treatment techniques including treatment planning, discharge planning, working with families. Lecture, laboratory, fieldwork level I experience. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015

**OCT 5822 (38-114-5)**

**Data Collection and Assessment I**
Occupational evaluation, assessment of motor, sensory, cognitive, interpersonal, intrapersonal, self-care, productivity, leisure areas. Class work parallels content presented in Gross Anatomy and Clinical Signs and Symptoms.

**OCT 5824 (38-76-4) Data Collection and Assessment II**
A continuation of Data Collection and Assessment I.

**OCT 5963 (0-2-1) Fieldwork Issues I**

**OCT 5964 (0-2-1) Fieldwork Issues II**
Seminars designed to accompany fieldwork placement that address issues of practice. Topics for analysis and discussion presented by students. Students must have access to a computer with a modem; class is conducted on-line electronically.

**OCT 5981 (0-0-12) Fieldwork Level II**
Twelve-week supervised internship in approved practice setting. Prerequisites: Completion of M.O.T. formal course work.

**OCT 5982 (0-0-12) Fieldwork Level II**
Twelve-week supervised internship in approved practice setting. Prerequisites: Completion of M.O.T. course work.

**OCT 6010 (45-0-3) Theory Development for Models of Practice**
Presents theoretical concepts, their development and application for the further advancement of occupational therapy practice.

**OCT 6011 (45-0-3)**

115
Cross Cultural Perspective of Functional Performance
The meaning, function and role of purposeful activity in varying cultures predominant in Southern United States. Analysis of purposeful activity as treatment media for occupational therapists. Includes field experience.

OCT 6102 (45-0-3)
The Occupational Therapist as Clinical Educator
Principles of clinical instruction appropriate for use with students, patients, families. Includes instructions in learning theory, instructional techniques, educational media.

OCT 6103 (45-0-3)
Occupation-based Practice
Exploration and further development of the student's knowledge and practice with core concepts of meaningful occupations, and health and well-being. Students will examine meaningful occupation and health and well-being from the historical roots through present day works in occupational therapy and occupational science literature, and will use this knowledge to inform and more fully infuse meaningful occupation into their practice.

OCT 6109 (45-0-3)
The Occupational Therapist and Cultural Diversity
Examination of varying cultures and their related health tradition. Practical application of intervention strategies appropriate for members of varying ethnic, cultural groups. Emphasizes African-American, Hispanic, Asian traditions.

OCT 6113 (45-0-3)
Occupational Therapy and the Americans with Disabilities Act
Analysis of the impact of the ADA on practice of occupational therapy in various settings. Students explore new challenges that therapists face as ADA legislation influences goals, changing roles for the profession.

OCT 6130 (45-0-3)
Health Care Reform
Students explore the global issues of health care reform examining the theories, methodologies of reform, the impact of each upon occupational therapy, and how practitioners can effect change.

OCT 6132 (45-0-3)
Advanced Legal and Ethical Issues In Health Care
Legal, ethical issues affecting health care delivery, issues of confidentiality, reimbursement, right-to-die, advanced directives, ethical dilemmas, OBRA, worker's compensation, Public Law 94-142, documentation, employer-employee independent contractor relationship, malpractice issues, expert witness testimony.

OCT 6160 (45-0-3)
Special Topics in Occupational Therapy
This seminar for doctoral students only investigates timely topics of critical interest to health care providers.

OCT 6170 (45-0-3)
Quantitative Research Methods for Occupational Therapy
Research methods applicable to practice of occupational therapy. Includes research design, methodology, analysis. Prerequisite of six semester hours of statistics.

OCT 6171 (45-0-3)
Qualitative Research Methods for Occupational Therapy
Application of qualitative methods useful in documentation and evaluation of patient treatment. Students design a qualitative study for their area of clinical specialization.
Statistical Measures for Occupational Therapists
Statistical presentation and interpretation, sampling, probability, significance and statistical inference. Includes computer analysis of statistical data.

OCT 6211 (45-0-3)
Feeding Assessment and Intervention for the Child With Central Nervous System Dysfunction
Covers normal acquisition of oral-motor, feeding skills; assessment and treatment of feeding problems. Addresses transition from tube feeding to oral feeding.

OCT 6240 (45-0-3)
Functional Assessment and Treatment Strategies for the Infant and Young Child with Visual Impairment

OCT 6241 (45-0-3)
Pediatric Occupational Therapy Services in the Community
Cultural, social, environmental influences upon child with disability, his/her family; relationship of these influences to the identification, evaluation, treatment process. Service delivery models assessed, analyzed for applicability to children in urban and rural areas. Includes field experiences.

OCT 6242 (30-45-3)
Neurodevelopmental and Sensory Integration Treatment for the Infant and the Young Child
Covers neuroscience basis for NDT and SI treatment approaches with children. Emphasizes the combined treatment effect. Includes laboratory experiences with treatment for young children, instruction to family members for total child management.

OCT 6243 (45-0-3)
School-Based Occupational Therapy: New Models of Practice
Changes in practice of school-based therapy, new treatment strategies; influence of law, funding, service delivery model on treatment of children in the educational system.

OCT 6301 (45-0-3)
History of Occupational Therapy in Mental Health
Historical antecedents of mental health practice in occupational therapy, contemporary practice models from historical perspective with projections of relevance of future practice models relevant to changes in health care delivery system.

OCT 6302 (45-0-3)
Contextual Analysis of Occupational Therapy Performance in Mental Health
Study of human, nonhuman environments related to occupational performance in mental health. Students develop methodology for environmental analysis applicable for clinical practice.

OCT 6321 (30-30-3)
Occupational Therapy Assessments for Mental Health Practitioners
Evaluation of occupational therapy evaluation tools including their theoretical underpinnings. Investigation of methodologies that more effectively assess occupational performance components related to mental health.

OCT 6441 (45-0-3)
The Occupational Therapist Rehabilitates the Worker
Evaluation, treatment strategies for injured workers; development of intervention programs, practice, reimbursement issues.

OCT 6442 (30-30-3)
Rehabilitation of the Person with Hand Injury
Investigates the advanced management of complex hand injuries. Includes advanced splinting and mobilization techniques.
OCT 6751  (15-60-3)
**Rural Health Issues in Rehabilitation**
Course for advanced students who wish to practice in rural environments. Includes a significant practicum experience in Area Health Education Center (AHEC) sites.

OCT 6767  (45-0-3)
**Community Program Development**
Evaluation and application of community organization and development theories to create occupational therapy interventions with underserved and/or non-traditional populations. Emphasizes outcomes evaluation of both theory and practice. Fieldwork required.

OCT 6792  (30-30-3)
**The Occupational Therapist As Injury Prevention Consultant**
Applies principles of occupational therapy theory and practice to injury prevention in industry. Students critically examine various work sites and prevention programs. Stresses ergonomic principles.

OCT 6820  (30-30-3)
**Evaluative Procedures For Occupational Therapy I**
Study of design, selection, evaluation, construction of measuring instruments. Prerequisites: Statistics.

OCT 6821  (45-0-3)
**Evaluative Procedures For Occupational Therapy II**
Investigation of evaluative procedures appropriate for specialized areas of practice, the development of new evaluative procedures for specific target populations.

OCT 6831  (45-0-3)
**The Occupational Therapy Consultant**
Investigates theories, practice, principles of occupational therapy consultation in various practice areas. Students address system diagnosis, assessment, team building, decision making.

OCT 6848  (30-30-3)
**The OT Role with Individuals with Closed Head Injury**
Advanced intervention techniques applicable for patients with severe head injury. Includes clinical experiences with evaluation indicators for recovery.

OCT 6860  (45-0-3)
**Leadership Seminar**
Study and application of current and emerging perspectives on leadership. Examination of the history of leadership in the profession, and of areas of need and opportunity for leadership now.

OCT 6890  (0-0-[1-3])
**Independent Study**
Individualized study under the supervision of assigned instructor. Requires permission of graduate coordinator.

OCT 6911  (15-60-3)
**Functional Performance and Aging Process**
Occupational performance components, their impact on functional activity of the elderly, strategies to maintain and optimize independence in the elderly. Students are assigned to an elderly family which they follow and serve as advocate for over a two-semester sequence. Includes field experience.

OCT 7950  (0-0-[6-12])
**Clinical Residency**
One-year supervised clinical practice in a setting approved by student's supervisory committee. Placement must fulfill established parameters for level of practice.

OCT 7970  (0-0-[6-12])
**Doctoral Dissertation**
Supervised, original clinical study of occupational therapy evaluation, intervention. Prerequisite: admission to candidacy.
PHYSICAL THERAPY PROGRAM

Physical therapists are health care professionals who diagnose and treat movement dysfunction that results in physical impairment and disability. In addition to providing direct patient care services, physical therapists serve as administrators of physical therapy services, educators and consultants. They screen people for potential risk for movement dysfunction in order to prevent impairment and disability and engage in critical inquiry to conduct and review research.

Physical therapists work in a range of settings including acute and sub-acute care hospitals, rehabilitation centers, outpatient clinics, home health, skilled nursing facilities, school systems, and industrial settings. Physical therapists may work as employees of health care systems, may independently contract their services, or own and manage a private practice. In any setting, for every patient, physical therapists perform a history and physical examination, conduct assessments to determine a diagnosis, select appropriate physical therapy interventions, and monitor the effectiveness of treatment.

Physical therapists are licensed in all states and may practice without physician referral in most of them. They are integral members of health care teams in a variety of service systems who serve to improve and maintain the quality of life for millions of people. Over 900,000 people a day are helped by physical therapists to restore health, alleviate pain, and prevent the onset of disease.

The mission of the Nova Southeastern University Physical Therapy Program is to prepare physical therapists as primary care providers. This means that the physical therapist is a primary care provider who stands beside other health care providers, in any setting, in the diagnosis and treatment of movement dysfunction.

Accreditation Status

The Physical Therapy Program was granted full accreditation by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association in October, 1996.

Master of Physical Therapy

Requirements for Admission

The Master of Physical Therapy program selects students based on prior academic performance, education/work experience, references, group interview score, written application and letters of evaluation.

1. Prior to acceptance, applicants must hold a baccalaureate degree with a cumulative GPA of 2.5 or better on a four-point scale.

2. Students must earn a 2.0 or better on a four-point scale in the following required course work:

- English 6 semester hours
- Oral communications 3 semester hours
- Mathematics 6 semester hours
- Humanities (art, music, dance, literature, foreign language, philosophy) 9 semester hours
- Social sciences (sociology, geography, history, political science, government, economics) 9 semester hours
- Psychology 6 semester hours
- Human growth and development (must cover infancy through aging) 3 semester hours
- Biology including laboratory (human anatomy and physiology is recommended) 8 semester hours
- Chemistry including laboratory 8 semester hours
- Physics including laboratory 8 semester hours

(Biology, Chemistry and Physics must be
taken in their departments. No applied or modified science courses will be accepted.)

3. All applicants are required to submit official scores from the Graduate Record Examination (GRE).

Recommendations

Applicants must demonstrate evidence of computer skills through course work or self-study, and evidence of ability to communicate verbally in a foreign language (Spanish is recommended) through course work, self-study, or CLEP examination.

Upon review of a student's individual record, the Committee on Admissions may require additional course work and testing as a condition of acceptance.

The Dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

Application Procedure

Candidates for admission must submit:

1. A completed application form along with a $50 non-refundable application fee
2. Three letters of evaluation from individuals, other than relatives, such as faculty, co-workers, health care providers, or work or volunteer supervisors. At least one completed evaluation form must be from a physical therapist. Evaluations must be submitted on forms provided and not submitted in the form of a letter.
3. Official scores from the Graduate Record Examination (GRE). These test scores must be less than five years old
4. Physical Therapy Experience Form
5. Official college transcripts from all undergraduate or graduate institutions attended, sent to the Office of Admissions, NSU Physical Therapy Program, directly from the institutions
6. Copies of all professional certifications, registrations, licenses or other relevant credentials

Upon receipt of the completed application and required credentials, the Committee on Admissions will select applicants to be interviewed. Those selected will be notified in writing of the time and place. All applicants who are eventually accepted into the program must be interviewed. An invitation to appear for an interview should not be construed as evidence of acceptance.

Applications may be submitted at any time; however, only those who have submitted all application credentials (all transcripts, evaluation forms, physical therapy experience form, etc.) prior to February 1 will be considered for admission into the fall class of the same year. Notice of acceptance or other action by the Committee on Admission will be on a "rolling" or periodic basis when the interview is completed. Early completion of the application is, therefore, in the best interest of the student because of the limited number of positions available in the class.

Dual Admissions Program Undergraduate/Physical Therapy Program

Nova Southeastern University Health Professions Division has established a dual admissions program with the Nova Southeastern University Farquhar Center for Undergraduate Studies for a select number of highly-motivated, qualified students seeking to pursue both an undergraduate degree and professional studies in Physical Therapy.

Candidates must maintain a specified GPA and achieve acceptable scores on the Graduate Record Examination (GRE).

Students will be awarded a bachelor's degree from the Farquhar Center upon completion of degree requirements. Students will receive a Master of Physical Therapy degree after two years of training at the College of Allied Health.

For complete information and requirements, contact the Office of Admissions, Farquhar Center for Undergraduate Studies, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, FL 33314.
Tuition and Fees

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $17,500 for Florida students and $19,850 for out-of-state residents. A student activities fee of $100 each year is required of all students. Eligible students must request in-state tuition on application. For tuition purposes, a student’s Florida residency status (in-state or out-of-state) will be determined at initial matriculation and will remain the same throughout the entire enrollment of the student at NSU. As such, tuition will not be adjusted as a result of any change in residency status after initial enrollment registration.

2. Acceptance Fee: $100. This fee is required to reserve the accepted applicant’s place in the entering first year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in case of a withdrawal. It is payable within two weeks of an applicant’s acceptance.

3. Deposit: $400, due March 15, under the same terms as the Acceptance Fee.

4. Pre-Registration Fee: $500, due May 15, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $50 when implemented.

The summer and fall semesters’ tuition and fees, less the $1,000 previously paid, are due on or before Registration Day. Tuition for each subsequent semester is due on or before the appropriate Registration Day.

Students will not be admitted until their financial obligations have been met.

The financial ability of applicants to complete their training at the University is important because of the limited number of positions available in each class. Applicants should have specific plans for financing two years of professional education. This should include provision for tuition, living expenses, books, equipment, internship, travel, and miscellaneous expenses.

Requirements for Graduation

In order to be eligible for the M.P.T. degree, students shall:

1. Be of good moral character
2. Complete a minimum of 90 semester hours of course work
3. Satisfactorily complete the program of study required for the degree with a minimum grade of 70% in each course
4. Have satisfactorily met all financial and library obligations
5. Successfully complete the Tier I rotation and Tier II clinical internship
6. Successfully complete a critical inquiry research project
7. Attend in person the rehearsal and commencement program at which time the degree is conferred
8. Demonstrate professional behavior throughout the program

Course of Study

The physical therapy program at Nova Southeastern University is a full-time, entry-level master's degree program that is completed in two years. Students are admitted in August of each year. The two-year program includes 20 weeks of full-time clinical practice at the end of the on-campus work. While on campus, student learning experiences occur in a problem-based format that uses case studies as the basis for instruction, as well as through patient care experience in a clinical setting. Faculty members team-teach the physical therapy courses.
## CURRICULUM OUTLINE

### First Year

#### Fall Semester

<table>
<thead>
<tr>
<th>First Nine Weeks</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 5613 Case Studies I-A</td>
<td>7</td>
</tr>
<tr>
<td>SPC 5614 Professional Issues I-A</td>
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<table>
<thead>
<tr>
<th>Second Nine Weeks</th>
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</tr>
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<tbody>
<tr>
<td>PHT 5615 Case Studies I-B</td>
<td>7</td>
</tr>
<tr>
<td>SPC 5624 Professional Issues I-B</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
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</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>First Nine Weeks</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 5622 Case Studies I-C</td>
<td>7</td>
</tr>
<tr>
<td>SPC 5634 Professional Issues I-C</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PHT 5624 Case Studies I-D</td>
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<tr>
<td>SPC 5644 Professional Issues I-D</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

#### Summer Semester - Nine Weeks

| PHT 6610 Case Studies I-E                             | 7              |
| CLE 5612 Tier I Clinical Education                    | 2              |
| **Total**                                             | **9**          |

### Second Year

#### Fall Semester

<table>
<thead>
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<th>First Nine Weeks</th>
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<tbody>
<tr>
<td>PHT 6612 Case Studies II-A</td>
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<td>MPT 6612 Professional Development I-A</td>
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<table>
<thead>
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<tbody>
<tr>
<td>PHT 6622 Case Studies II-B</td>
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<tr>
<td>MPT 6622 Professional Development I-B</td>
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<td><strong>Total</strong></td>
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</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>First Nine Weeks</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 6632 Case Studies II-C</td>
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<tr>
<td>MPT 6632 Professional Development I-C</td>
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<table>
<thead>
<tr>
<th>Second Nine Weeks</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>INT 6619 Tier II-A Clinical Internship</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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#### Summer Semester - Nine Weeks

| INT 6629 Tier II-B Clinical Internship                | 9              |
| **Total**                                             | **9**          |
Physical Therapy Courses (Master's Degree)
(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and semester hours.)

PHT 5613 (63-63-7)
Case Studies I-A
With movement science as the theoretical framework, introduction to history taking, patient interviewing, and patient screening of normal adults and a patient with a systemic disease. Case studies, small group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)

SPC 5614 (36-0-2)
Professional Issues I-A
Professional issues: societal factors of health care economics, ethics, health care law, health policy. Students address these issues in terms of self as student, the patient, the health care system, the profession, society and self as a physical therapist. Research and critical thinking underlie the approach to professional problems. Case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

PHT 5615 (63-63-7)
Case Studies I-B
Continuation of case studies for the purpose of identifying patient needs, gathering and filtering data to develop a patient problem list and goals, determining a diagnosis for musculoskeletal dysfunction. Case studies, small group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)

SPC 5624 (36-0-2)
Professional Issues I-B
Continuation of Professional Issues IA. Students complete Chapter I of their research proposal in preparation for graduation thesis requirements. Case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

PHT 5622 (63-63-7)
Case Studies I-C
Continuation of musculoskeletal case studies, introduction of neurological cases following clinical decision-making, movement science models. Case studies, small group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)

SPC 5634 (36-0-2)
Professional Issues I-C
Professional Issues continues with more complicated problems. Students assume more independent responsibility for critical analysis of issues. Case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

PHT 5624 (63-63-7)
Case Studies I-D
Continuation of neurological case studies. Case studies, small group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)

SPC 5644 (36-0-2)
Professional Issues I-D
Students identify issues for discussion, review, and possible solutions. Students complete drafts of Chapters I, II, and III of their research proposals. Case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

PHT 6610 (63-63-7)
Case Studies I-E
Continuation of neurological case studies. Case studies, small-group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)
CLE 5612 (0-76[clinical]-2)
Tier I Clinical Education
Practice of interview, history taking, and physical examination under the direction of a physical therapist in clinical practice. (4 hours clinical practice/week for 19 weeks)

PHT 6612 (63-63-7)
Case Studies II-A
Clinical decision model is expanded to include establishment, implementation of a plan of care and determination of its efficiency and effectiveness in meeting patient goals. Systems approach to Physical Therapy interventions and analysis serves as the basis for understanding the physiological effects of PT interventions. Emphasizes interventions that can be delegated to supportive personnel. Case studies, small-group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)

MPT 6612 (36-0-2)
Professional Development I-A
Career laddering from new graduate to physical therapist as a multi-site manager begins. Components of quality: communication, leadership, consultation, risk management, teaching/learning, system theory, resource identification/allocation serve as common themes. Cases studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

MPT 6622 (36-0-2)
Professional Development I-B
Continuation of career laddering cases. Research project continues with data collection and completion of drafts of Chapters IV and V of the thesis approved. Cases studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

PHT 6632 (63-63-7)
Case Studies II-C
Continuation of cases with focus on plans of care in which interventions are not likely to be delegated to supportive personnel. Case studies, small-group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)

MPT 6632 (36-0-2)
Professional Development I-C
Completion of career laddering with reflection in action used for issues facing the profession and the professional. Defense of thesis completed with this course. Cases studies, discussion groups, journals, panels, and projects. (8 hours discussion/week for 9 weeks)

INT 6619 (0-440[clinical]-11)
Tier II-A Clinical Internship
Beginning half of 20-week clinical internship; focuses on the practice of skills in primary care settings. Students identify a clinical efficacy study and are guided in the development of a research project related to a clinical problem.

INT 6629 (0-360[clinical]-9)
Tier II-B Clinical Internship
Second half of 20-week clinical internship; focuses on the practice of skills in primary care settings. Concludes with two-day seminar, report of plan for professional development.
The Master of Public Health (M.P.H.) Program provides an essential education in public health emphasizing the basic skills for preventing disease, conducting research, performing community service, and enhancing clinical practice. The M.P.H. is the recognized degree for leadership in the health sciences as it enables the health professional to understand the biological, environmental, political and social factors that determine the health of individuals and populations.

Because of the current trend toward health care reform, managed care and other factors affecting our nation's health care system, the demand for public health professionals is increasing. Professionals with the M.P.H. degree hold positions of responsibility in a variety of settings such as: health care facilities, health departments, social service agencies, universities and community-based health education and promotion settings. These positions lead towards direct involvement in the development, implementation and evaluation of health promotion/disease prevention programs, as well as strategies for enhancing the delivery of primary care services.

Educational Goals

- To provide graduates with public health skills for enhancing clinical practice, health promotion and disease prevention, research, and community service.

- To enable graduates to practice public health scientifically, based on measurable evidence and verifiable research findings.

- To prepare graduates to understand the biological, environmental, political, and social factors that determine the health of individuals, communities and populations.

To develop graduates with the ability to identify public health problems and comprehensive approaches for effective problem solving.

Admission Requirements

The College of Allied Health considers the overall qualities of the applicants. Areas of consideration include personal motivation, knowledge of the public health profession, quality and length of prior health care experience, academic performance and the level of achievement, life experiences and recommendation.

Applicants for admission must meet the following requirements in order to be considered for admission:

1. A bachelor's, master's, or a doctorate degree from an accredited college or university with a cumulative GPA of at least 3.0 on a four-point scale. Evidence of appropriate health related experience is strongly desirable if the applicant does not hold a health-related degree.

2. Official transcripts from all previously attended undergraduate, professional, and graduate institutions, should be sent directly to the Office of Admissions, Public Health Program.

3. Official GRE, PCAT, OAT, AHPAT, MCAT, DAT, GMAT, or LSAT test scores are needed if the applicant does not hold a health-related degree. These scores must be no more than five years old.

4. Three letters of evaluation. One must be from a public health professional. The other two letters of evaluation should be from individuals (other than relatives) such as academic advisors, professors, co-workers, or supervisors.
Applicants currently enrolled in another area of study within the N.S.U. Health Professions Division must meet the following requirements in order to be considered:

1. Be in good academic standing
2. Gain approval from the Dean or Program Director of their Primary College or Program in order to participate in the Public Health Program.

The University reserves the right to modify any requirements on an individual basis as deemed necessary by the Dean of the College of Allied Health.

The College reserves the right, and the student, by his or her act of matriculation, concedes the College the right, to require his or her withdrawal any time the College deems it necessary to safeguard its standards of scholarship, conduct and compliance with the regulations or for such other reasons as are deemed appropriate. The Dean of the College of the primary program in which a student is enrolled also reserves the right to require the student’s withdrawal at any time for the above mentioned reasons, or if it is determined that enrollment in the Public Health Program is negatively affecting the progress in the primary program.

Tuition and Fees

Tuition is $400 per semester hour for N.S.U. students and for all others $425 per semester hour. A student activity fee of $100 each year and a university technology fee not to exceed $50 when implemented is required of all students (unless enrolled in another degree program at HPD). Tuition waivers and discounts for NSU students, staff and faculty members will be in accordance with those listed in the University schedule. Tuition and fees are subject to change without notice.

Application Procedure

The Office of Admissions processes application on a “rolling” or periodic basis. Applicants can apply for acceptance for any one of three terms during an academic year (Winter, Summer, or Fall). Please contact the Office of Admissions for exact deadlines and start dates. Before an application can be reviewed for possible admissions the following information must be submitted:

1. A completed application to the Office of Admissions along with a $ 50 non-refundable application fee.
2. Official transcripts of all course work attempted at all colleges and universities must be forwarded directly to the Office of Admissions, NSU Public Health Program. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent. A final transcript, covering all of the applicant’s work, must be forwarded to the Office of Admissions prior to matriculation.
3. Three letters of evaluation. One must be from a public health professional. The other two letters of evaluation should be from individuals (other than relatives) such as academic advisors, professors, co-workers, or supervisors who know the applicant’s personal character, scholastic, clinical, and work abilities.
4. Copies of all professional certifications, registrations or relevant credentialing materials.
5. In special circumstances a personal interview with members of the Committee on Admissions may be requested or required.

Upon receipt of the completed application and required credentials, the Committee on Admissions will recommend to the Dean and the Program Director those applicants to be considered for acceptance to the Program.
Foreign Course Work

Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence. Foreign course work must be evaluated by one of the three services listed below. You should contact:

World Education Services, Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311
or
Joseph Silney and Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233
or
Educational Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202-0970
(414) 289-3400

It is the applicant's responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions.

Requirements for Graduation

To be eligible to receive the M.P.H. degree, the student shall:

1. Be of good moral character.

2. Satisfactorily complete the program of study required for the degree with a minimum overall GPA of 80%.

3. Pass a comprehensive examination, which includes all major areas of public health.

4. Successfully complete the M.P.H. Project/Practicum.

5. Attend in person the rehearsal and commencement program at which time the degree is conferred.

Accreditation

Nova Southeastern University and all of its degree programs are accredited by the Southern Association of Colleges and Schools (SACS). In addition to SACS accreditation, the Public Health Program at Nova Southeastern University was granted Candidacy for Accreditation status by the Council on Education for Public Health (CEPH) in April 1996. Candidacy is not an accreditation status nor does it assume eventual accreditation by CEPH. Candidacy for Accreditation is a status of affiliation with CEPH, which indicates that the program is progressing toward accreditation. The CEPH accreditation team will visit the Public Health Program at Nova Southeastern University in 1999.

Course of Study

The M.P.H. Program requires a minimum of 40 semester hours of study to be completed. All students must complete 30 semester hours of required course work and choose a minimum of 10 semester hours from one of the concentration tracks currently being offered. A maximum of ten semester hours is granted to health professionals for public health related courses taken during other health professions training. A total of six semester hours can be transferred from equivalent public health courses taken at other regionally accredited institutions. These graduate courses must have a grade of "B" or better and be approved by the Public Health Program Director and the Dean of the College of Allied Health. The Dean reserves the right to require, in special cases, more than the minimum 40 semester hours. Classes are offered in the evenings and weekends.
## Curriculum Outline

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semes. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUH-5430 Epidemiology</td>
<td>45</td>
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<td>3</td>
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<tr>
<td>PUH-5301 Biostatistics</td>
<td>45</td>
<td>0</td>
<td>3</td>
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<tr>
<td>PUH-5510 Maternal and Child Health</td>
<td>45</td>
<td>0</td>
<td>3</td>
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<tr>
<td>PUH-5220 Environmental and Occupational Health</td>
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<tr>
<td>PUH-6001 Social and Behavioral Sciences Applied to Health</td>
<td>45</td>
<td>0</td>
<td>3</td>
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<tr>
<td>PUH-5512 Health Policy, Planning and Management</td>
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<td>0</td>
<td>3</td>
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<tr>
<td>PUH-5610 Computer Applications in Public Health</td>
<td>15</td>
<td>30</td>
<td>3</td>
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<tr>
<td>PUH-6604 Research Methods in Public Health</td>
<td>30</td>
<td>15</td>
<td>3</td>
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<tr>
<td>PUH-5520 Legal and Ethical Issues in Public Health</td>
<td>45</td>
<td>0</td>
<td>3</td>
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<tr>
<td>PUH-6002 Public Health Practicum</td>
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<td>30</td>
<td>3</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td><strong>375</strong></td>
<td><strong>75</strong></td>
<td><strong>30</strong></td>
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</tbody>
</table>

1. Prerequisites: PUH-5430 and PUH-5301
2. Prerequisite: PUH-5610
3. Prerequisite: PUH-6604

### Concentration Tracks:

In addition to the required course listed above students must select an area of concentration and complete a minimum of 10 credit hours within the track in order to meet graduation requirements.

#### Health Promotion and Wellness Concentration: The Health Promotion and Wellness concentration track orients students enrolled in the Master of Public Health Program towards the study of theory and application of models designed to prevent disease and promote health among individuals and communities. The curriculum is designed to emphasize the social and behavioral sciences in understanding the causality and prevention of disease. Students will gain in-depth exposure to methods used in the development of appropriate interventions, as well as in the areas of community practice, applied research, and program evaluation.

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Lecture</th>
<th>Laboratory Semes. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUH-5002 Health Promotion and Disease Prevention</td>
<td>45</td>
<td>0</td>
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<tr>
<td>PUH-5110 Culture, Ethnicity and Health</td>
<td>45</td>
<td>0</td>
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<tr>
<td>PUH-5012 Group Process in Health Promotion Planning</td>
<td>15</td>
<td>0</td>
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<tr>
<td>PUH-5011 Principles of Community Public Health Practice</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>PUH-5111 Public Health Issues of the Elderly</td>
<td>30</td>
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<tr>
<td>PUH-5003 Principles of Health Behavior</td>
<td>45</td>
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<tr>
<td>PUH-5005 Health Communication and Social Marketing</td>
<td>45</td>
<td>0</td>
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<tr>
<td>PUH-6004 Public Health Independent Study</td>
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<tr>
<td>PUH-6010 Public Health Special Studies and Research</td>
<td>15</td>
<td>30-120**</td>
</tr>
<tr>
<td>PUH-6011 Public Health Internship</td>
<td>15</td>
<td>30-120**</td>
</tr>
</tbody>
</table>

4,5,6. Prerequisite: PUH 6604 and Academic Advisor’s consent

**Semester hours awarded will be based upon individual assignments as determined by the Program Director and the Dean.**
Epidemiology and Research Methods Concentration:
Epidemiology provides much of the research methodology for medicine and public health. This concentration is designed for M.P.H. students who want to become more proficient in epidemiology, and medical or public health research methodology. In depth knowledge of research methodology, epidemiological methods, and the epidemiology of diseases of major public health importance are the focus of this concentration. Graduates will gain skills to develop epidemiological research and public health service inside or outside the health care arena.

Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semes. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUH-5420</td>
<td>Epidemiology of Disease of Major Public Health Importance</td>
<td>45</td>
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<tr>
<td>PUH-6060</td>
<td>Epidemiological Methods</td>
<td>30</td>
<td>15</td>
<td>3</td>
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<tr>
<td>PUH-5001</td>
<td>Clinical Epidemiology and Biostatistics</td>
<td>30</td>
<td>0</td>
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<tr>
<td>PUH-6013</td>
<td>Epidemiology of Infectious Diseases</td>
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<td>PUH-6004</td>
<td>Public Health Independent Study</td>
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<td>PUH-6010</td>
<td>Public Health Special Studies and Research</td>
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<td>30-120**</td>
<td>3-9**</td>
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<tr>
<td>PUH-6011</td>
<td>Public Health Internship</td>
<td>15</td>
<td>30-120**</td>
<td>3-9**</td>
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</table>

4,5,6. Prerequisite: PUH-6604 and Academic Advisor's consent
**Semester hours awarded will be based upon individual assignments as determined by the Program Director and the Dean.

General Public Health Concentration:
The General Public Health concentration is intended for those students who have already completed or who are currently pursuing other health professional training and/or those with extensive public health experience. Students who pursue this track are able to select courses from a wide range of topics covering broad areas of public health including but not limited to courses from the other concentration tracks. This will provide students with ability to gain a broad knowledge of various public health issues. This concentration is designed to enhance and sharpen students' health related skills by incorporating a public health approach to their clinical and professional careers.

Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semes. Hours</th>
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<tbody>
<tr>
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<td>Biological Basis of Public Health</td>
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<td>PUH-5067</td>
<td>Survey of Diseases of Major Public Health Importance</td>
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<td>PUH-5068</td>
<td>Medical Terminology for Public Health Professionals</td>
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<td>PUH-5006</td>
<td>Health Care Delivery Systems</td>
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<td>Health Care Reform</td>
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<td>PUH-5009</td>
<td>Advanced Legal and Ethical Issues in Public Health</td>
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<td>PUH-5513</td>
<td>Public Health Nutrition</td>
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<td>PUH-5521</td>
<td>History of Public Health</td>
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<tr>
<td>PUH-5002</td>
<td>Health Promotion and Disease Prevention</td>
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<td>3</td>
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<tr>
<td>PUH-5110</td>
<td>Culture, Ethnicity and Health</td>
<td>45</td>
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<tr>
<td>PUH-5012</td>
<td>Group Process in Health Promotion Planning</td>
<td>15</td>
<td>0</td>
<td>1</td>
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<tr>
<td>PUH-5011</td>
<td>Principles of Community Public Health Practice</td>
<td>15</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Lecture Hours</td>
<td>Laboratory Hours</td>
<td>Semester Hours</td>
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<tr>
<td>PUH-5111</td>
<td>Public Health Issues of the Elderly</td>
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<td>0</td>
<td>2</td>
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<tr>
<td>PUH-5003</td>
<td>Principles of Health Behavior</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PUH-5005</td>
<td>Health Communication and Social Marketing</td>
<td>45</td>
<td>0</td>
<td>3</td>
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<tr>
<td>PUH-5420</td>
<td>Epidemiology of Disease of Major Public Health</td>
<td>45</td>
<td>0</td>
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<td>PUH-6060</td>
<td>Epidemiological Methods</td>
<td>30</td>
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<tr>
<td>PUH-5001</td>
<td>Clinical Epidemiology and Biostatistics</td>
<td>30</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>PUH-6013</td>
<td>Epidemiology of Infectious Diseases</td>
<td>45</td>
<td>0</td>
<td>3</td>
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<td>PUH-6004</td>
<td>Public Health Independent Study</td>
<td>0</td>
<td>30</td>
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<tr>
<td>PUH-6010</td>
<td>Public Health Special Studies and Research</td>
<td>15</td>
<td>30-120</td>
<td>3-9**</td>
</tr>
<tr>
<td>PUH-6011</td>
<td>Public Health Internship</td>
<td>15</td>
<td>30-120</td>
<td>3-9**</td>
</tr>
</tbody>
</table>

4, 5, 6. Prerequisite, PUH-6604 and Academic Advisor’s consent

**Semester hours awarded will be based upon individual assignments as determined by the Program Director and the Dean.

### Master of Public Health Courses
(Note: Listed to the right of each entry are lecture hours, laboratory hours, and semester hours.)

**PUH-5001**
**Clinical Epidemiology & Biostatistics**
Basic methods of Epidemiology and Biostatistics commonly used in clinical research; the evaluation of diagnostic procedures and the methodology for clinical trials evaluating new treatments. Provides basic skills on critical reading of medical literature including basic research design issues and the interpretation of selected statistical analysis of medical data.

**PUH-5002**
**Health Promotion and Disease Prevention**
Health strategies that can be incorporated in multiple settings. Focuses on wellness through preventive interventions and service, emphasizing individual and social factors to health promotion and wellness. Identifies behavioral issues, health detrments, and community resources.

**PUH-5003**
**Principles of Health Behavior**
Models of individual health behavior change and social change theories are analyzed and compared reflecting their applicability to current health education policies and practice. Provides a conceptual framework for networks and social support.

**PUH-5005**
**Health Communication and Social Marketing**
Review factors involved in the design of health communication campaigns using social marketing theories. Students do critical appraisals of communication and persuasion campaigns in public health, and in the application of specific social marketing techniques such as focus groups used in qualitative research to assess the impact of communication on beliefs, attitudes and behaviors.

**PUH-5006**
**Health Care Delivery Systems**
Introduces different health care delivery systems in the U.S., including private practice, HMOs, health department clinics, etc.; discusses changes in delivery of medical care systems, Medicare and Medicaid, and private health insurance companies.

**PUH-5009**
**Advanced Legal & Ethical Issues in Health Care**
Examines current legal and ethical issues affecting health care delivery, addresses issues of confidentiality, reimbursement, right to die, advanced directives, ethical dilemmas,
OBRA, workers compensation, Public Law 94-142, documentation, employer-employee independent contractor relationship, malpractice issues, and expert witness testimony.

**PUH-5010 (45-0-3)**  
*Health Care Reform*  
Explores the global issues affecting health care reform, the theories, economics, and methodologies of reform, the impact of each upon occupational theory, and how practitioners can effect change.

**PUH-5011 (15-0-1)**  
*Principles of Community Public Health Practice*  
Emphasizes the community as the unit of public health practice, focusing on social, economic, and cultural concerns affecting health. Discusses needs assessment, program planning, community organization and development, models and theories related to community wide programs.

**PUH-5012 (15-0-1)**  
*Group Process in Health Promotion Planning*  
Students engage in activities to foster group interaction skills, with an emphasis on the distribution of responsibilities, cooperative problem solving, and critical thinking in order to develop effective health promotion interventions. Discusses Nominal Group, Delphi and other strategies used in the identification and prioritization of needs.

**PUH-5066 (45-0-3)**  
*Biological Basis of Public Health*  
Anatomic study of gross structures of the body; relevant physiologic principles of the major organ systems; pathological changes and related symptomatology; mechanisms of drug actions, clinical uses, contraindications and interactions, the relationship between host and clinically relevant parasites, bacteria, viruses and other microorganisms, their diagnosis, clinical features and treatment. For students without a health care related degree.

**PUH-5067 (60-0-4)**  
*Survey of Diseases of Major Public Health Importance*  
Introduces principles of medical diagnostic procedures: physical diagnosis, laboratory diagnosis, patient management, and prognosis; a description of the medical record, survey of major diseases and their etiology, transmission, pathophysiology, clinical features, diagnosis, treatment prognosis, and preventive measures. For students without a health care related degree.

**PUH-5068 (15-0-1)**  
*Medical Terminology for Public Health Professionals*  
Develops knowledge of medical terminology and an understanding of the use of terminology reference material. For students without a health care related degree.

**PUH-5110 (45-0-3)**  
*Culture, Ethnicity and Health*  
Introduces skills and insights necessary to promote health in diverse populations; the need for effective communication with an understanding of cultural factors and how they impact on preventive efforts, health care status, and utilization patterns of the health care system, and expenditures; explores traditional modalities of health maintenance among various populations.

**PUH-5111 (30-0-2)**  
*Public Health Issues of the Elderly*  
Integrates the characteristics and experiences of the aged population with emphasis on socio-cultural, economic, psychological, and physical characteristics. Examines important determinants of morbidity and mortality among this group.

**PUH-5220 (45-0-3)**  
*Environmental & Occupational Health*  
Investigates environmental and occupational factors that contribute to the development of health problems in industrialized and
developed countries; including such topics as toxic substances, pests and pesticides, food quality, air and water pollution, solid and hazardous waste disposal, etc. Includes occupational hazards and injury prevention.

**PUH-5301 (45-0-3)**
**Biostatistics**
Focuses on the principles and reasoning underlying modern biostatistics, specific inferential techniques commonly used in public health research. Students will be able to apply basic inferential methods in research endeavors and understand the data analysis of health related research articles.

**PUH-5420 (45-0-3)**
**Epidemiology of Disease of Major Public Health Importance**

**PUH-5430 (45-0-3)**
**Epidemiology**
Students develop conceptual and analytical skills in the design and conduct of clinical and epidemiological studies, in the process of epidemiological surveillance, the evaluation of screening and diagnostic tests, and the investigation of epidemics; effect modifications and confounding effects, and apply the study design and analytical procedures to deal with them.

**PUH-5510 (45-0-3)**
**Maternal & Child Health**
Covers issues involving prevention and health care resources for mothers and children in the U.S.; public health issues affecting mothers and children and public health practices which affect their well being.

**PUH-5512 (45-0-3)**
**Health Policy, Planning & Management**
Principles and logic involved in health policy, planning and management. History, political and environmental contexts, and the incorporation of population research.

**PUH-5513 (45-0-3)**
**Public Health Nutrition**
Provides students with methods and skills to identify nutrition-related health problems and to plan community based prevention programs for diverse populations.

**PUH-5520 (45-0-3)**
**Legal & Ethical Issues in Public Health**
Introduces the roles law and ethics play in determining the public's health; develops skills in analyzing political, legislative and ethical aspects of public health issues.

**PUH-5521 (45-0-3)**
**History of Public Health**
Surveys the history of public health in the U.S. from the colonial period to the 20th century, looks at development of public health services from a historical perspective. Students address questions of public responsibility for health and welfare, which remain central in policy debates today.

**PUH-5610 (15-30-3)**
**Computer Applications in Public Health**
Hands-on computer analysis of data using existing statistical software. Demonstrates computer applications to existing public health problems and issues, includes data presentation using tables, graphs and charts. **Prerequisite:** PUH-5430 and PUH-5301

**PUH-6001 (45-0-3)**
**Social & Behavioral Sciences Applied to Health**
Introduces the social, cultural and behavioral foundations of modern public health practice,
as applied to interventions for disease prevention and health enhancement. Reviews the linkage between public health and other social sciences, today's most pressing public health problems, and the social and behavioral factors determining them.

**PUH-6002 (15-30-3)**
*Public Health Project (Practicum)*
Individual programs of fieldwork, practice, and/or research. Students work under faculty direction to complete a project including a detailed literature review and evaluation, fieldwork, data analysis and an individual, publishable report. Field sites may include clinics, hospitals, health departments, regulating and planning agencies, health insurers, and other similar health-related institutions.

**Prerequisite:** PUH-6604

**PUH-6004 (0-30-2)**
*Public Health Independent Study*
Prerequisite: PUH 6604 and permission of academic advisor.
Under faculty direction, students conduct investigations of special topics and issues related to their concentration track utilizing literature searches, analysis, or active research within public health setting.

**PUH-6010 (15-[30-120]-[3-9])**
*Special Studies and Research*
Students will develop supervised practical experience in any of the major public health areas. Involves students in a variety of public health research related activities. The student and the academic advisor define the kind of academic work and specific objectives of this activity. Variable credits (3 to 9).

**Prerequisite:** PUH 6604 and permission of academic advisor.

**PUH-6011 (15-[30-120]-[3-9])**
*Public Health Internship*
Students gain supervised field experience in any of the major public health areas. Involves students in real public health related activities. The student and the academic advisor define the scope of the work and the specific objectives. Variable credits (3 to 9).

**Prerequisites:** PUH 6604 and permission of academic advisor.

**PUH-6013 (45-0-3)**
*Epidemiology of Infectious Disease*

**PUH-6060 (30-15-3)**
*Epidemiological Methods*
Intermediate course in epidemiological methodology, advanced research designs, epidemiological data processing and analysis including multivariate analysis procedures: linear regression and logistic regression. Includes epidemiological evaluation of public health program. Demonstrates procedures on the computer; provides computer skills on epidemiological data processing and analysis.

**PUH-6604 (30-15-3)**
*Research Methods in Public Health*
Review of intermediate level research methods, concepts and principles. Practical issues in the design, conduct analysis of public heath studies; quantitative and qualitative research methodology currently used in public health.

**Prerequisite:** PUH-5610
College of Medical Sciences
Mission Statement

To provide basic science education for all colleges and programs of the Health Professions Division, as requested by the respective deans.

To operate a Master of Biomedical Sciences program and to establish, when authorized by administration, a Doctor of Philosophy degree, either in individual basic sciences or in general basic science.
Degree Programs

In line with its mission, the College of Medical Sciences presently offers a Master of Biomedical Sciences degree program.

Accreditation

While there is no specific accreditation process for basic science or Medical Sciences, this portion of our educational process has always been evaluated by visiting accreditation teams of the several professions and has always received highest grades and commendation.

Admission Requirements

In order to be considered for admission into the Master's program, the student must meet the following requirements:

1. Completion of a bachelor's degree from a regionally accredited college or university.

2. Completion of 8 semester hours with a 2.0 grade point average in each of the following: General biology, General chemistry, Organic chemistry and General physics, all with laboratory.

3. A minimum cumulative GPA of 2.5.

4. Submit scores from one of the following: the Medical College Admission Test (MCAT), Optometry Admission Test (OAT), Pharmacy College Admission Test (PCAT), Allied Health Professions Admission Test (AHPAT), Dental Admission Test (DAT), or the Graduate Record Examination (GRE). Scores may not be more than five years old.

It should be noted that many criteria, in addition to academic credentials, play a role in the admissions process to professional schools. While the biomedical science program does provide an opportunity for the student to demonstrate academic capability, it does not assure admission to any professional school. Admission to the graduate program or completion of courses will not guarantee admission to any other program of Nova Southeastern University.

Application Procedures

Candidates for admission must submit:

1. A completed application form along with a $50.00 non-refundable application fee. Application deadline is June 1.

2. Official transcripts of all undergraduate, graduate and professional course work, submitted directly to
the Office of Admissions, College of Medical Sciences.

3. Official reports of standardized test scores such as the MCAT, OAT, PCAT, AHPAT, DAT, or GRE, not more than five years old.

4. One letter of recommendation from a pre-professional advisory committee, or, if this does not exist, two letters may be substituted from instructors who can testify to the student's characteristics, integrity, application and aptitude in science. If an applicant has been in the work world for a considerable period of time, two letters of recommendation may be substituted from employers who can testify to the student's characteristics, integrity, application and aptitude in science.

Upon receipt of the completed application and required credentials, the Committee on Admissions will select those applicants to be interviewed. All applicants who are eventually accepted into the program must be interviewed. An invitation to appear for an interview should not be construed by the applicant as evidence of acceptance.

The Dean of the College of Medical Sciences is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

The admission process to the graduate program in Biomedical Sciences is not related in any way to the admissions process of any other program at Nova Southeastern University.

**Schedule of Application for Admission Cycle**

Applications will be accepted starting January 1, and the deadline is June 1 of the year of matriculation.

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**Tuition and Fees**

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $20,500.00. A student activities fee of $100 and a microscope/lab fee of $100 each year are required of all students.

2. Acceptance Fee: $100.00. This fee is required to reserve the accepted applicant's place in the entering first-year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in case of withdrawal. It is payable within two weeks of the applicant's acceptance.

3. Deposit: $400.00, due March 15, under the same terms as the Acceptance Fee.

4. Pre-registration Fee: $500.00, due May 15, under the same terms as the Acceptance Fee.

5. Student Activities Fee: $100.00, payable at each fall registration.

6. University Technology Fee: not to exceed $50 when implemented.

The first semester's tuition and fees, less the $1,000 previously paid, are due on or before Registration Day. Tuition for the subsequent semester is due on or before Registration Day for that semester. Students will not be admitted until their financial obligations have been met.

**Transfer Credits**

A student who has attended another college or university in a medical sciences program, must ask the Registrar of that institution and all other institutions attended to send official transcripts of credit to the Office of Admissions, Nova Southeastern University College of Medical Sciences. The student shall request the Dean of the college attended to send a letter of recommendation directly to the Dean of the College of Medical Sciences.
No more than six hours of the 40 hours required for the degree can be transferred from another institution and only graduate courses with a B or better, after approval by the student's advisory committee and the Dean, will be accepted.

The Dean's office will evaluate the courses and determine appropriate credits.

Dismissal and Suspension

Student progress will be monitored after each academic term. Students who fail to maintain a numerical grade point average of 80 will be placed on academic probation until a numerical GPA of 80 is acquired. If academic probation is not removed within one semester following the student's placement on probation, a student will be dismissed from the program.

Policy on Re-admission

Students who are dismissed for any reason may petition for reinstatement, if a reasonable time has elapsed since the dismissal. Re-admission will be at the discretion of the Dean. The applicant is required to present adequate evidence that the factors which caused the prior poor academic performance have changed significantly so that there is reasonable expectation that the applicant can perform satisfactorily if permitted to resume his or her college study.

The College reserves the right, and the student, by his or her act of matriculation, concedes to the College the right to require withdrawal at any time the College deems it necessary to safeguard its standards of scholarship, professional behavior and compliance with regulations or for such other reasons as are deemed appropriate.

Graduation Requirements

To receive a degree, every student must fulfill the following requirements:
1. Be of good moral character.
2. Satisfactorily pass all required examinations.
3. Complete a minimum of 40 semester hours of course work.
4. Satisfactorily complete the program requirements for the degree including all assignments, with a minimum GPA of 80% and with no more than 7 credit hours below 80%.
5. Successfully complete the final comprehensive examination.
7. Have satisfactorily met all financial and library obligations.
8. Attend in person the rehearsal and commencement program at which time the degree is awarded.

Course of Study

The Master of Biomedical Sciences is a full-time degree program that is completed in two years. Students are admitted in August every year. The program includes four semesters of on-campus study. Students select an advisor and a graduate committee who direct their programs of study. Course work is completed along with students in the professional programs and select course work is offered by the College of Medical Sciences. The majority of the courses offered in the College of Medical Sciences are taught to students within other HPD colleges. Students will enroll in selected departmental courses: Introduction to Research, Thesis/Research and Seminar.

The College of Medical Sciences has assigned different numbers to the courses in other colleges, as shown in the following course listings.
College of Medical Sciences Courses

The College offers courses for graduate credit within the other Health Professions Division Colleges. Each course can be found listed under the appropriate college. Courses are identified by their College of Medical Sciences course number, with specific College-designation and number. Courses are titled in accordance with their titles in their specific college, and may bear no relationship with other courses in this list.

(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and semester hours.)

Anatomy
Chairman and Professor: G.R. Conover; Professor Emeritus: F.H. Higginbotham; Professors: L. Dribin, J.C. Lanning, A. Mariassy; Associate Professors: R. Casady, R.K. Yip; Assistant Professor: D. Hermey

ANA 5710  (16-16-1)
Histology & Embryology
Same content as ANA 5310-College of Optometry

ANA 5714  (54-54-4)
Medical Histology & Embryology
Same content as ANA 5114-College of Osteopathic Medicine

ANA 5720  (48-32-4)
Gross Anatomy
Same content as ANA 5320-College of Optometry

ANA 5723  (36-36-3)
Neuroanatomy
Same content as ANA 5423-College of Osteopathic Medicine

ANA 5726  (108-54-7)
Gross Anatomy
Same content as ANA 5516-College of Allied Health/Occupational Therapy Program

ANA 5727  (108-54-7)
Gross Anatomy I
Same content as ANA 5217-College of Osteopathic Medicine

ANA 5734  (36-36-3)
Neuroanatomy
Same content as ANA 5533-College of Allied Health/Occupational Therapy Program

ANA 5740  (16-32-3)
Neuroanatomy
Same content as ANA 5340-College of Optometry

ANA 5750  (60-24-7)
Anatomy
Same content as ANA 5420-College of Allied Health/Physician Assistant Program

ANA 6700  (1 to 6 semester hours)
Special Topics
Topics and hours to be arranged

Biochemistry
Chairman and Professor: K.H. Woodside; Professor: R.E. Block, E.E. Groseclose; Associate Professor: E.O. Keith

BCH 5700  (48-0-3)
Biochemistry
Same content as BCH 5300-College of Optometry

BCH 5716  (108-0-6)
Medical Biochemistry
Same content as BCH 5116-College of Osteopathic Medicine
BCH 5720  
Biochemistry  
Same content as BCH 5200-College of Pharmacy

BCH 6700  (1 to 6 semester hours)  
Special Topics  
Topics and hours to be arranged

Microbiology  
Chairman and Professor: H.E. Laubach;  
Professor: H. Hada; Associate Professor: D. Burris

MIC 5700  
Microbiology  
Same content as MIC 5400-College of Allied Health/Physician Assistant Program

MIC 5720  
Microbiology  
Same content as MIC 5200-College of Pharmacy

MIC 5726  
Medical Microbiology & Immunology  
Same content as MIC 5126-College of Osteopathic Medicine

MIC 5730  
Microbiology (Medical Microbiology/Embryology)  
Same content as MIC 5300-College of Optometry

MIC 6700  (1 to 6 semester hours)  
Special Topics  
Topics and hours to be arranged

Pathology  
Chairman and Professor: M.A. Khin;  
Professor Emeritus: D.C. Bergman;  
Associate Professor: K. Khin

PTH 5700  
General Pathology  
Same content as PTH 6300-College of Optometry

PTH 5710  
Pathology  
Same content as PTH 5410-College of Allied Health/Physician Assistant Program

PTH 5712  
Pathology I  
Same content as PTH 6112-College of Osteopathic Medicine

PTH 5720  
Clinical Pathology  
Same content as PTH 5420-College of Allied Health/Physician Assistant Program

PTH 6700  (1 to 6 semester hours)  
Special Topics  
Topics and hours to be arranged

Pharmacology  
Chairman and Associate Professor: L. Crespo;  
Assistant Professors: M.D. Hill, A.C. Trinidad

PCO 5700  
Biomedical Principles  
Same content as PCO 5400-College of Allied Health/Physician Assistant Program

PCO 5710  
Pharmacology I  
Same content as PCO 5410-College of Allied Health/Physician Assistant Program

PCO 5720  
Pharmacology II  
Same content as PCO 5420-College of Allied Health/Physician Assistant Program
PCO 6700  (1 to 6 Semester Hours)
Special Topics

PCO 6710  (48-0-3)
General Pharmacology
Same content as PCO 6310-College of Optometry

PCO 6712  (36-0-2)
Principles of Pharmacology
Same content as PCO 6112-College of Osteopathic Medicine

PCO 6720  (24-0-1.5)
Ocular Pharmacology
Same content as PCO 6320-College of Optometry

Physiology
Chairman and Professor: S. Taraskevich;
Associate Professor: A. Posner; Assistant Professors: D. Palazzo, J. Leedham;
Adjunct Professor: W. Arneson

PHS 5700  (48-0-3)
Physiology
Same content as PHS 5300-College of Optometry

PHS 5710  (64-0-4)
Anatomy & Physiology I
Same content as PHS 5210-College of Pharmacy

PHS 5720  (48-0-3)
Advanced Pathophysiology I
Same content as PHS 7210-College of Pharmacy

PHS 5722  (64-0-4)
Anatomy & Physiology II
Same content as PHS 5220-College of Pharmacy

PHS 5726  (108-0-6)
Medical Physiology
Same content as PHY 5126-College of Osteopathic Medicine

PHS 5730  (48-0-3)
Advanced Pathophysiology II
Same content as PHS 7220-College of Pharmacy

PHS 5740  (48-0-4)
Physiology & Pathophysiology
Same content as PHS 5400-College of Allied Health/Physician Assistant Program

PHS 6700  (1 to 6 semester hours)
Special Topics
Topics and hours to be arranged

Required Core Courses
COMS 5701  (1 to 6 semester hours)
Thesis/Research
Credit is given for a supervised, original study of an area of medical science.
Topics and hours to be arranged

COMS 5702  (1 to 6 semester hours)
Seminar
Students and faculty observe and present research seminars on selected topics.
Topics and hours to be arranged

COMS 5711  (16-0-1)
Introduction to Research
The course emphasizes the importance of data collection, research methods, and application of scientific thought to research findings.

COMS 6700  (1 to 6 semester hours)
Special Topics
Course work is designed to advance knowledge in a specific area of science.
Topics and hours to be arranged.
Student Organization

Student Council

Student council is the official voice of all students in the College of Medical Sciences. The organization is open to all students and welcomes participation from the student body. Its responsibilities include expressing student opinions and dispensing funds for student activities.
College of Dental Medicine
Mission Statement

To educate and train our students in order to ensure their competency to practice the art and science of the dental profession.

The College of Dental Medicine requires our graduates to be biologically knowledgeable, technically skilled, compassionate, and sensitive to the needs of all patients and the community.

The College of Dental Medicine fosters an atmosphere of creativity and innovation through scholarship, research, and community service.

Our graduate dentist will be a practitioner who adheres to the highest standards of ethics and exhibits exemplary performance and behavior while effectively delivering the highest quality of health care.
Administration
Seymour Oliet, D.D.S., Dean
S. Sigmund Stahl, D.D.S., M.S., Executive Associate Dean for Administration
Edward Reetz, D.M.D., M.S.D., Associate Dean for Academic Affairs
Robert Uchin, D.D.S., Associate Dean for Extramural Affairs
Francis A. De Piano, Ph.D., Associate Dean for Dental Student Affairs
Peter Keller, D.D.S., Associate Dean for Clinical Affairs

Dental Medicine
If you are considering a career in dentistry, your education will focus on producing a competent, confident, and mature professional. You will be trained to function as a highly qualified primary care practitioner, capable of delivering total comprehensive dental care to patients of all ages.

For the highly trained and skilled dentist, career opportunities are almost limitless. The options can be fulfilling and rewarding. The skilled dentist may choose to practice individually in urban, suburban, or rural environments; or may join an established, respected and successful practice; or may choose public service in governmental agencies, and the military. The skilled dentist may opt to specialize with additional advanced education in such fields as endodontics, oral pathology, oral surgery, orthodontics, pediatric dentistry, periodontics, prosthodontics, or public health dentistry.

For rewards so great, the training is extensive and complete. The nationally recognized faculty of Nova Southeastern University College of Dental Medicine will prepare you to take your place as a leader among oral health care providers.

A dynamic career awaits a committed individual.

Accreditation
Programs in dentistry, endodontics, orthodontics and dentofacial orthopedics, periodontics, pediatric dentistry, and prosthodontics are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

Facilities
The College of Dental Medicine will utilize the facilities of the recently constructed $50 million physical plant of the University’s Health Professions Division. A separate building consisting of 70,500 square feet of space has been added for the College of Dental Medicine and will house a clinic providing
modern dental care, a postgraduate student dental clinic, a faculty intramural practice, a clinical simulation laboratory and laboratory facilities to support the clinics, seminar rooms, a 160-seat auditorium, and offices of the Dean, faculty, administration and staff.

Requirements for Admission

The College of Dental Medicine selects students based on pre-professional academic performance, Dental College Admission Test (DAT) scores, personal interview, written application and letters of evaluation.

1. Prior to matriculation, applicants must have completed a minimum of 90 semester hours of course work from a regionally accredited college or university. Not more than 60 semester hours from community or junior college will be applied to the 90-semester hour minimum.

2. Students should have a cumulative GPA of 2.5 or higher on a four-point scale, and must have earned a grade of 2.0 or better in each of the following required courses:

   - General biology 8 semester hours including laboratory (Zoology and Microbiology are acceptable alternatives)
   - General chemistry 8 semester hours including laboratory
   - Organic chemistry 8 semester hours including laboratory
   - Physics 8 semester hours including laboratory
   - English composition 3 semester hours
   - English literature 3 semester hours

   Courses strongly recommended:

   - Upper division biology courses (including anatomy, histology, biochemistry, immunology, and physiology), courses in social sciences, principles of management, accounting, communication, foreign languages, art and sculpture will contribute to a broad educational background.

   Upon review of a student’s individual record, the Committee on Admissions may require additional course work and testing as a condition of acceptance.

   The Dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

Inquiries should be directed to:

Office of Admissions
Nova Southeastern University
College of Dental Medicine
3200 S. University Drive
Ft. Lauderdale, FL 33328
(954) 262-1101, or
(800) 356-0026, Ext. 1101

Application Procedure

1. Nova Southeastern University College of Dental Medicine uses the American Association of Dental Schools Application Service (AADSAS). AADSAS takes no part in the selection of students. The deadline for AADSAS application is March 1, 1999, for the class entering August 1, 1999. Applications are available from:

   American Association of Dental Schools Application Service (AADSAS)
   1625 Massachusetts, NW
   6th Floor
   Washington, DC 20036-2212
   Tel: (202) 667-1886

   Materials to be mailed to AADSAS include:

   A. AADSAS application
   B. An official transcript from the Registrar of each college or
university in which the student was enrolled (mailed directly by the college to AADSAS)

C. Dental College Admission Test (DAT) scores

2. The applicant should mail the following materials to the College of Dental Medicine:
   A. The supplementary application sent to the applicant by the College
   B. A non-refundable application fee of $50.00
   C. An evaluation by a pre-professional health advisor or committee is required from the applicant's undergraduate institution. If this evaluation cannot be provided, three individual letters of evaluation are required from undergraduate instructors, two from science instructors and one from a liberal arts instructor. If possible, these letters should be from faculty who know the applicant's scholastic abilities and personal character; otherwise, they should be from persons (non-relatives) who can provide an evaluation to the Committee on Admissions.
   D. A letter of evaluation from a dentist is highly recommended but not required.

Upon receipt of the completed application and the required credentials, the Committee on Admissions will select applicants for interview and those selected will be notified in writing. Not all applicants will be granted an interview. All applicants who are admitted to the College must be interviewed, but an invitation to appear for an interview should not be construed as evidence of acceptance. Notice of acceptance or other action by the Committee on Admissions will be on a "rolling" or periodic schedule; therefore, early completion of the application is in the best interest of the student.

Although the Committee on Admissions realizes that the majority of applicants take the DAT in October, conditional acceptances may be made to exceptional candidates pending receipt of the Spring DAT test results.

A final transcript, covering all of the applicant's work, must be forwarded to the Office of Admissions prior to matriculation.

Incomplete applications will not be considered. If your file will not be complete prior to the deadline, please attach a statement to the NSU-CDM Supplemental Application for Admission explaining what documents will be submitted after the deadline and the reason for their delay. Decisions to review late applications are at the discretion of the Committee on Admissions.

**Advanced Standing For International Dental Graduates**

The College of Dental Medicine has available a number of openings for graduates of non-U.S. dental schools who wish to earn a U.S. dental degree and to qualify for licensure in the United States.

**Admission Requirements For Advanced Standing For International Dental Graduates**

The College of Dental Medicine selects students based on academic record, letters of evaluation, scores in the Test of English as a Foreign Language (TOEFL), scores in the Test of Spoken English (TSE), a passing score (75) on Part I of the National Dental Board Examination, and personal interview.

In order to qualify, the applicant must have received, prior to matriculation in this Advanced Standing program, a D.M.D., D.D.S., or their equivalent from a non-U.S. dental school.
Application Procedure For Advanced Standing For International Dental Graduates

The applicant should mail the following materials to the Office of Admissions, College of Dental Medicine:

1. The completed College of Dental Medicine application form for Advanced Standing for International Graduates
2. A non-refundable application fee of $50.00
3. Official scores from the Test of English as a Foreign language (TOEFL) and Test of Spoken English (TSE)

The applicant must have sent directly to the College of Dental Medicine Office of Admissions:

1. One official transcript sent directly from each college, professional school, or university attended. Transcripts must be sent directly from the institutions attended by the applicant to the Office of Admissions, College of Dental Medicine. Course work taken at a foreign institution must be evaluated for U.S. institution equivalency by one of the three services listed below. You should contact:

World Education Services, Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

or

Joseph Silney & Associates, Inc.
International Education Consultants
Coral Gables, FL 33124
(305) 666-0233

or

Educational Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202-0970
(414) 289-3400

It is the applicant's responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions.

2. Official National Board scores. Please request the secretary of the National Board of Dental Examiners to forward to the Office of Admissions the applicant's scores for Part I and/or Part II of the Dental Boards. The National Board is located at 211 East Chicago Avenue, Chicago, Illinois 60611.

3. Three letters of evaluation. They may be completed by dental school faculty members who are well acquainted with the applicant's abilities or by individuals who can provide information relevant to the applicant's potential.

Tuition and fees are the same as for regular students, as described elsewhere in this catalog.

Tuition and Fees

1. Anticipated tuition for 1999-2000 (subject to change by the Board of Trustees without notice): $26,250, plus a student activities fee of $100 and a microscope/lab fee of $100 each year are required of all students.

2. Acceptance Fee - $500. This fee is required to reserve the accepted applicant's place in the entering first-year class. This advance payment will be deducted from the tuition payment due on Registration Day, but is not refundable in the event of a withdrawal. It is payable within two weeks of an applicant's acceptance.

3. Deposit - $500, due March 15, under the same terms as the Acceptance Fee.

4. Pre-registration Fee - $1,000, due May 15, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $50 when implemented.
The first semester's tuition and fees, less the $2,000 previously paid, are due on or before Registration Day. Tuition for each subsequent semester is due on or before the appropriate Registration Day. Students will not be admitted until their financial obligations have been met. The financial ability of applicants to complete their training at the College is important because of the limited number of positions available in each class. Applicants should have specific plans for financing four years of professional education. This should include tuition, living expenses, books, equipment, and miscellaneous expenses.

It is required that each student carry adequate personal medical and hospital insurance. Students may avail themselves of the hospitalization insurance plan obtainable through the University.

Expenses and Financial Aid

Students should anticipate the following approximate expenses:

For books:
- First year: $1200
- Second year: $1200
- Third year: $500
- Fourth year: $500

For instruments and equipment:
- First year: $7000
- Second year: $4000
- Third year: $1000
- Fourth year: $1000

These costs are equivalent to other private dental schools. Living expenses are estimated to cost $13,000 for a nine-month academic year.

The purpose of the Student Financial Aid Program at Nova Southeastern University is to help as many qualified students as possible to complete their health professions education. Various loans, scholarships, and grants are available to qualified students to help ease the high cost of a health professions education. These financial assistance programs are described in a separate University publication: Financial Planning For Your Health Professions Education.

Opportunity for a limited number of part-time work assignments is available. However, the demands of a program of professional study limit the number of hours a student can work.

Suspension/Dismissal

Failure to complete successfully any course upon repeating it will result in automatic suspension, and may lead to dismissal. This will apply regardless of the student's GPA.

Any student falling below standards in the above categories may be required to repeat courses (at the student's expense), at the discretion of the Dean's Office. Unprofessional conduct will result in dismissal. Any student with an unsatisfactory grade point average for two semesters will be suspended and may be dismissed.

Re-Admission Policy

Students may re-apply for admission if a reasonable time has elapsed since the dismissal. Re-admission will be at the discretion of the Dean. The applicant is required to present adequate evidence that the factors which caused the prior poor academic performance have changed significantly so that there is a reasonable expectation that the applicant can perform satisfactorily if permitted to resume his or her college study.
It is noted that the student's prior academic record will remain part of his or her overall academic record, but none of the prior grades will be calculated in the new GPA.

A student formerly enrolled in the College of Dental Medicine must request re-admission through a letter to the Dean of the College of Dental Medicine. Additional consideration of the re-entering student's academic standing will be based on all courses attempted in the College of Dental Medicine. Other conditions may apply to the re-admission process: (1) If a student seeking re-admission has attended another college or university since leaving, an official transcript from that institution must be submitted as part of the re-admission request; (2) If a student returns to the College of Dental Medicine, normally the requirements of the curriculum which are in force at the time of the return must be met, not the requirements which were in effect when originally admitted.

The College reserves the right, and the student, by his or her act of matriculation, concedes to the College the right to require withdrawal at any time the College deems it necessary to safeguard its standards of scholarship, professional behavior and compliance with its regulations or such other reasons as deemed appropriate.

Graduation Requirements
To receive a degree from the College of Dental Medicine, every student must fulfill the following requirements:
1. Be of good moral character
2. Have satisfactorily passed all required examinations
3. Complete a minimum of 132 semester hours of course work in the College of Dental Medicine within seven years.
4. Satisfactorily complete all academic courses and degree requirements, with a GPA of 2.0 or numerical average of 70% or above.
5. Satisfactorily meet all financial and library obligations.
6. Attend in person the rehearsal and commencement program at which time the degree is awarded.

Course of Study
The College of Dental Medicine embodies an innovative, newly developed curriculum designed to graduate competent clinicians devoted to primary care and total comprehensive care of each patient.

The College is closely allied with Nova Southeastern University College of Osteopathic Medicine, and the other health profession schools of the NSU Health Professions Division in proximity as well as in academic collaboration. Courses in medicine, as well as basic biomedical sciences, will prepare students to treat the physically-well and the medically-compromised patients with assured quality care.

Early introduction into clinical settings, under the preceptorship of faculty group leaders, will enable the student to achieve a better understanding of the dynamics of the patient/dentist relationship, and will reinforce classroom instruction in basic and behavioral sciences into management and delivery of dental health care.

Students will be taught the importance of teamwork in an efficient, modern health care delivery system.
# CURRICULUM OUTLINE

## Pre-doctoral Program

### First Year

#### First Semester

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### Second Year

#### First Semester

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## Third Year

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### Second Semester

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<th>Laboratory</th>
<th>Semester Hours</th>
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College of Dental Medicine Courses
(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and semester hours.)

Anatomy
Chairman and Professor: G.R. Conover; Professor Emeritus: F.H. Higginbotham; Professors: L. Dribin, J. Kronman, J.C. Lanning, A. Mariassy; Assistant Professors: S.C. Barry, R.E. Yip

DHST 1123 (36-0-3)
Histology (Microscopic Anatomy)
Principles of cell biology, normal microscopic and sub-microscopic anatomy of cells, tissues. Correlated with gross anatomy and physiologic function. Microscopic anatomy of normal tissues and organs.

DANA 1125 (56-54-4.5)
Human Gross Anatomy
Human anatomy with an emphasis on the thorax, neck, and head. Lecture sessions and laboratory dissection and prosection, organogenesis of regions dissected. Radiological anatomy.

DNEU 1223 (36-0-2.5)
Neuroanatomy/
Head & Neck Anatomy
Human nervous system, cranial nervous system, their central connections and pathways. Relationship between form and function, problem-based learning modules of clinical correlation of head and neck anatomy to lesions and pathology.

Behavioral Sciences
Professors: F. De Piano, J. Galbally

DBCP 1112 (0-16-2)
Introduction to Computers
Basic computer function, keyboard and GUI, file management, search engines (including MEDLINE), word processing, communication (modem usage, e-mail). Terminology and computer functions, mouse, GUI function (Windows 95) and file management. Internethook-up, standard internet and literature searches using MEDLINE.

DBPR 1111 (36-0-1)
Introduction to the Dental Profession
The scope of dentistry and its specialties (Prosthodontics, Periodontics, Endodontics, Pediatric Dentistry, Orthodontics, Oral Surgery, Oral Pathology, Public Health). Research and teaching career opportunities will be discussed.

DBSA 3111 (54-0-3)
Patient Management
Recognition of anxiety, interviewing techniques, history taking, behavior management, patient relations.

DBSB 3111 (18-0-1)
Practice Management
Practice management and organizational theory, economic theory, practical aspects of managing a dental practice will be presented.

Biochemistry
Chairman and Professor: K.H. Woodside; Professor: E.E. Groseclose; Associate Professors: R.E. Block, E.O. Keith

DBCH 1114 (72-0-4)
Biochemistry
DNUT 1211 (17-0-1)  
Dental Nutrition  
Principles of nutrition, biochemical roles of dietary constituents, digestion, absorption, biochemical roles, and therapeutic potentials of foodstuffs and their constituents.

Endodontics  
Chairman and Professor: R. Zelikow; Professors: S. Dorn, S. Olier, R. Uchin; Visiting Professors: D. Arens, S. Seltzer, A. Skidmore, C. Torneck; Associate Professors: I. Roseff, M. Taylor, B. H. Wiener; Clinical Associate Professor: R. Gittess; Clinical Assistant Professors: M. Brenner, G. Heinstein, D. Knight, K. Namerow, M. O'Keefe, J. Rauch, J. Satovsky

DEND 2132 (0-45-2)  
Endodontic Technique  
Concepts of endodontics, developing psychomotor skills, uncomplicated endodontic procedures, clinically acceptable endodontic treatment. Scope of endodontic therapy, basic concepts and clinical aspects of endodontics.

DEND 2111 (17-0-1)  
Clinical Endodontics  
Fundamental principles of the practice of clinical endodontics, prevention of pulpal disease, diagnosis of periapical disease and treatment procedures of pulpotomy, pulpectomy, endodontic therapy, and endodontic surgery.

Oral Medicine  
Chairman and Professor: H. Kaplan; Professors: D. Stern; Clinical Professor and Director: A. Ponce; Clinical Professors: P. Pullon, H. Remnick; Clinical Associate Professors: F. Lyons, W. Balton; Clinical Assistant Professors: J. Bloch, S. Caplan, D. Ede-Nichols, F. Eraso, I. Goldstein

DANS 2211 (18-0-1)  
Anesthesia & Pain Control  
Theory of nerve conduction, principles of action potential. Mode of action of local anesthetics, polarity in conduction of impulses. This course also introduces those techniques and medications which are available to minimize, eliminate or alter pain perception and reaction to pain in the dental setting. Topics cover the use of oral, parental, and inhalation agents to eliminate pain.

DOMD 3211 (18-0-1)  
Internal Medicine  
Cardiovascular disease, pulmonary disorders, endocrinology and metabolism, allergy and immunology, hematology and oncology, infectious diseases, dermatology, nephrology and genitourinary disorders, gastroenterology, rheumatology, neuromuscular diseases, bone and joint disorders and geriatrics. Relevant immunologic mechanisms, humoral and cell-mediated immunity, immunoglobulins, mechanism of acute allergic symptoms, anaphylaxis, and miscellaneous mechanisms, lympho-proliferative disorders, Hodgkin's and non-Hodgkin's lymphomas, sarcoidosis, amyloidosis, types of infectious agents, and routes of transmission.

DOHT 1213 (36-54-3)  
Oral Histology & Embryology  
Microscopic tissue of the oral cavity.
face and palate development, facial defects and rationale of treatment. Microscopic appearance of hard and soft tissues of the mouth, interstitial fibers of the periodontal ligament, masticatory mucosa including the lamina, dorsal and ventral surfaces of the tongue, floor of the mouth and attached and lining mucosa, structure and ultrastructure of the junctional and sulcular epithelium.

**DOME 4113 (18-0-1)**

**Oral Manifestations of Systemic Disease**

Clinical manifestations of common systemic disorders in making a tentative presumptive diagnosis and developing a differential diagnosis.

**DOMA 2211 (18-0-1)**

**Oral Medicine I**

Comprehensive medical history and physical examination of head and neck. Specific medical laboratory tests to interpret and integrate their results with the physical examination. Covers OSHA regulations and medical emergencies.

**DOMD 3111 (36-0-2)**

**Oral Medicine II**

Clinical diagnosis and treatment of primary oral cavity/head and neck disease, and systemic pathology manifesting in the oral cavity/head and neck.

**DOMB 3111 (36-0-2)**

**Oral Pathology**

Oral disease and oral manifestations of the disturbances in growth and development; diseases of microbial origin; injury and repair; metabolic disturbances and nutrition; diseases of specific systems, both oral/head and neck and organ system pathology, presenting in the oral cavity/head and neck region.

**DRAD 1211 (16-0-1)**

**Radiology I**

Intraoral radiographic technique and interpretation, making diagnostic-quality intraoral roentgenograms with minimal radiation exposure to the patient.

**DRAD 2111 (17-0-1)**

**Radiology II**

Radiographic technique and radiographic differential diagnosis of various dental disorders, extraoral radiographic techniques.

**Oral and Maxillofacial Surgery**

Chairman and Associate Professor: M.Zola; Professor: H.Kaplan; Clinical Professor: B.Recant; Visiting Professor: C.Kates; Clinical Associate Professor: M.Krohn; Clinical Assistant Professors: E.Epstein, K.Kaner, P.Richmond, G.Wayne

**DOMS 2111 (18-0-1)**

**Oral & Maxillofacial Surgery**

Fundamentals of tooth extraction, soft tissue surgery, patient evaluation, management of medical-dental emergencies, surgical management of complications, salivary glands, cysts and systemic disease or drug involvement. Dental orthopedics and trauma.

**Orthodontics**

Chairman and Clinical Professor: M.Meister; Clinical Professor: J.Kronman, W.J.Thompson; Clinical Associate Professor: R.S.Masella; Clinical Assistant Professor: S.Aaron, R.Blank, J.Crabill, S.Darling, A.Kapit, S.Kessel, B.Matza, A.Reitman, J.Singer, O.Sotsky, D.Tartakow

**DORT 2212 (34-0-1)**

**Orthodontic Lecture**

**DORT 2232 (0-30-1)**

Orthodontic Laboratory
Principles and concepts used in treatment in orthodontics and dentofacial orthopedics, and orthodontic mechanotherapy. Enables students to engage in active participation in clinical experience.

**Pediatric Dentistry**
Chairman and Professor: D. Forrester; Professor: H. Turner; Clinical Associate Professors: K. Ellins, E. Nacht, Y.G. Ruane; Clinical Assistant Professors: D. Arnold, J. Bazos, M. Herrera, J. Heiling, J. Klein, M. Portilla, R.L. Sherman, D.P. Trupkin, P. Wadhwa, P. Werner

**DPED 2232/DPED 2212 (34-0-1)**

Pediatric Dentistry
Behavioral and interpersonal components of working with children, basic information related to pediatric dentistry, concepts of facial and dental growth and development, primary and permanent teeth.

**Pathology**
Chairman and Professor: M.A. Khin; Professor Emeritus: D.C. Bergman; Clinical Professor: P. Pullon; Associate Professor: K. Khin; Clinical Associate Professor: L. Lang, III; Clinical Assistant Professors: J. Mones, R. Ziegler; Clinical Instructor: C. Carson

**DPAT 2113 (50-0-3)**

General Pathology

**Pharmacology**
Chairman and Associate Professor: L. Crespo; Assistant Professors: M.D. Hill, A.C. Trinidad

**DPHR 2114 (50-0-4)**

Pharmacology I (General)
Introduces pharmacological concepts and principles, clinical indications, contraindications, risks, complications, and toxicity of drugs and pharmacological agents.

**DPHR 2213 (24-0-3)**

Pharmacology II (Dental Therapeutics)
Particular emphasis on the drugs and drug interactions important to the dentist as well as the principles and concepts of pharmacology and pharmacological actions and drug interactions.

**Physiology**
Chairman and Associate Professor: S. Taraskevich; Associate Professors: J. Leedham, D.L. Palazzolo

**DPHY 1213 (72-0-3)**

Medical Physiology
Physical and chemical factors and processes responsible for the development, progression and procreation of life, organ systems approach, cell function, membrane function, membrane translocation, electrophysiology, muscle physiology, neurophysiology, and cardiovascular, renal, respiratory, gastrointestinal, endocrine and nervous systems.

**Periodontics**
**DDPV 1111 (16-0-1)**
*Disease Prevention*
Disease prevention as a basis for clinical dental practice, dental caries and periodontal disease as dental disease processes, the basic concepts of disease prevention, patient-centered and community-centered modes of treatment, the role of fluoride in disease prevention, methods of clinical research, relationship between caries and periodontal disease processes.

**DPER 1111 (18-0-1)**
*Periodontics I*
Anatomical and histologic structures of the periodontium, recognition of the health of the periodontium, periodontal diagnosis, instrumentation and periodontal charting, assessing the state of gingival health. Overview of periodontics, definitions of basic terms.

**DPER 1211 (18-0-1)**
*Periodontics II*
Contents of the normal gingival crevice microbiology, gingival microbiota, formation of plaque. Correlates clinical procedures with the scientific (basic science) rationale, scope of periodontics, signs and symptoms of gingival health, basic science data supporting the clinical observations, recording of clinical data, and the ability to perform treatments designed to maintain gingival health.

**DPER 2111 (16-0-1)**
*Periodontics III*
Earliest gingival inflammatory lesion, gingivitis, signs and symptoms, underlying etiology, microbial shifts, diagnosis and treatment of gingivitis and the rationale for treatment. Clinical, microbiologic and histologic responses to local irritants, host responses, inflammation and loss of attachment.

**DPER 2241 (17-0-1)**
*Periodontics IV*

**DPER 3151 (17-0-1)**
*Periodontics V*
Diagnosis and treatment of early-to-moderate periodontitis, etiology and histopathology. Various treatment modalities: regenerative techniques and augmentive procedures, rationale of flap surgery.

**DPER 3211 (17-0-1)**
*Periodontics VI*
Early-to-moderate periodontitis, etiology and histopathology, augmentation techniques, frenectomy and frenotomy-free gingival grafts, connective tissue grafts, rationale and limitations of treatment procedures.

**DPER 4111 (16-0-1)**
*Periodontics VII*
Dental implantology, replacing lost natural dentition, diagnosis and treatment procedures, goals and limitations, the periodontal/prosthetic role in dental implantology, diagnosis, implant placement, maintenance of periodontal health, clinical and histologic data, microbiology of crevice/implant environment.

**DPER 4211 (18-0-1)**
*Periodontics VIII*
Learning opportunities, assisting in ongoing research, clinical experience in areas of interest; enhance student dental education by selecting areas of personal interest, outline objectives, out-
comes assessment, diagnosis and treatment of periodontal disease.

**Restorative Dentistry**

**Professor and Division Chief:** S. Askinas;  
**Professor and Chair:** V. Jekkals;  
**Professors:** F. Kohler, P. Neff, E. Reetz;  
**Associate Professors:** J. Eisenman, M. Greenberg;  
**Clinical Associate Professors:** M. Berger, A. Brodie, A. Burch, R. Cohen, E. Fellows, E. Gottlieb, P. Keller, S. Kiltau, L. Krasne, A. Kuby, M. Kuttler, J. McGree, R. Sanchez;  

**DRBM 1111 (36-0-2)**  
**Dental Biomaterials I**

Science of dental materials: properties, applications and limitations of materials used in dentistry, and clinical behavior of dental materials. Biomaterials and material science, mechanical and physical properties of dental materials, and their clinical applications and usage.

**DRDA 1112 (35-0-3)**  
**DRDC 1133 (0-105-2)**

**Restorative Dentistry I Lecture/Lab**

Tooth morphology, study of occlusion, biological and clinical perspectives of dental anatomy, form and function with emphasis on occlusion and waxing procedures, and occlusal analysis.

**DRDB 1212 (35-0-2)**  
**DRDB 1233 (0-105-3)**

**Restorative Dentistry II Lecture/Lab**

Appropriate use of the terminology and instruments, psychomotor skills of tooth preparation.

**DRDC 1221 (35-105-1)**

**Restorative Dentistry III Lecture/Lab Clinical Occlusion and Fabrication of Occlusal Devices**

Appropriate use of the terminology and instruments, psychomotor skills of tooth preparation, provisional and final restoration; prepare teeth for single or multiple unit cast fixed prosthodontic restorations, and fabricate provisional restorations for single or multiple unit restorations.

**DRDD 2112 (34-0-2)**  
**DRDD 2133 (0-52-3)**

**Restorative Dentistry IV Lecture/Lab**

Appropriate use of the terminology and instruments, psychomotor skills of tooth preparation, provisional and final restoration; prepare teeth for single or multiple unit cast fixed prosthodontic restorations, and fabricate provisional restorations for single or multiple unit restorations.

**DRDE 2112 (18-0-2)**  
**DRDE 2133 (0-56-3)**

**Restorative Dentistry V Lecture/Lab**

Fundamental technical knowledge, concepts and skills; diagnose and treat oral conditions that require placement of lost teeth and their associated structures with complete and partial removable dentures.

**DRDF 2211 (18-0-1)**  
**DRDF 2232 (0-54-1)**

**Restorative Dentistry VI Lecture/Lab**

Appropriate use of the terminology and instruments, psychomotor skills of tooth preparation, provisional and final restoration; prepare teeth for single or multiple unit cast fixed prosthodontic resto-
ration, and fabricate provisional restoration for single or multiple unit restora-

tions.

**DRDG 2211** (18-0-1)  
**DRDG 2232** (0-54-1)  
**Restorative Dentistry VII**

Lecture/Lab  
Fundamental technical knowledge, concepts and skills; diagnose and treat conditions that require placement of lost teeth and their associated structures with complete and partial removable dentures.

**DRDH 2212**  
**Restorative Dentistry VIII**

Presentation of clinical cases and student problem solving in treatment planning.

**DRDI 2212**  
**Restorative Dentistry IX**

Lecture series on clinical treatment of restorative dentistry patients.

**DRDJ 3111**  
**Restorative Dentistry X**

Presentation of clinical treatment of temporomandibular dysfunction.

**DRDK 3211** (18-0-1)  
**Restorative Dentistry XI**

Lecture series on the advanced treatment of clinical patients.

**DRDL 3211** (18-0-1)  
**DRDL 3232** (0-54-1.5)  
**Restorative Dentistry XII**

Lecture/Lab  
Lecture and laboratory presentation of bonded porcelain and ceramic restoration and porcelain fused to metal restorations.

**DRDM 4111** (16-0-1)  
**Restorative Dentistry XIII**  
Lecture presentation of restorative dentistry concepts presented as a review for National Board Examinations.

**DRDN 4111** (18-0-1)  
**DRDN 4132** (0-54-1.5)  
**Restorative Dentistry XIV**

Lecture/Lab  
Lecture and laboratory series converting the restoration of patients involving implant restorations.

**DRDO 4211** (0-0-1)  
**Restorative Dentistry XV**

Problem based learning format of case reviews presented by dental students.

**Clinical Practice**  
(Comprehensive Patient Care)

Clinical patient care will be included in all four years of training. Semester hours will be assigned depending on clinic hours and the student’s year of study.

The student will incorporate the knowledge gained from prior studies while treating patients in the dental clinics. The student will develop the essential skills necessary for comprehensive patient care including diagnosis, treatment planning and oral medicine, periodontics, endodontics, orthodontics, restorative dentistry, oral surgery, pediatric dentistry, radiology, and emergency dental care all under the direct supervision of the faculty.
POSTGRADUATE PROGRAMS

The College of Dental Medicine developed postgraduate specialty training in several fields starting in the fall of 1997. There are five training positions each in Endodontics, Periodontics, Orthodontics, Pediatric Dentistry, and Prosthodontics.

These programs conform to the standards set by the American Dental Association and its specialty boards for such training and are supervised by certified and qualified dental specialists. The tuition is $26,250.00 a year and detailed information may be obtained from the Office of Admissions.

Postgraduate Core Courses
All postgraduate programs will require the students to include the following postgraduate core courses:

First Year
First & Second Semesters
Head and Neck Anatomy/Growth and Development
Oral Histology and Embryology
Microbiology and Immunology
Pharmacology
Cariology
Radiology
Internal Medicine and Physical Evaluation
Head and Neck Pain
Anxiety Control
Cardiopulmonary Resuscitation
Research Methodology and Biostatistics
Photography
Biochemistry
Physiology
Molecular Biology
General And Oral Pathology/Oral Medicine
Nutrition
Local Anesthesia/I.V. Sedation/Oral/Inhalation
Teaching Methodology
Practice Management
Ethics and Jurisprudence

Postgraduate Endodontics
The postgraduate program in Endodontics is a 24-month certificate program that balances clinical experience with didactic instruction in the relevant basic and clinical sciences. Five students are accepted annually.

The clinical portion of the program is microscopically oriented, providing the student with modern concepts of endodontic treatment including rotary NiTi instrumentation, electric apex locators, guided tissue regeneration and crown lengthening procedures.

Joint conferences with other disciplines such as periodontics, prosthodontics, pediatric dentistry, otolaryngology and neurology provide the student with a well-rounded basis to diagnose and treat abnormalities in the head and neck region.

The didactic portion of the program includes a core curriculum designed to provide all postgraduate students a basic interdisciplinary education and a detailed endodontic curriculum that concentrates heavily on a knowledge of the literature. This prepares the student to take and pass the examinations for the American Board of Endodontics.

The program at NSU also includes research, teaching, and instruction by several well-known visiting professors.

Postgraduate Orthodontics
The Department of Orthodontics offers a 24-month postgraduate training program designed to fulfill the specialty certification requirements of the American Board of Orthodontics. Comprehensive lectures in the relevant basic sciences, as well as seminars, clinical seminars, and case conferences in the clinical art and science of orthodontics com-
prise one segment of the program.

The other segment of the program includes clinical treatment of adults, adolescents, and children to enable the student to develop proficiency in variations of the edgewise appliance and other orthodontic appliances. Interdisciplinary conferences and coordinated treatment procedures of complex cases with postgraduate periodontic, prosthodontic, and endodontic students are part of the educational experience.

Students will be required to complete a research project and to participate as assistant instructors for the undergraduate orthodontics course. Five students are accepted into the program each year.

**Postgraduate Pediatric Dentistry**

The Department of Pediatric Dentistry offers a 24-month postgraduate program in Pediatric Dentistry. The program is designed to fulfill the educational requirements for specialty certification by the American Board of Pediatric Dentistry and fulfills the requirements for specialty training of the Council on Dental Education (Commission on Dental Accreditation) of the American Dental Association. This university-based training program includes significant hospital and extramural affiliation in the Miami and Ft. Lauderdale areas.

Lectures, seminars and conferences are conducted relating to pediatric patients and their dental treatment. Students are trained in hospital and operating room protocol including the use of general anesthetics. They also serve as instructors in the predoctoral laboratory and clinic. An original research project must be conducted by each student.

Accepting four individuals each year (the number of acceptances may be modified), each postgraduate program will utilize the individual state-of-the-art operatories in the newly opened College of Dental Medicine as well as dental facilities in off-site locales in the Miami-Ft. Lauderdale areas. Upon successful completion of the program, the trainee receives a certificate in Pediatric Dentistry.

**Postgraduate Periodontics**

The postgraduate program in Periodontics is of three years duration and open to all graduates of dental colleges recognized by the American Dental Association. Students in the upper half of their class are accepted. Internship or residency experience is preferred, but not required. The full-time program consists of a didactic core curriculum in basic sciences and behavioral sciences, a series of seminar presentations in periodontics and implant dentistry, literature review seminars, periodontal prosthetic seminars and core presentations. Students will also participate as assistant instructors in our predoctoral periodontics course. Clinical experience required will be the diagnosis and treatment of a minimum of 60 cases of moderate to severe periodontitis, and the placement of 30 or more implant units in collaboration with postgraduate prosthodontics students. In addition, individual research programs will be encouraged.

**Postgraduate Prosthodontics**

The postgraduate program in Prosthodontics is three years duration and open to all graduates of dental colleges recognized by the American Dental Association. Internship and residency experience is preferred, but not required. The full-time program consists of a didactic core curriculum in basic sciences and behavioral sciences, a series of seminar presentations in prosthodontics, periodontics, and implant dentistry, literature review seminars and core basic science presen-
tations. Students will be prepared and encouraged to take and pass the examination for the American Board of Prosthodontics.

**Anticipated Expenses**
Equipment costs for each program will be equal to or less than the average for all U.S. dental schools.

**Requirements for Admission**
The College of Dental Medicine selects students based on application content, academic record, letters of recommendation, National Dental Board Examination scores, and personal interview.

Prior to matriculation, applicants must have:

1. Completed a D.M.D., D.D.S., or their equivalent
2. Official National Board scores, if taken

**Application Procedure**
To complete your application, you must arrange to have the following sent to the Office of Admissions, College of Dental Medicine:

1. A completed application form along with a $50.00 non-refundable application fee
2. An official transcript from each college, professional school, or university attended. Course work taken at foreign institutions must be evaluated for U.S. institution equivalence. This course work must be evaluated by one of the services listed below. You should contact:

   **World Education Services, Inc.**
   P.O. Box 745 Old Chelsea Station
   New York, NY 10113-0745
   (212) 966-6311

   or

   Joseph Silney & Associates, Inc.
   International Education Consultants
   Coral Gables, FL 33124
   (305) 666-0233
   or

   Educational Credential Evaluators, Inc.
   P.O. Box 92970
   Milwaukee, WI 53202-0970
   (414) 289-3400

It is the applicant's responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions.

2. Official National Board scores. Please request the secretary of the National Board of Dental Examiners to forward all scores of the Dental Boards. The National Board is located at 211 East Chicago Avenue, Chicago, Illinois, 60611. Applicants who have not taken the National Boards must submit a letter of explanation.

3. Three letters of evaluation are required. They must be completed by dental school faculty members who are well acquainted with the applicant's abilities or by individuals who can provide information relevant to the applicant's potential.

4. Upon receipt of the completed application and the required credentials, the Committee on Admissions will select applicants for interview and those selected will be notified in writing. Not all applicants will be granted an interview. All applicants who are admitted to the College must be interviewed, but an invitation to appear for an interview should not be construed as evidence of acceptance.
EMERITUS FACULTY

Donald C. Bergmann  
Emeritus Professor,  
Pathology  
B.S. - 1942  
Baldwin-Wallace College  
D.O. - 1945  
Kirksville College of  
Osteopathic Medicine  
Fellow, American College of Pathologists

Carl L. Brumback  
Emeritus Professor,  
Community Medicine  
A.B. - 1936  
University of Kansas  
M.D. - 1943  
University of Kansas  
M.P.H - 1948  
University of Michigan  
Fellow, American College of Preventive Medicine

Maxwell Greenhouse  
Emeritus Assistant Professor,  
Osteopathic Manipulative Medicine  
B.A. - 1939  
Webster University  
D.O. - 1939  
University of Osteopathic Medicine and Health Sciences  
M.S. - 1943  
Kansas University  
D.P.H. - 1943  
Kansas University

Edward D. Hersh  
Emeritus Professor,  
Ophthalmology  
D.O. - 1940  
Kirksville College of  
Osteopathic Medicine  
Fellow, American Osteopathic College of Ophthalmology and Otolaryngology

Frances Higginbotham  
Emeritus Professor,  
Anatomy  
A.B. - 1962  
West Virginia University  
M.S. - 1964  
West Virginia University  
Ph.D. - 1966  
West Virginia University

Stanley B. Kaye  
Emeritus Professor,  
Surgery  
B.A. - 1949  
University of Arizona  
D.O. - 1954  
University of Health Sciences College of Osteopathic Medicine  
Fellow, American College of Osteopathic Surgeons

Harold Kirsh  
Emeritus Associate Professor,  
Surgery  
D.O. - 1946  
Philadelphia College of Osteopathic Medicine  
Fellow, American Osteopathic College of Proctology

Michael A. Longo  
Emeritus Professor,  
Surgery  
B.S. - 1942  
St. John’s University  
D.O. - 1946  
University of Health Sciences College of Osteopathic Medicine  
Fellow, American College of Osteopathic Surgeons

Paul Magalian  
Emeritus Associate Professor,  
Pharmacy Administration  
B.S.Pharm. - 1945  
University of Rhode Island  
B.S. - 1948  
Memphis State University

Charles B. Radlauer  
Emeritus Professor,  
Surgery  
M.D. - 1961  
George Washington University  
College of Medicine  
Fellow, American College of Surgeons
FULL TIME FACULTY

Carmen Aceves-Blumenthal
Associate Professor,
Pharmacy Practice
B.S.Pharm. - 1977
University of Illinois
M.S. - 1984
De Paul University
Fellow, American Society of Consultant Pharmacists

Sultan S. Ahmed
Assistant Professor,
Physician Assistant Studies
M.B.B.S. - 1978
Dacca University, Bangladesh
P.A. - 1988
Bayley Seton Hospital
Physicians Assistant Program
Fellow, American Academy of Physician Assistants

Laura M. Amon
Assistant Professor,
Physician Assistant Studies
B.S/P.A. - 1989
Saint Francis College
M.S. - 1995
Alderson-Broaddus College
Fellow, American Academy of Physician Assistants

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<td>University of Louisville</td>
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<td>Fellow, American Osteopathic College of Ophthalmology</td>
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<td>Lawrence R. Black</td>
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<td>Robert S. Blank</td>
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<td>Laurence B. Brody</td>
<td>Visiting Professor, Administration/Dental Economics</td>
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Erin Broome  
Clinical Assistant Professor, Optometry  
B.S. - 1995  
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Yamile Coto-De-Pani
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Pharmacy Practice
Pharm.D. - 1994
Nova Southeastern University
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<td>Doug Covey</td>
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<td>Lewis Dan</td>
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<td>B.S. - 1955 University of Vermont</td>
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Clinical Assistant Professor,  
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D.O.  -  1984  
Philadelphia College of Osteopathic Medicine

Robert Davis  
Clinical Assistant Professor,  
Optometry  
O.D.  -  1970  
Pennsylvania College of Optometry

Martin Dayton  
Clinical Assistant Professor,  
Family Medicine  
D.O.  -  1970  
Kirkville College of Osteopathic Medicine  
M.D.  -  1983  
Ross University College of Medicine

Kimberly Dean  
Clinical Assistant Professor,  
Family Medicine  
D.O.  -  1988  
Nova Southeastern University  
College of Osteopathic Medicine

Heydi Deas  
Clinical Instructor,  
Pharmacy Practice  
B.S.Pharm.  -  1968  
University of Florida

Salvatore DeCanio  
Clinical Assistant Professor,  
Optometry  
B.S.  -  1975  
Wake Forest University  
O.D.  -  1980  
University of Houston  
College of Optometry

Mark B. Deem  
Clinical Instructor,  
Family Medicine  
D.O.  -  1986  
University of Health Sciences

Terry DeFilippo  
Clinical Instructor,  
Obstetrics and Gynecology  
B.S.N.  -  1978  
University of Florida  
M.S.N.  -  1991  
University of Florida

Antonio M. DeGordon  
Clinical Assistant Professor,  
Internal Medicine  
Ph.D.  -  1973  
Florida State University  
M.D.  -  1975  
Emory University College of Medicine

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Pharmacy Practice  
Pharm.D.  -  1990  
University of Florida

Jose C. De La Pena  
Clinical Assistant Professor,  
Family Medicine  
M.D.  -  1971  
University of Grenada

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Family Medicine  
B.S.  -  1985  
Florida International University  
D.O.  -  1990  
Nova Southeastern University  
College of Osteopathic Medicine

Pasquale Dell’Api  
Clinical Instructor,  
Family Medicine  
D.O.  -  1992  
Nova Southeastern University  
College of Osteopathic Medicine

Linda Delo  
Clinical Instructor,  
Family Medicine  
B.A.  -  1981  
University of Florida  
D.O.  -  1986  
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Jorge Del Toro  
Clinical Assistant Professor,  
Pediatrics  
B.S.  -  1978  
University of Puerto Rico  
M.D.  -  1982  
University of Puerto Rico  
School of Medicine

Gabrielle DeMille  
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Oral Medicine  
D.D.S.  -  1997  
Tufts University School of Dental Medicine

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Optometry  
O.D.  -  1980  
Illinois College of Optometry

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B.S. Pharm.  -  1984  
University of Iowa

Francis A. DePiano  
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Extramural Affairs  
Ph.D.  -  1980  
University of Southern California

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O.D.  -  1997  
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Family Medicine  
D.O.  -  1990  
Texas College of Osteopathic Medicine
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University of Florida  
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Nova Southeastern University  
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B.S.N. - 1976  
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University of Miami

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B.S.Pharm. - 1981  
University of Minnesota  
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University of Minnesota  
M.P.H. - 1991  
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D.M.D. - 1996  
University of Florida College of Dentistry

Camille Dixon  
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University of Florida  
College of Dentistry

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D.M.D. - 1968  
University of Pittsburgh  
School of Dental Medicine

Samuel Dorn  
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D.D.S. - 1970  
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College of Dental Medicine

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Iris Drelich  
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Pharm.D. - 1975  
Tel Aviv University

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B.S.Pharm. - 1990  
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Michael Dufek  
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B.S. - 1983  
Pennsylvania State University  
O.D. - 1987  
Pennsylvania College of Optometry

Alice M. Dulany  
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Mark Dunbar  
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O.D. - 1986  
Ferris State University

Scott J. Dunkin  
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D.O. - 1980  
College of Osteopathic Medicine and Surgery

Pamela Ebmeier  
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B.S. - 1988  
University of Illinois  
O.D. - 1992  
University of Missouri

Diane Ede-Nichols  
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D.M.D. - 1987  
Fairleigh Dickinson University  
College of Dental Medicine

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D.D.S. - 1976  
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Jerome Eisenman  
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D.D.S. - 1955  
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College of Dental Medicine

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B.S. - 1978  
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D.D.S. - 1955  
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M.D. - 1980  
University of Munich School of Medicine
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Clinical Assistant Professor, Optometry
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University of Pennsylvania
College of Dental Medicine

Karl B. Ellins
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Clinical Instructor, Surgery
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B.S. - 1971
Caroll College
D.O. - 1975
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Brooklyn College
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Adelphi University
M.D. - 1979
University of Miami School of Medicine

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195
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Medical College of Virginia School of Dentistry  

Paul Glassman  
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D.O. - 1961  
University of Health Sciences  
College of Osteopathic Medicine  

Stuart Glassman  
Clinical Assistant Professor, Restorative Dentistry  
D.D.S. - 1966  
Medical College of Virginia School of Dentistry  

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B.S. Pharm. - 1980  
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Marvin Goldman  
Clinical Assistant Professor, Restorative Dentistry  
D.D.S. - 1956  
University of Maryland  

Melvin Goldman  
Visiting Professor, Endodontics  
D.D.S. - 1945  
New York University College of Dentistry  

Robert Goldman  
Clinical Professor, Periodontics  
D.D.S. - 1968  
Case Western Reserve University School of Dentistry  

Irwin Goldstein  
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D.D.S. - 1961  
Temple University School of Dentistry  

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Clinical Professor, Pulmonary Medicine  
B.A. - 1959  
New York University  
M.D. - 1963  
Albert Einstein College of Medicine  

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Clinical Associate Professor, Pediatric Dentistry  
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M.D. - 1975  
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Eleanor C. Gomez  
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Pharm. D. - 1987  
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University of Pennsylvania College of Dental Medicine  

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B.S. - 1963  
Ursinus College  
M.D. - 1967  
Jefferson Medical College  

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D.M.D. - 1965  
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D.D.S. - 1981  
University of Alabama School of Dentistry  

Lauren Governale  
Clinical Associate Professor, Community Dentistry  
D.D.S. - 1981  
University of Florida College of Dentistry  

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Years</th>
<th>University/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeri Graham</td>
<td>Adjunct Assistant Professor,</td>
<td>Optometry</td>
<td>1982</td>
<td>Florida State University</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>1990</td>
<td>University of Houston College of Optometry</td>
</tr>
<tr>
<td>Penny Grant</td>
<td>Clinical Assistant Professor,</td>
<td>Pediatrics</td>
<td>1984</td>
<td>New York Medical College</td>
</tr>
<tr>
<td>Alan S. Graubert</td>
<td>Clinical Associate Professor,</td>
<td>Family Medicine</td>
<td>1958</td>
<td>University of Miami</td>
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<td></td>
<td></td>
<td></td>
<td>1963</td>
<td>University of Miami School of Medicine</td>
</tr>
<tr>
<td>Robert Green</td>
<td>Clinical Instructor,</td>
<td>Family Medicine</td>
<td>1992</td>
<td>Nova Southeastan University</td>
</tr>
<tr>
<td>Lee Greenberg</td>
<td>Clinical Associate Professor,</td>
<td>Restorative Dentistry</td>
<td>1968</td>
<td>University of Pennsylvania</td>
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<td>College of Dental Medicine</td>
</tr>
<tr>
<td>Ralph H. Greenwasser</td>
<td>Clinical Instructor,</td>
<td>Family Medicine</td>
<td>1985</td>
<td>Kirksville College of Osteopathic Medicine</td>
</tr>
<tr>
<td>Robert C. Greer, IV</td>
<td>Clinical Assistant Professor,</td>
<td>Family Medicine</td>
<td>1974</td>
<td>Texas Christian College</td>
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<td>1977</td>
<td>Philadelphia College of Osteopathic Medicine</td>
</tr>
<tr>
<td>Stephen Grussmark</td>
<td>Clinical Associate Professor,</td>
<td>Orthodontics</td>
<td>1964</td>
<td>New York University College of Dentistry</td>
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<tr>
<td>Vito Guarino</td>
<td>Clinical Associate Professor,</td>
<td>Optometry</td>
<td>1984</td>
<td>University of South Florida</td>
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<td>1988</td>
<td>Southern College of Optometry</td>
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<tr>
<td>Georges C. Guerrier</td>
<td>Clinical Assistant Professor,</td>
<td>Pediatrics</td>
<td>1980</td>
<td>State University of Haiti</td>
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<td>School of Medicine &amp; Pharmacy</td>
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<tr>
<td>Kettley Guerrier</td>
<td>Clinical Instructor,</td>
<td>Family Medicine</td>
<td>1980</td>
<td>State University of Haiti</td>
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<td>School of Medicine &amp; Pharmacy</td>
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<tr>
<td>Stephanie Guerriero</td>
<td>Clinical Assistant Professor,</td>
<td>Pharmacy Practice</td>
<td>1986</td>
<td>Massachusetts College of Pharmacy</td>
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<td>Nova Southeastan University</td>
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<td>College of Pharmacy</td>
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<tr>
<td>Thomas Guerriero</td>
<td>Clinical Assistant Professor,</td>
<td>Pharmacy Practice</td>
<td>1993</td>
<td>Nova Southeastan University</td>
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<td>College of Pharmacy</td>
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<tr>
<td>Robert J. Guliner</td>
<td>Clinical Professor,</td>
<td>Ophthalmology</td>
<td>1970</td>
<td>Hunter College</td>
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<td>1974</td>
<td>University of Health Sciences</td>
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<td>College of Osteopathic Medicine</td>
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<tr>
<td>Neena Gupta</td>
<td>Clinical Assistant Professor,</td>
<td>Family Medicine</td>
<td>1983</td>
<td>Ohio University College of Osteopathic Medicine</td>
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<tr>
<td>Raysa Gutierrez</td>
<td>Clinical Assistant Professor,</td>
<td>Pharmacy Practice</td>
<td>1973</td>
<td>University of Florida</td>
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<td>1995</td>
<td>Nova Southeastan University</td>
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<td>College of Pharmacy</td>
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<tr>
<td>Mark Gutt</td>
<td>Clinical Assistant Professor,</td>
<td>Periodontics</td>
<td>1989</td>
<td>University of Pennsylvania</td>
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<td>College of Dental Medicine</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Specialty</th>
<th>Degree(s)</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Guttuso</td>
<td>Clinical Professor</td>
<td>Endodontics</td>
<td>D.D.S. 1958</td>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Tim C. Harrell</td>
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<tr>
<td>Betty Harris</td>
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<tr>
<td>John R. Hayes</td>
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<tr>
<td>William A. Hayes</td>
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</tr>
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<td></td>
<td>M.D. 1992</td>
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