Health Professions Division Catalog Academic Year 2000-2001

Nova Southeastern University

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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.
COLLEGE OF OSTEOPATHIC MEDICINE
COLLEGE OF PHARMACY
COLLEGE OF OPTOMETRY
COLLEGE OF ALLIED HEALTH
COLLEGE OF MEDICAL SCIENCES
COLLEGE OF DENTAL MEDICINE

3200 S. University Drive • Fort Lauderdale, FL 33328
(954) 262-1100
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Letter from the President

Nova Southeastern University is Florida's largest independent university based on enrollment and one of the top twenty independent institutions in the United States.

In 1967, NSU served an entire student body of 17 from one building. Today, we have over 16,000 students enrolled in 15 academic centers, with programs offered in 22 states and 10 countries. The university boasts over 60,000 alumni throughout the world. Each day 7,000 students attend classes on our 232-acre Davie campus.

The university's sustained growth is due to its commitment to excellence in academics, clinical training, community service and well-rounded opportunities for all students.

You will be coming to the campus at an exciting time with new buildings under construction, including a 310,000 square foot library and technology center, an attendant parking structure and a 325-seat auditorium to better serve the growing student body at the Health Professions Division.

While infrastructure is important, the array of new academic programs, both traditional and non-traditional, and the increased collaboration among our 15 centers and colleges insure that we will retain our leadership role in delivering quality education to our students wherever they are located.

As you continue your studies at Nova Southeastern University, you will grow as a member of a select group of educators and practitioners in your field. You will move forward in leadership roles and improve your communities. The essence of NSU is collaborating at all levels and with diverse partners.

We look forward to a lifelong partnership in learning with you, our student. The entire NSU community is dedicated to providing service and academic excellence to you as you continue on the road to graduation and your leadership role in the new millennium.

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.

Our College of Osteopathic Medicine, which recently received re-accreditation for a five year period, has recently formed a consortium with affiliated teaching hospitals from across the state that will provide tremendous opportunities for postgraduate education, training and research.

The College of Pharmacy is leading the nation in preparing pharmacists in the latest in patient-oriented procedures.

The College of Optometry has made strides in preparing its students for an expanding professional role that supports patient-oriented research and the development of technology to enhance patient care.

The College of Allied Health has developed doctoral programs to train allied health and therapy professionals for leadership roles in the rehabilitative arts.

The College of Medical Sciences recently graduated its first class of scholars.

Our College of Dental Medicine is exceeding all expectations: our first postdoctoral students and advanced standing students have recently graduated, and we are on schedule to graduate our charter doctoral class in 2001.

In the last 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 students 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
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Associate Dean for Extramural Affairs
Nova Southeastern University
College of Dental Medicine

SYLVIA URLICH, M.A.
Miami, Florida
President, Westchester General Hospital
2000-2001 ACADEMIC CALENDAR

Sunday, August 6, 2000  Fall Orientation and Registration
Monday, August 7, 2000  Freshman Classes Begin
Monday, September 4, 2000  LABOR DAY- no classes
Saturday, September 30, 2000  ROSH HASHANAH- no classes
Monday, October 9, 2000  YOM KIPPUR- no classes
Wednesday, November 22, 2000  THANKSGIVING RECESS begins 5P.M.
Monday, November 27, 2000  Classes resume
Friday, December 15, 2000  Winter Recess Begins 5:00 PM
Tuesday, January 2, 2001  Classes resume
Monday, January 15, 2001  MARTIN LUTHER KING DAY- no classes
Friday, April 6, 2001  Spring Recess begins 5:00 PM
Friday, April 13, 2001  GOOD FRIDAY- no classes
Monday, April 16, 2001  Classes resume
Thursday, May 24, 2001  Senior Day / Graduation Rehearsal*
Saturday, May 26, 2001  Senior Award Dinner*
Sunday, May 27, 2001  Graduation*
Monday, May 28, 2001  MEMORIAL DAY- no classes

*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 health care, 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.

The Health Professions Division has recently added a new building to foster opportunities for interdisciplinary education and to meet the need for additional classroom, computer and research facilities. This modern, spacious facility contains over 31,000 square feet of new instructional and research facilities, including a 312-seat auditorium, a 50-station state-of-the-art computer science laboratory and 37 seminar rooms.

**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 one of the following:

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

World Education Services, Inc.
P.O. Box 01-5060
Miami, Florida 33101
www.wes.org

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

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:

- First three (3) class days: 70%
- Fourth or fifth class day: 60%
Sixth or seventh class day 40%
Eighth, ninth or tenth class day 20%
After the tenth class day 0%

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. Lauderdale, 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
Located in close proximity to the Health Professions Division, Nova Southeastern University’s on-campus residence halls offer one-bedroom (single) and two-bedroom (double) apartments and married housing. Numerous apartments, condominiums, and other rental facilities are also located near 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 insurance. 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 financially responsible for obligations incurred prior to graduation.

Service Units

Learning Resources

The Health Professions Division Library is located on the first floor of the HPD's Library/Laboratory Building. It contains computerized catalogs of holdings, with more than 50,000 book titles, over 1,500 journal subscriptions, more than 1,500 audio and video tapes, slide sets, CD-ROMs, as well as a current file of news clippings and pamphlets. Twenty-four group study rooms are equipped with videotape players and monitors, and slide projectors are available for library patrons. The HPD library maintains an Internet Website, which allows for access to several health-related and other electronic databases, including MEDLINE and MDConsult. Membership in the National Library of Medicine and other consortia provides for cooperative lending relationships, which afford HPD students and faculty access to international library holdings.

Students also have checkout privileges at other NSU libraries, including the Einstein Library, the Law Center Library, and the Oceanographic Center Library.

In addition, the University is developing, in conjunction with the Broward County Library System, a $43 million Library, Research, and Information Technology Center which is scheduled to open in 2001.

Health Care Centers

The Health Professions Division Health Care Centers serve an important function and are 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 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. This facility houses a full-service primary care family medicine practice as well as a comprehensive 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 those students with verifiable disabilities, 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 serve. 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 independent manner.

**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 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 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 the 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 work-loads 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.

Sensory
Osteopathic students and physicians are required to have an enhanced ability to utilize their sensory skills. These enhanced tactile sensory and proprioceptive skills are essential for appropriate osteopathic evaluation and treatment of patients.
College of Osteopathic Medicine
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 postgraduate 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, holistic 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 obstetric 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, make 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 is preferred. A minimum of 90 semester hours of accepted work may be considered for admission;

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 (GPA) 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 Program Office, 2255 North Dubuque Road, P.O. Box 4056 Iowa City, IA 52243-4056. MCAT scores must be no more than three years old.

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

The College receives over 3,500 applications a year, from which only 180 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.

Applicants choosing to submit a paper application can download applications and instructions from www.aacom.org. Applicants may also submit applications electronically through AACOMAS Online, an interactive Web-based application which can be accessed through www.aacom.org.

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 (must be no more than three years old);

2. The applicant should mail the following to the College by March 1:
• A supplemental application (download) 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.

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.

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.

Applicants accepted prior to November 15 will have until December 14 to pay this acceptance fee. Applicants accepted between November 15 and January 14 will have 30 days to pay this acceptance fee. Those accepted on or after June 15 may be asked for immediate payment of the fee.

Deposit: $750. This advance payment is due March 15. It will be deducted from the tuition payment due on Registration Day, but is not refundable in the event of a withdrawal.

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

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

University Technology Fee: not to exceed $100 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, includ-
ing 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 AACOMAS forms are made available.

JULY
Credentials sent to AACOMAS are processed, and applicant records are forwarded to Nova Southeastern University College of Osteopathic Medicine. A supplemental 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.

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 from 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 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 admission 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 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 admission standards.

Promotion, Suspension, Dismissal, and Re-admission

The policies for promotion, suspension, dismissal and re-admission are outlined in the College of Osteopathic Medicine Student Handbook. This Handbook is revised, updated and distributed annually to all osteopathic medical students.

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The policies for promotion, suspension, dismissal and re-admission are outlined in the College of Osteopathic Medicine Student Handbook. This Handbook is revised, updated and distributed annually to all osteopathic medical students.

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

A student who has fulfilled all the academic requirements may be granted the degree of Doctor of Osteopathic Medicine provided the student:

1. Has satisfactorily completed four years of curriculum and rotations at an AOA-accredited college of osteopathic medicine, the last two years of which have been at NSU-COM.
2. Has completed all academic requirements in no more than six (6) years from the date of matriculation, excluding leaves of absence;
3. Has complied with all the curricular, legal and financial requirements of the University;
4. Has attended the compulsory portions of Senior Week as well as the commencement ceremony at which time the degree is conferred and students take the Osteopathic Oath;
5. Has passed Level I and Level II of the examination administered by the National Board of Osteopathic Medical Examiners (the Level 2 requirement begins with the students in the 1999 entering class);
6. Has reached at least 21 years of age;
7. Has demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine;
8. Has demonstrated suitability for the practice of medicine as evidenced by professional behavior and the assumption of responsibility for patient care and integrity in the conduct of clinical activities.

Degrees are not awarded solely upon the completion of any prescribed number of courses, or upon passing a prescribed number of examinations, but, in addition, when the faculty believes the student has attained sufficient maturity of thought and proficiency.

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 holistic, 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 NSU promotes interdisciplinary cooperation whenever possible. Students share faculty and campus facilities with NSU's pharmacy, dental, optometry, physician assistant, physical therapy, occupational therapy, public health and medical science students.

### CURRICULUM OUTLINE

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<th>First Year</th>
<th>First Semester</th>
<th>Core Courses</th>
<th>Lecture</th>
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| Elective Courses | | |
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| IDC 5513         | Research I          | 0 | 6 | 3 |
| IDC 5612         | Guided Study I      | 0 | 4 | 2 |
| IDC 5313         | Preclinical Preceptorship I | 0 | 6 | 3 |

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| IDC 5213         | Research II          | 0 | 6 | 3 |
| IDC 5722         | Guided Study II      | 0 | 4 | 2 |
| IDC 5323         | Preclinical Preceptorship II | 0  | 6 | 3 |

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<td>IDC 6813</td>
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<td>IDC 6911</td>
<td>Clinical Procedures I</td>
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<tr>
<td>PCO 6112</td>
<td>Principles of Pharmacology</td>
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<td>PTH 6112</td>
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<td>SAN 6105</td>
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**Elective Courses**

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<th>Lecture</th>
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<th>Credit</th>
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<td>Research III</td>
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<td>Preclinical Preceptorship. III</td>
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**Second Semester Core Courses**

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<td>FMG 6105</td>
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<td>FMC 6421</td>
<td>Medical Jurisprudence</td>
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<td>FMC 6422</td>
<td>OMM IV</td>
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<td>FMR 6205</td>
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<td>IDC 6122</td>
<td>Clinical Correlation IV</td>
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<td>IDC 6222</td>
<td>Clinical Procedures II</td>
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<td>IDC 6223</td>
<td>Reproductive System</td>
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**Elective Courses**

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<th>Course Title</th>
<th>Lecture</th>
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<th>Credit</th>
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**Third Year Core Clinical Rotations**

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<th>Course Code</th>
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<th>Months</th>
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<tbody>
<tr>
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<td>Psychiatry</td>
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<tr>
<td>FMG 7108</td>
<td>Geriatrics</td>
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<tr>
<td>FMN 7108</td>
<td>Family Medicine - Clinic</td>
<td>1</td>
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<tr>
<td>IMA 7108</td>
<td>Internal Medicine</td>
<td>1</td>
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<tr>
<td>IMA 7208</td>
<td>Internal Medicine</td>
<td>1</td>
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<tr>
<td>OBG 7108</td>
<td>Obstetrics/Gynecology</td>
<td>1</td>
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<tr>
<td>PED 7108</td>
<td>Pediatrics - Ambulatory</td>
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<td>PED 7208</td>
<td>Pediatrics - Hospital</td>
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<tr>
<td>SGN 7108</td>
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**Fourth Year Core Clinical Rotations**

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<tbody>
<tr>
<td>FME 8108</td>
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<td>FMN 8108</td>
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<tr>
<td>IDC 8821</td>
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**Fourth Year Elective Clinical Rotations**

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<tr>
<td>BMA 8108</td>
<td>Addiction Medicine</td>
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BMP 8108 General Psychiatry 1 8
FME 8208 Emergency Medicine 1 8
FMG 8108 Geriatrics 1 8
FMN 8208 Family Medicine 1 8
FMO 8108 Osteopathic Manipulative Medicine I 8
FMO 8148 Osteopathic Manipulative Medicine Fellowship I 1 48
FMO 8248 Osteopathic Manipulative Medicine Fellowship II 1 48
FMR 8208 Rural Medicine 1 8
IMA 8108 General Internal Medicine 1 8
IMA 8208 "Harvey" 1 8
IMA 8308 Medical Intensive Care 1 8
IMD 8108 Dermatology 1 8
IME 8108 Endocrinology 1 8
IMG 8108 Gastroenterology 1 8
IMH 8108 Hematology/Oncology 1 8
IMI 8108 Infectious Diseases 1 8
IMK 8108 Nephrology 1 8
IMN 8108 Neurology 1 8
IMR 8108 Rheumatology 1 8
IMX 8108 Radiology 1 8
OBG 8108 Obstetrics/Gynecology 1 8
PED 8108 General Pediatrics 1 8
PED 8208 Neonatology 1 8
PED 8308 Pediatric Sub-specialty 1 8
PED 8408 Pediatric Emergency Medicine 1 8
PED 8508 Pediatric Infectious Diseases 1 8
PED 8608 Adolescent Medicine 1 8
PED 8708 Pediatric Intensive Care 1 8
PHT 8108 Clinical Pathology 1 8
PHT 8208 Forensic Pathology 1 8
SAN 8108 Anesthesiology 1 8
SCV 8108 Cardiovascular Surgery 1 8
SGN 8208 Surgical Intensive Care 1 8
SNE 8108 Neurosurgery 1 8
SOP 8108 Ophthalmology 1 8
SOR 8108 Orthopedics 1 8
SPR 8108 Proctology 1 8
SRP 8108 Plastic/Reconstructive Surgery 1 8
STH 8108 Thoracic Surgery 1 8
SUR 8108 Urology 1 8
IDC 8124 Research V 1 8
IDC 8108 International Health 1 8
IDC 8208 International Health 1 8
IDC 8308 International Health 1 8
IDC 8608 International Health 1 8

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. Mariaassy; Associate Professors: R.L. Casady, R.K. Yip; Assistant Professor: D.Hermev

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 5218 (72-36-8)
Gross Anatomy
Study of the structure of the human trunk, extremities, head and neck, including dissection by student teams.

32
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: R.E. Block; Professor: E.E. Groseclose; Associate Professor: K.V. Venkatachalam

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; Professor: K. Khin

PTH 6112 (36-0-3) Principles of Pathology
Basic concepts and principles of pathology needed for the applied clinical courses to follow during the semester.

Microbiology
Chairman and Professor: H. Hada; Professor: H.E. Laubach; Associate Professor: D. Burris; Assistant Professor: J. Coffman

MIC 5127 (124-0-7) Medical Microbiology
Basic principles of infectious agents and their application to disease states. Includes study of immunology.

Pharmacology
Chairman and Associate Professor: C. Reigel; Associate Professor: D. Walters;

Assistant Professor: T. Panavelil

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

Physiology
Chairman and Professor: S. Taraskevich; Associate Professor: J. Leedham, H. Mayrovitz; Assistant Professor: Y. Zagvazdin

PHS 5127 (114-0-7) 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
Chair and Professor: S. Cohen

Division of Psychiatry
Chair and Assistant Professor: F. Lewis

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
Interim Chair and Assistant Professor: C. Bentley; Professors: L. Levy, H. Neer; R. Oller; A. Silvagni; Associate Professors: M. Howell, S. Simpson; Assistant Professors: J. DeGaetano, E. Ginter, R. Klein, J. Schaffer, S. Scott-Holman, J. Stasio; Clinical Assistant Professors: P. Anderson-Worts, B. Arcos, P. Cohen, W. Flesner; M. Powell-Cole

Division of Community Medicine
Chairman and Professor: S. Zucker; Professors: R. Foster, F. Lippman Associate Professor: A. Nayden; Assistant Professors: D. Steinkohl, M. Wilkinson

Division of Geriatrics
Chairman and Associate Professor: C. Paolini

Osteopathic Principles and Practice
Chairman and Professor: E. Wallace; Assistant Chairman and Professor: M. Patterson; Associate Professor: M. Sandhouse; Emeritus Professors: A. Snyder, M. Greenhouse

Preventive Medicine
Chairman and Clinical Associate Professor: J. Malecki; Clinical Assistant Professor: R. Trenschel

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

FMC 5221 (18-0-1)
Medical Epidemiology
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.

FMG 6105 (10-0-0.5)
Geriatrics
Review of the normal geriatric patient and pertinent pathological processes. Stresses psychosocial aspects, therapeutics, chronic care management.

FMO 5112 (18-36-2)
Osteopathic Manipulative Medicine I
Introduces general principles and techniques of diagnosis of the axial skeleton and paraskeletal regions. Introduces students to basic terminology and examination skills through lecture, demonstration, and hands-on performance.

FMO 5222 (18-36-2)
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 6112 (18-36-2)
Osteopathic Manipulative Medicine III
Continues the study of osteopathic diagnosis and treatment, and the develop-
ment of skills learned in previous semesters. High velocity, low amplitude techniques are included. Interdisciplinary clinical correlation is emphasized.

**FMO 6422 (18-36-2)**
**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**
Chairman and Professor: A.A. Greber; Professors: M.M. Aye, M. Terry; Clinical Assistant Professor: A. Morrison; Instructor: A. Noble

**Division of Dermatology**
Chairman and Clinical Associate Professor: H.A. Schwartzberg; Clinical Associate Professor and Residency Program Director: S.E. Skopit; Clinical Assistant Professor: B. Portnoy

**Division of Haematology/Oncology**
Chairman: Vacancy

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

**Division of Neurology**
Chairman and Clinical Assistant Professor: H.M. Todd; Professor: L. Jacobson

**Division of Pulmonary Medicine**
Chairman and Professor: E. Bolton, Jr.

**Division of Radiology**
Chairman and Assistant Professor: S. Zimmelman Professor Emeritus: D. Finkelstein

**IMX 5105 (9-0-0.5)**
**Principles of Radiology I**
Introduces basic concepts of radiology to give an orientation to more in-depth radiographic diagnosis in the second year.

**IMX 5205 (9-0-0.5)**
**Principles of Radiology II**
Continuation of Principles of Radiology I

**Obstetrics and Gynecology**
Chairman and Professor: D.R. Barkus; Assistant Professor: K. Johnson

**Pediatrics**
Interim Chairman and Professor: C.
Blavo Surgery
Acting Chairman and Professor: M. Morris; Professor Emeritus: S. Kaye

Division of Anesthesiology
Chairman and Clinical Associate Professor: R.H. Sculthorpe

Division of General Surgery
Chairman and Clinical Associate Professor: E. Wiener

Division of Ophthalmology
Chairman and Clinical Associate Professor: W. Bizer

Division of Orthopedic Surgery
Chairman and Clinical Professor: M. Rech; Professor: M.J. Morris

Division of Otorhinolaryngology
Chairman and Clinical Professor: D.J. Duncan

Division of Urology
Chairman and Clinical Professor: W.A. Steinsnyder

SAN 6105 (9-0-0.5)
Anesthesiology
Introduction to the basic principles and concepts of the use of anesthesia in medical practice.

INTERDISCIPLINARY COURSES

IDC 5205 (8-0-0.5)
Substance Abuse and Addiction
Epidemiology, identification, diagnosis and management of Addictive Disorders, including overview of the pharmacology, toxicology of abused substances.

IDC 5305 (8-0-0.5)
Violence and Abuse
Problems of domestic violence, child abuse, and the impact of violence on the family. Discusses roles of social services, the legal system and intervention by the physician.

IDC 5505 (8-0-0.5)
Ethnocultural Medicine
Covers skills and insights needed to deal with problems of providing health care to minorities and patients from different cultural backgrounds. 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
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
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
Continuation of Community Service I.  
**IDC 6212**  
**(0-36-2)**  
Community Service III  
Continuation of Community Service II.

**IDC 6522**  
**(0-36-2)**  
Community Service IV  
Continuation of Community Service III.  
**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  
Continuation of Research I.

**IDC 6213**  
**(0-54-3)**  
Research III  
Continuation of Research II.

**IDC 6123**  
**(0-54-3)**  
Research IV  
Continuation of Research III.

**IDC 5313**  
**(0-54-3)**  
Preclinical Preceptorship I  
Supervised clinical training experience in clinic, office or hospital setting.

**IDC 5323**  
**(0-54-3)**  
Preclinical Preceptorship II  
Continuation of Preclinical Preceptorship I

**IDC 6313**  
**(0-54-3)**  
Preclinical Preceptorship III  
Continuation of Preclinical Preceptorship II

**IDC 6323**  
**(0-54-3)**  
Preclinical Preceptorship IV  
Continuation of Preclinical Preceptorship III

**IDC 5113**  
**(0-36-3)**  
Clinical Practicum I  
Introduces medical history taking and physical examination techniques. Emphasizes communication skills and physician/patient interactions.

**IDC 5521**  
**(0-36-1)**  
Clinical Practicum II  
Develops history and physical examination skills utilizing simulated patient examinations.

**IDC 6111**  
**(0-36-1)**  
Clinical Practicum III  
Students perform problem-based simulated-patient focused evaluations. Emphasizes case presentations. Students are assigned hospital histories and physical examinations.

**IDC 6621**  
**(0-36-1)**  
Clinical Practicum IV  
Continuation of focused problem-based simulated case presentations are emphasized. Students are assigned hospital histories and physical examinations.

**IDC 5705**  
**(0-18-0.5)**  
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.

**IDC 5805**  
**(0-0-0.5)**  
Clinical Correlation II  
Continuation of Clinical Correlation I.

**IDC 6013**  
**(0-36-3)**  
Clinical Correlation III  
Continuation of Clinical Correlation II.

**IDC 6122**  
**(0-36-2)**  
Clinical Correlation IV  
Continuation of Clinical Correlation III.

**IDC 6911**  
**(0-18-1)**  
Clinical Procedures I  
Introduces common procedures encountered in clinical practice. Emphasizes proper
technique.

**IDC 6221 (0-18-1)**
*Clinical Procedures II*
Continuation of Clinical Procedures I.

**IDC 5612 (0-36-2)**
*Guided Study I*
Special assignment on a clinical or scientific subject, under faculty supervision.

**IDC 5722 (0-36-2)**
*Guided Study II*
Continuation of Guided Study I.

**IDC 6312 (0-36-2)**
*Guided Study III*
Continuation of Guided Study II.

**IDC 6022 (0-36-2)**
*Guided Study IV*
Continuation of Guided Study III.

**IDC 5105 (0-8-0.5)**
*Medical Informatics*
Introduction to the use of computers and other electronic technologies in the communication of ideas, dissemination and sharing of medical information, and accessing information through the NSUCOM Library database and Internet.

**IDC 6905 (8-0-0.5)**
*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.

**IDC 8821 (20-0-1)**
*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 through placement with primary care physician mentors. Students get exposed to the central role of the primary care physician in managed care and to the various components of managed care through rotations at managed care organizations (MCOs). First-year students rotate once every two weeks with a physician mentor in either Family Practice, General Internal Medicine, or General Pediatrics. Second-year students continue these experiences on a weekly basis and also rotate through MCO headquarters.

**IDC 5211 (40-0-1)**
*IGC Preceptorship I*

**IDC 5421 (40-0-1)**
*IGC Preceptorship II*

**IDC 6513 (80-0-3)**
*IGC Preceptorship III*

**IDC 6722 (80-0-2)**
*IGC Preceptorship IV*

### 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 lec-
tures 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.

**IDC 6113** (50-0-3)  
**Hematopoietic and Lymphoreticular System**  
Diagnosis, management of hematopoietic, lymphoreticular system diseases, disorders; hemostasis, platelets, white blood cells, and myeloproliferative, lymphoproliferative, immunoproliferative and oncologic disorders.

**IDC 6215** (88-0-5)  
**Cardiovascular System**  
Pathophysiology, diagnosis and management of common cardiovascular disorders. Teaches electrocardiography, and includes training in the use of "Harvey."

**IDC 6223** (57-0-3)  
**Reproductive System**  
Pathophysiology, diagnosis, treatment of common gynecologic, obstetric disorders. Special issues are discussed, such as domestic violence.

**IDC 6314** (76-0-4)  
**Respiratory System**  
Pathophysiology, diagnosis, management of common respiratory disorders, infectious disorders, neoplasms of the respiratory system, ventilatory functions, management of respiratory failure.

**IDC 6324** (62-0-4)  
**Nervous System**  
Pathology of the nervous system, neurologic dysfunctions, pathophysiologic mechanisms of neurologic diseases, pharmacotherapeutics, rehabilitative aspects of nervous system dysfunctions. Addresses the application of Osteopathic Manipulative Medicine to nervous system disorders.

**IDC 6412** (30-0-2)  
**Endocrine System**  
Pathophysiology, diagnosis, management of hormonal disorders; diseases of the pituitary, thyroid, adrenals, pancreas, parathyroid; neoplasms, infectious diseases affecting the endocrine system.

**IDC 6423** (50-0-3)  
**Musculoskeletal System**  
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.

**IDC 6524** (70-0-4)  
**Gastrointestinal System**  
Pathophysiology, diagnosis, management of gastrointestinal diseases, disorders; infectious, neoplastic diseases affecting the gastrointestinal system.

**IDC 6612** (30-0-2)  
**Integumentary System**  
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.

**IDC 6813** (51-0-3)  
**Renal/Urinary System**  
Renal pathophysiology; glomerular, tubulointerstitial diseases, renal failure, congenital disorders, metabolic disorders, neoplasms of the renal/urinary system, and urology.
Affiliated Hospitals

Atlantic Medical Center
Ormond Beach
DME: Gerald Woodard, D.O.

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

Columbia Hospital
West Palm Beach
CEO: Michael Fencel
DME: Bradley Feuer, D.O.

Coral Springs Medical Center
Coral Springs
Hospital Administrator: Debra Mullihiill
Associate Medical Education Director: Daniel Hurwitz, M.D.

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

Gulf Coast Hospital
Ft. Myers
CEO: Anne O’Brian
President: Denny W. Powell

Imperial Point Medical Center
Ft. Lauderdale
Regional Vice President: Dotti Macini
Associate Medical Education Director: Robert S. Meigs, M.D.

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

Memorial Regional Hospital
Hollywood
CEO: Frank Sacco
Director of Medical Affairs: Stanley Marks, M.D.

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

Miami Heart Institute
Miami
President/CEO: Ralph Alemon
Acting D.M.E.: A. Alvin Greber, D.O.

Mount Sinai Medical Center
Miami Beach
CEO: Bruce Perry
D.M.E: Frederico Justiniani, M.D.

North Broward Medical Center
Pompano Beach
Hospital Administrator: James Chromik
Associate Medical Education Director: H. Murray Todd, M.D.

Palmetto General Hospital
Hialeah
CEO: Ron Sterns
D.M.E.: Marc Morganstine, D.O.

Palms West Hospital
Loxahatchee
CEO: Alex M. Marceline
D.M.E.: Bradley Feuer, D.O.

Sacred Heart Women’s Hospital
Pensacola
CEO: Claudia Bonifay
D.M.E.: Jorge D. Blank, M.D.

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

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

University Community Hospital of Carrollwood
Tampa
Vice President/Operations: Larry Archbell
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

The Interdisciplinary Generalist Curriculum (IGC) Program

The IGC Program exposes medical students to primary care clinical settings from the beginning of their first year, with the long-term goal of increasing the numbers of graduates who will pursue careers in Family Medicine, General Internal Medicine, and General Pediatrics. The premise of the program is that exposure to professional role models is a significant determinant of medical students' career choices, and that an early clinical experience is an essential learning component for medical students to begin to correlate classroom knowledge with actual patient encounters.

Students are placed with Physician Mentors, either one or two students at a time. They may elect to switch mentors every semester or have a continuous mentor experience into their second year. In addition to providing a broad exposure to the role of a primary care physician, the Physician Mentor provides the student with the opportunity to perform patient histories and physical examinations within the limits of the student's ability, and educates the student by providing timely feedback and engaging in discussions and explanations of his or her decision making.

There are approximately 140 primary care Physician Mentors who teach first and/or second year medical students in their private offices. This network of preceptors is comprised of physicians in the three primary care disciplines, and they are located throughout the tri-county area.

Additionally, the IGC Program exposes students to the central role of the primary care physician in managed health care and to the various components of managed care organizations (MCOs) by assigning each student to rotate at the headquarters of one or more MCO teaching partners. Currently, the IGC Program has teaching partnerships with eight MCOs, including HMOs, PPOs and Management Service Organizations (MSOs). Student learn how a managed care organization operates by participating in seminars and small group discussions and by rotating through various departments/experiences such as Medical Operations, Physician Committee Meetings, Utilization Management, Quality Management and Provider/Practice Management.

Osteopathic Manipulative Medicine Laboratories

The development of the palpatory skills used for diagnosis and treatment is a significant distinction between the educational programs in osteopathic and allopathic medical schools. Stedman's Medical Dictionary defines palpation as "examination with the hands and fingers; touching, feeling, or perceiving by the sense of touch." Palpation in the osteopathic medical education context is the use of touch to examine the body. Palpatory skills are used in all areas of osteopathic medical practice and are especially important in the evaluation and treatment of the musculoskeletal system.

The development of palpatory skills is taught in the first and second year Osteopathic Manipulative Medicine (OMM) courses. Successful completion of these courses requires active participation in all laboratory sessions. During the two years, each student will palpate, in the laboratory setting, a variety of people, representing both genders and individuals with different body types to simulate the diversity of patients expected in a practice setting. Being palpated by other students helps the stu-
dent understand from the patient's perspective how palpation feels, and enables the students to provide feedback to their laboratory partners, thus enhancing the palpatory skills of all students.

The osteopathic medical profession uses a variety of treatment models, and through the skills development process, the student learns the art and skills of manipulative treatment. Psychomotor skills are developed by repeated practice. Reading and observation, although helpful, do not develop the skills required to perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skills development laboratory sessions. These skills are taught by treating and being treated by a cadre of students of both genders and with varying body types to simulate a medical practice setting.

Proper dress attire is an important aspect of manipulation training in the laboratory setting. The development of palpatory skills needed to diagnose and treat problems of the musculoskeletal system requires dress attire to maximize the ability to evaluate and visualize tissue texture changes, bony and soft tissue landmarks, tenderness and range of motion. Required dress for men during laboratory sessions is a pair of sport shorts with an elastic waist band, and for women a sports bra and a pair of sport shorts with an elastic waist band. Additional clothing may be worn between palpatory exercises or over body areas not scheduled for examination and/or palpation.

Any student who has any physical problem which may contradict a specific type of manipulation in a specific anatomical location is required to contact the head of the OMM department before the beginning of the course and present documentation of the problem. Upon approval, special arrangements will be authorized. The student will be expected to actively participate in all laboratory sessions not directly affected by the problem.

Area Health Education Center (AHEC)

The mission of NSU's Area Health Education Center (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 Miami-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 extends 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.
Consortium for Excellence in Medical Education (CEME)

In January 1999, the College of Osteopathic Medicine embarked on an innovative program to revolutionize clinical education and training. The Consortium for Excellence in Medical Education (CEME), in affiliation with Nova Southeastern University College of Osteopathic Medicine, was formed to increase opportunities for postdoctoral medical training, including internships, residencies, fellowships and continuing education programs.

The CEME creates a unified medical education system comprising 11 teaching hospitals spanning the state of Florida, and including ambulatory centers, county health departments, and social service agencies. It also enables NSU-COM to enhance its pre-doctoral clinical programs.

The CEME, as a dynamic network of affiliated regional academic training centers, uses distance learning systems to strengthen teaching, research and community health collaborations while also nurturing a shared commitment to excellence in the education of tomorrow's physicians. Members are working to provide continuing education for community-based practitioners, faculty development, and community health initiatives as well as public health and preventative medicine programs that benefit Florida's elderly, indigent and minority patient populations.

We commend our partners for their cooperation, support and commitment as we move forward as a team to meet the challenges of the new millennium.

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. 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 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.B.A. Program**

A Doctor of Osteopathic Medicine/Master of Business Administration dual degree is available to all students who are academically in good standing and have completed the first semester of their first year. The Wayne Huizenga Graduate School of Business and Entrepreneurship administers the MBA degree. Students may contact the School of Business and Entrepreneurship program representative for details on this program. Participating in this program is at the discretion of the Dean of the College of Osteopathic Medicine.

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

A Doctor of Osteopathic Medicine/Master of Public Health dual degree program is available to students. The M.P.H. degree is administered and granted by the NSU 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 osteopathic medical students. Its meetings are open to all students of the college, and it 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 U.S. osteopathic medical schools.

A variety of student clubs and organizations that address various professional and practice-related interests are also open for student membership. These include:

- American College of Osteopathic Family Physicians
- American Medical Student Association
- Association of Military Osteopathic Physicians and Surgeons
- Atlas Fraternity
- Christian Medical and Dental Society
- Dermatology Club
- DOCARE
- Emergency Medicine Club
- Hispanic Osteopathic Medical Association
- Jewish Association of Medical Students
- Journal Club
- Lambda Omicron Gamma
- National Osteopathic Women Physicians Association
- Neurology Club
- Obstetrics and Gynecology Club
- Pediatrics Club
- Psi Sigma Alpha
- Sports Medicine Club
- Student Associate Auxiliary
- Student National Medical Association
Student Osteopathic Medical Association
Surgery Club
Undergraduate American Academy of Osteopathy
Undergraduate Chapter of the Florida Osteopathic Medical Association
College of Pharmacy
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.
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 Educational Innovation & Technology
Carsten Evans, B.S. Pharm., M.S., Ph.D., Assistant Dean for Professional Affairs
Tracy Hunter, B.S., M.S., Ph.D., Assistant Dean for Pharmacy Administration
Andres Malave, B.S., M.S., Ph.D., Assistant Dean for Pharmaceutical Sciences
Andrew Robeson, B.A., M.Ed., Ed.S., Director of Administrative Operations

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 admitted its first class in 1987 to become the only College of Pharmacy in south Florida. Since then, it has graduated 1,085 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; they must also be 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 Professional Division Administration Building. Pharmacy Practice, Pharmaceutics, Pharmacokinetics, and Pharmacy Administration laboratories are located on the third floor of the Library/Laboratories Building, near the Health Professions Division's research laboratories. Clinical clerkship and externship sites are located throughout central and south Florida.

As of fall 2000, the NSU College of Pharmacy opened a West Palm Beach extension of the traditional, full-time Pharm.D. program at I-95 and PGA Boulevard. The only distinction between the Ft. Lauderdale campus-based degree program and the distance site extension is geography. Each location has a team of site coordinators, administration, faculty and staff. Compressed interactive video technology is used to provide lectures between sites simultaneously. This provides for live interaction between lecturer and students regardless of location. Identical handouts, tests, and texts are used. Communication through telephone, fax and email are available, just as with the Ft. Lauderdale-based students. All students have access to the Health Professions Division Library, computer labs, online learning resources and the vast technological innovations provided by NSU, which has been a leader in distance education programs for many years.

The pharmaceutical care center and pharmacy is adjacent to the clinic. The College of Pharmacy's Drug Information Center, located on the first floor of the Library and Laboratories Building, 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 - Traditional Doctor of Pharmacy Program

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 coursework 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 profes-
sional 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 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 one of the following:

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

World Education Services, Inc.
P.O. Box 01-5060
Miami, Florida 33101
www.wes.org

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

Education Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
www.ece.org

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 under-
graduate 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 eligible and most-qualified applicants will be selected for interview. 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 2001-2002 (subject to change by the Board of Trustees without notice): $14,500 for Florida residents and $16,995 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 April 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 $100 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. The student shall request that the dean of the previously attended college of pharmacy 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 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 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 139 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. Submit to the Registrar's Office an Application for Degree/Diploma by March 15. Applications received after March 15 will not be considered for that year's commencement, unless approved by the dean; and
8. 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, profes-
The curriculum is designed so 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 Pharmaceutics, Pharmacokinetics and Non-prescription 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, Pharmacoepidemiology and 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 semesters in hospital settings and one semester each in a service learning environment and a nontraditional pharmacy setting. An integrated lab is initiated during 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. (Students have 60 days after the end of the semester to resolve any grade disputes; after that, all materials from the semester may be discarded by the instructor.) 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 4520 Community Clerkship I 2
- PHS 5210 Anatomy and Physiology 4
- PHA 4100 Pharmaceutics I 3
- BCH 5200 Biochemistry 4
- PHA 4200 Pharmacodynamics I 3
- PHA 4300 Pharmacy and the Health Care System 2
- PHA 4120 Pharmacy Calculations 1
- PHA 4400 Dean's Hour I 0

**Credits:** 19

#### Second Semester
- PHA 4530 Hospital Clerkship I 2
- PHS 5220 Anatomy & Physiology II 4
- PHA 4110 Pharmaceutics II 3
- PHA 4130 Pharmacokinetics 4
- PHA 4210 Pharmacodynamics II 3
- PHA 4310 Pharmaceutical Mktng. Resources 2
- PHA 4550 Drug Information 1
- PHA 4410 Dean's Hour II 0

**Credits:** 19

### Second Year

#### First Semester
- PHA 4540 Service Learning Exper. 2
- PHA 5100 Clinical Pharmacokinetics 3
- PHA 5380 Pharmacy Law 2
- PHA 5300 Social and Behav. Pharm. 2
- PHA 5220 Pharmacodynamics III 5
- MIC 5200 Microbiology Suggested Electives 2

**Credits:** 19

#### Second Semester
- PHA 5530 Community Clerkship II 1
- PHA 5610 Therapeutics/Pathophysiology I 5
- PHA 5330 Communication Skills 2
- PHA 5150 Nonprescription Therapies 3
- PHA 5230 Pharmacodynamics IV Suggested Electives 2

**Credits:** 17

### Third Year

#### First Semester
- PHA 6540 Hospital Clerkship II 1
- PHA 6300 Research Design & Stat. 3
- PHA 6560 Physical Assessment 2
- PHA 6440 Pharmacy Management 3
- PHA 6220 Patient Care Manage. I 2
- PHA 6620 Therap./Pathophys. II 5
- PHA 6620 Therap./Pathophys. II 5

**Credits:** 18

#### Second Semester
- PHA 6550 Non-Traditional Experience 1
- PHA 6410 Pharmacoeconomics 3
- PHA 6610 Drug Literature Evaluation 2
- PHA 6650 Patient Care Manag. II 1
- PHA 6630 Therap./Pathophys. III 4
- PHA 6630 Therap./Pathophys. III 4

**Credits:** 15

### Fourth Year

#### First Semester
- PHA 7620 Clerkship II (I.M.) 4
- PHA 7640 Clerkship II (Amb.) 4
- PHA 7660 Clerkship II (Amb. or I.M.) 4
- PHA 7680 Clerkship II (D.I.) 4

**Credits:** 16

#### Second Semester
- PHA 7610 Elective Clerkship III 4
- PHA 7630 Elective Clerkship III 4
- PHA 7650 Elective Clerkship III 4
- PHA 7670 Elective Clerkship III 4
- PHA 7600 Eighth Semester 0

**Credits:** 16

## NONTRADITIONAL 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 and Ponce, 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/three 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 2001-2002, which are subject to change at any time at the Board's discretion:

1. Anticipated tuition for 2001-2002: $385 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 $100 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 nontraditional 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. Graduates of foreign programs must have a current valid Florida license. Foreign coursework must be evaluated by a university-approved service and sent to the Office of Admissions along with an official transcript. 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 1. Deadline for winter semester is October 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 email, 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 Physical Assessment 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.

Transfer Credits

A minimum of 16 credit hours and all clerkships must be completed at Nova Southeastern University.

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 non-traditional 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 with 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.

Requirements for Graduation

Graduation requirements for the nontraditional program are the same as for the traditional Pharm.D. program, except that nontraditional students must complete a minimum of 47 credit hours.

Suggested Nontraditional Pharm.D. Curriculum Outline

Orientation
Physical Assessment.................3

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

Spring Semester
Pharmacoeconomics..................2
Health Care Systems................2
Disease Mgmt. II....................4
Semester Hours.....................8

Summer Semester
Research Project.....................4
Semester Hours.....................4

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
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)

PHA 7720 (10-0-0)
Orientation
An overview of library and online resources and academic expectations.
Pre-requisite(s): Admission to the Nontraditional Program

Pharmacy Administration

PHA 7700 (32-0-2)
Research Design & Statistics
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

PHA 7710 (32-0-2)
Pharmacoeconomics
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

PHA 7780 (32-0-2)
Health Care Systems
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

**PHA 7790 (16-96-4)**  
*Research Project*

Students are required to complete a research project which integrates principles learned in courses such as Research Design & Statistics, Drug Literature Evaluation and Pharmacoconomics. 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

**Pharmaceutical Sciences**

**PHA 7730 (48-0-3)**  
*Clinical Pharmacokinetics*

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):** None

**Pharmacy Practice**

**PHA 7720 (15-48-2)**  
*Physical Assessment*

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.

**PHA 7740 (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. This course will run half a semester.
**Pre-requisite(s):** Research Design & Statistics

**PHA 7750 (64-0-4)**  
*Disease Management I*

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 between 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
**PHA 7760**  
*Disease Management II*  
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

**PHA 7770**  
*Disease Management III*  
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

**PHA 8520, PHA 8540**  
*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, critical care, geriatrics, pharmacoeconomics, pharmacokinetics, infectious disease, nutritional support, psycho-pharmacy, pediatrics, rheumatology, surgery, cardiology, neonatology, immunology and clinical research where available.  
**Pre-requisite(s):** Successful completion of all didactic course work

**PHA 8620**  
*Acute Care*  
Presents treatment of patients who are 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.  
**Pre-requisite(s):** Successful completion of all didactic course work

**PHA 8640**  
*Chronic Care*  
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.  
**Pre-requisite(s):** Successful completion of all didactic course work

**Information Specific for Students Entering in the 2000/2001 Academic Year**

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 2000 must be registered for the program prior to July 1, 2000. Students entering winter 2001 must be registered for the program prior to October 1, 2000.

3. **Orientation and Physical Assessment**  
Students entering 2000/2001 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 2000.

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.

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: R.E. Block; Professor: E.E. Groseclose; Associate Professor: K.V. Venkatachalam

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. Hada; Professor: H.E. Laubach; Associate Professor: D. Burris; Assistant Professor: J. Coffman

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

PHA 6220
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 two years of the curriculum.

PHA 6650 (0-48-1)
Patient Care Management II
Continuation of Patient Care Management I.
Pre-requisite(s): P-3 Standing

PHA 7600 (20-20-0)
Eighth Semester
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

Pharmacy Administration
Chairman and Associate Professor: T. Hunter; Professors: M.S. Carvajal, E.S. Jaffrey, W.D. Hardigan; Associate Professor Emeritus: P. Magalian; Associate Professors: D.L. Arneson, P. Hardigan; Assistant Professors: M.T. Assa, L.L. Lai, W. Marsh
### PHA 4300 (32-0-2)
**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 4310 (32-0-2)
**Pharmaceutical Marketing**
Overview of the drug and pharmaceutical care development and distribution system.

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

### PHA 4400 (16-0-0)
**Dean's Hour I**
Introduction to the Pharmacy profession and the art of professionalism.

**Prerequisites:** P-1 Standing

### PHA 4410 (16-0-0)
**Dean's Hour II**
Continuation of Dean's Hour I.

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

### PHA 5300 (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):** None

### PHA 5330 (32-0-2)
**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):** None

### PHA 5380 (32-0-2)
**Pharmacy Law**
This course covers federal and state statutes, rules and regulations that affect pharmacy practice and selected aspects of general 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 6300 (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 health-care services research. Students are required to design, conduct and analyze a research project during the semester.

**Pre-requisite(s):** Drug Information Resources

### PHA 6410 (48-0-3)
**Pharmacoepidemiology and Pharmacoeconomics**
Overview of pharmacoepidemiology and pharmacoeconomics. Identifies principles, methodologies of pharmacoepidemiology/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

### PHA 6440 (48-0-3)
**Pharmacy Management**
Overview of management, theory, human resources and financial management applied to pharmacy operations.

**Pre-requisite(s):** Pharmaceutical Marketing

### Pharmacy Administration Electives

### PHA 5381 (32-0-2)
**Ethical Issues in Providing Pharmaceutical Care**
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 5383**

*Essentials of Managed Health Care*

Pharmacy is an essential component in managed health care systems. Pharmacy practitioners are currently influenced in more ways by managed care payers. This course introduces the concepts and skills needed by clinical practitioners or pharmacy administrators to function effectively in or with managed care organizations.

**Pre-requisites(s):** P-2 Standing

**PHA 5410**

*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. Malavé; Professors: L. Cubeddu, R.E. Lindstrom; Associate Professor: A. Rathinavelu; Assistant Professors: T. Eley, R. Finkel, K.S. Flaharty, D.M. Gazze, M. Hernandez, C. Mobley

**PHA 4100**

*(48-0-3)*

*Pharmaceutics I*

Theory of physiochemical principles which apply to pharmaceutical systems and a study of liquid and dispersion systems.

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

**PHA 4110**

*(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 4120**

*(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
PH 4130 (64-0-4)  
**Pharmacokinetics**  
Mechanisms, rates of absorption and disposition of drugs. 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

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PH 4200 (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

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PH 4210 (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

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PH 5100 (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

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PH 5150 (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

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PH 5180 (32-48-3)  
**Prescription Practice**  
Applies scientific, legal, ethical principles to the compounding and dispensing of medicinal agents in modern medical practice. Analysis, interpretation, evaluation of prescription products in various forms.  
**Pre-requisites:** Pharmacodynamics I, II, & III, Therapeutics I  
**Co-requisites:** Pharmacodynamics IV, Therapeutics II

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PH 5220 (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

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PH 5230 (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

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**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

PHA 5223 (32-0-2)
Drugs of Abuse
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

PHA 4221 (16-0-1)
Introduction to Molecular Medicine
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

PHA 5225
Principles of Neuropharmacology: The Electrical Properties of Cell Membranes (32-0-2)
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

PHA 5999 (0-144-3)
Undergraduate Research
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
Chairman: vacant; Clinical Professor:

PHA 4520 (1-64-2)
Community Clerkship 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. 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 (1-64-2)
Hospital Clerkship 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. 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

PHA 4540 (1-64-2)
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

PHA 4550 (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 5530 (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 5610 (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
PHI 6500 (0-320-7)
Externship
Eight-week, off-campus rotation in supervised community pharmacy. Applies didactic knowledge in non-simulated environments, development of competency in pharmacy practice, further development of communication skills. Full-time (40 hrs/wk.) rotation emphasizes distributive, management aspects of pharmacy.
Pre-requisites: Successful completion of all didactic course work

PHA 6510 (0-320-7)
Externship II
Continuation of Externship I for hospital pharmacy experience.

PHA 6540 (0-64-1)
Hospital Clerkship II
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-2 Standing

PHA 6550 (0-64-1)
Nontraditional Experience
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

PHA 6560 (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

PHA 6610 (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

PHA 6620 (80-0-5)
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

PHA 6630 (64-0-4)
Therapeutics/Pathophysiology III
A continuation of Therapeutics/Pathophysiology II. Topics include oncology, alternative medicine and toxicology. During this semester, students must work through integrated case study problems, provide oral and written presentations and present their work during a poster session.
Pre-requisite(s): Pharmacodynamics I, II and III; Clinical Pharmacokinetics and Microbiology

PHA 7610/7630/7650/7670 (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.

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 7620/7660  (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 7640/7660  (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 7680  (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.

Physiology
Chairman & Professor: S. Taraskevich; Associate Professors: J. Leedham, H. Mayrovitz; Assistant Professor: Y. Zagvazdin

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
- Kappa Psi
- 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 of Pharmacy for experiential education:

A.G. Holley State Hospital
Lantana, FL

Alaska Native Medical Center
Anchorage, Alaska

Albertsons #4360
Pembroke Pines, FL

Albertsons #4371
Boca Raton, FL

Albertsons #4381
Tamarac, FL

Allen Drugs
South Miami, FL

American Pharmaceutical Association
Washington, D.C.

American Pharmaceutical Services
Ft. Lauderdale, FL

American Pharmaceutical Services
Palm Harbor, FL

American Pharmaceutical Services
Miami, FL

ARC Broward
Sunrise, FL

Arnold Palmer Hospital for Woman & Children
Orlando, FL

Arthur’s Original Pharmacy
Tamarac, FL

Baptist Hospital
Miami, FL

Bascom Palmer Eye Institute
Miami, FL

Bausch & Lomb
Tampa, FL

Bay Pharmacy
St. Petersburg, FL

Bay Pines VAMC
St. Petersburg, FL

Boca Pharmacy & Home Health Center
Boca Raton, FL

Boca Raton Community Hospital
Boca Raton, FL

Brickell Pharmacy
Miami, FL

Broward General Medical Center
Ft. Lauderdale, FL

Caremark Prescription Services
Ft. Lauderdale, FL

Cedars Medical Center
Miami, FL

Center Pharmacy
St. Petersburg, FL

Center Pharmacy
Cape Coral, FL

Central Florida Family Health Center
Sanford, FL

Children’s Diagnostic & Treatment Center
Ft. Lauderdale, FL

Cleveland Clinic Hospital
Ft. Lauderdale, FL

Clinical Pharmacology Services
Tampa, FL

Collier Health Services
Immokalee, FL

Colonial Health Care Services
Ft. Lauderdale, FL

Blake Medical Center
Bradenton, FL

Columbia Medical Center
Port St. Lucie
Port St. Lucie, FL

Miami Heart Institute
Miami Beach, FL

CompScript
Boca Raton, FL

CompScript
Miami, FL

Comptek
Plantation, FL

Cooperative Feeding Program
Ft. Lauderdale, FL

Coral Gables Hospital
Coral Gables, FL

Coral Springs Medical Center
Coral Springs, FL

Coram Health Care
Miramar, FL

Deering Hospital
Miami, FL

Doctors Hospital of Sarasota
Sarasota, FL

Family Health Center of SW Florida
Fort Myers, FL

Family Health Center East
Orlando, FL

FDA
Rockville, MD

Fedco Pharmacy
Ft. Lauderdale, FL

Fedco Pharmacy
Miami Beach, FL

First Call for Help of Broward Inc.
Ft. Lauderdale, FL

Florida Hospital
Orlando, FL

Florida Medical Center
Ft. Lauderdale, FL

Florida Pharmacy Association
Tallahassee, FL

Florida Poison Information Center
Tampa, FL

Florida Society of Health-System Pharmacists
Tallahassee, FL

Glaxo Wellcome Research Triangle Pk, NC

Good Samaritan Medical Center
West Palm Beach, FL
H. Lee Moffitt Cancer Center
Tampa, FL

Hallandale Adult Community Center
Hallandale, FL

Harrington's Prof. Arts Pharmacy
Naples, FL

HCA Raulerson Okeechobee, FL

Health Script Pharmacy
Orlando, FL

Health South Doctors Hospital
Coral Gables, FL

Health South Rehabilitation Hospital
Miami, FL

Hollywood Medical Center
Hollywood, FL

Holy Cross Hospital
Ft. Lauderdale, FL

Hospice of Palm Beach County
West Palm Beach, FL

Humana Managed Care
Tampa, FL

Imperial Point Medical Center
Ft. Lauderdale, FL

International Center for Epilepsy
Miami, FL

J. F. K. Medical Center
Atlantic, FL

Jackson Memorial Hospital
Miami, FL

James Haley VAMC
Tampa, FL

Jerry's Drugs
Sunrise, FL

Kendall Regional Medical Center
Miami, FL

Kmart #7366
Pembroke Pines, FL

KOS Pharmaceuticals
Miami Lakes, FL

Lawnwood Regional Medical Center
Fort Pierce, FL

Lee Memorial Hospital
Fort Myers, FL

Mease Dunedin Hospital
Clearwater, FL

Medchoice Pharmacy Service
Cooper City, FL

Medic Pharmacy and Surgical
Ft. Lauderdale, FL

Memorial Regional Hospital
Hollywood, FL

Memorial Hospital Pembroke
Pembroke Pines, FL

Memorial Hospital West
Pembroke Pines, FL

Mental Health Association of Broward
Lauderhill, FL

Mentor Connection for Broward Schools
Ft. Lauderdale, FL

Mercy Hospital
Miami, FL

Mercy Professional Pharmacy
Miami, FL

Miami Children's Hospital
Miami, FL

Miami Jewish Home and Hospital
Miami, FL

Milton Medical and Drug Co.
Miami Beach, FL

Morton Plant Mease Health Care
Clearwater, FL

My Pharmacy
Miami, FL

NSU Pharmacy
Davie, FL

NSU Clinic - Ft. Lauderdale
Ft. Lauderdale, FL

NSU-College of Pharmacy
Ft. Lauderdale, FL

NSU-Drug Information Center
Ft. Lauderdale, FL

Naval Hospital Jacksonville
Jacksonville, FL

Navarro Discount Pharmacies #2
Miami, FL

Navarro's Discount Pharmacy #7
Miami, FL

Network Healthcare
Winter Springs, FL

Network Healthcare Oviedo, FL

North Broward Medical Center
Pompano Beach, FL

North Ridge Medical Center
Ft. Lauderdale, FL

North Shore Medical Center
Miami, FL

Option Care-Ft. Myers
Ft. Myers, FL

Option Care-Miami
Miami, FL

Orlando Regional Medical Center
Orlando, FL

Orlando VA Outpatient Clinic
Orlando, FL

Owen Healthcare @ Manatee Memorial Hosp.
Bradenton, FL

Palmetto General Hospital
Hialeah, FL

Pharmacy Benefit Administrators
Miami, FL
PbarMerica Pompano Beach, FL
Phoenix Area Indian Health Service Phoenix, AZ
Pill Box Pharmacy & Surgical Pembroke Pines, FL
Pine Island Drugs, Inc. Davie, FL
Plantation General Hospital Plantation, FL
Post haste Surgical and Pharmacy Hollywood, FL
Prescription Drug Foundation North Miami Beach, FL
ProxyMed Pharmacy Ft. Lauderdale, FL
Publix #7239 Sunrise, FL
Romano’s Pharmacy Coral Springs, FL
San Juan DVA Medical Center (119) San Juan, Puerto Rico
Sarasota Memorial Hospital Sarasota, FL
Sarasota VA Primary Care Clinic Sarasota, FL
Schaefer Drugs Wellington, FL
Scot Drugs Ft. Lauderdale, FL
SE Alaska Regional Health Consortium Juneau, AK
Seventh Avenue Family Health Center Ft. Lauderdale, FL
South Miami Hospital South Miami, FL
South Park Pharmacy Coral Gables, FL
Spectrum Pharmacy Services Pinellas Park, FL
St. Mary’s Medical Center West Palm Beach, FL
Suncoast Pharmacy Boca Raton, FL
Surf Drugs & Home Health Care Miami Beach, FL
Tampa General Hospital Tampa, FL
Target Pharmacy Sunrise, FL
The Chemist Aventura, FL
The Hospice of the Florida Suncoast Largo, FL
Thomas E. Langley Medical Center Sumterville, FL
U of M Florida Poison Information Center Miami, FL
United Prescription Center Hollywood, FL
U of M Health Services Coral Gables, FL
University Community Hospital Tampa, FL
University Hospital & Medical Center Tamarac, FL
Veteran’s Administration M.C. Miami, FL
Vencare Pharmacy Service Boca Raton, FL
Vencor Hospital - Coral Gables Coral Gables, FL
Vencor Hospital of Hollywood Hollywood, FL
Vitalink Pharmacy Services Deerfield Beach, FL
Walgreens #4769 Sunrise, FL
Walgreens Dunedin Dunedin, FL
Walgreens #1139 Deerfield Beach, FL
Walgreens #1172 Boca Raton, FL
Walgreens #1551 Lauderdale, FL
Walgreens #2193 Davie, FL
Walgreens #2421 Coconut Creek, FL
Walgreens #2893 Wilton Manors, FL
Walgreens #3932 Pompano Beach, FL
Walgreens #4248 Sebastian, FL
Walgreens #756 Oakland Park, FL
Walgreens #2504 Davie, FL
Walgreens #3626 Plantation, FL
Well Care HMO, Inc. Tampa, FL
Wellington Regional Medical Center West Palm Beach, FL
West Boca Medical Center Boca Raton, FL
West Palm Beach VAMC West Palm Beach, FL
Winships Prescription Center North Palm Beach, FL
Winter Haven Hospital Winter Haven, FL
Your Druggist 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.
David S. Loshin, O.D., Ph.D.
Dean

Administration
David S. Loshin, O.D., Ph.D., F.A.A.O., Dean
Paul Abplanalp, O.D., Ph.D., Associate Dean for Academic Affairs
Terrence Ingraham, O.D., M.B.A., F.A.A.O., Associate Dean for Student Affairs
Michael Fendick, O.D., Ph.D., F.A.A.O., Chair, Research and Graduate Education
Scott Schatz, O.D., Ph.D., F.A.A.O., Chair, Basic Sciences
Rachel Coulter, O.D., F.A.A.O., Chair, Optometric Clinical Sciences
Joseph Pizzimenti, O.D., F.A.A.O., Interim Chair, Clinics

Optometry
One of our 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 (243 N. Lindbergh Ave., St. Louis, Mo.; telephone number 1-800-365-2219) 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.
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 grade point average (GPA) on a four-point scale. At least thirty (30) of these semester hour credits must be taken at a four-year institution of higher education. Preference will be given to students with a baccalaureate degree.

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>
</tr>
</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 sciences and humanities courses in any combination</td>
</tr>
<tr>
<td>English (composition, literature, etc.)</td>
</tr>
<tr>
<td>ONE of the following (Must include appropriate laboratory course): Microbiology, Biochemistry, Anatomy or Physiology</td>
</tr>
</tbody>
</table>

Courses strongly recommended

Statistics | 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. However, a background in biological sciences is recommended.

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

Application Procedure

1. The Office of Admissions processes applications as they are received. 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 2001-2002 (subject to change by the Board of Trustees without notice): $15,995 for Florida students and $19,995 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 $100 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 NSU 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 doctorate in Optometry in seven years.

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 the NSU College of Optometry. Students will receive the O.D. (Doctor of Optometry) degree after four years of training at NSU 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), 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. The College of Optometry will evaluate such credit and grant that which is appropriate, with total course work and total tuition reduced proportionately. 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 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 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 medical/surgical tertiary care settings. By the completion of the program, our students have been trained to be optometric physicians capable of providing quality eye care.

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
Beta Sigma Kappa
College of Optometrists in Vision Development
National Optometric Student Association
Student Florida Optometric Association
Student Government Association
Student Volunteer Optometric Services to Humanity
# COLLEGE OF OPTOMETRY

## CURRICULUM OUTLINE

### First Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
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<td>OPT 1011</td>
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#### Winter Semester

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### Second Year

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#### Winter Semester

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<td>OPT 4633</td>
<td>Ocular Disease II: Posterior Segment</td>
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<td>Contact Lenses I</td>
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<td>Clinical Medicine/Physical Diagnosis Laboratory</td>
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#### Winter Semester

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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 academic year.
(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 prospected cadaver material.

OPTC 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: R.E. Block; Professor: E.E. Groseclose

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. Hada; Professor: H.E. Laubach; Associate Professor: D. Burris; Assistant Professor: J. Coffman

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: P. Abplanalp, B. Gilman, D. Loshin, S. Schatz; Associate Professor: M. Fendick, J. Shallo-Hoffman; Assistant Professors: M. Barris, M. Bergman, L. Reich; Instructors: A. Patrick, S. Thomas

OPT 1445 (72-36-5)
Geometrical Optics
Principles of geometric optics, examples and optometric applications. 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, dioptrics of the eye, stimulus to accommodate.
tion, 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, 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)
*Psychophysical Methodology*
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, anisocoria, 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**
*Professors:* S. Crossman, N.S. Gorman, M. McKay, S. Schatz, M. Silverman; *Associate Professors:* R. Coulter, R. Hutchinson, C. Morrison, P. Oliver, K. Reed, J. Rumsey, J. Sowka, H. Wagner, A. Woods; *Assistant Professors:* M. Bergman, A. Janoff, C. Jaworski, A. Kabat, T. Mahaphon, A. Patrick, J. Pizzimenti, L. Reich, R. Sorkin,
S. Thomas, S. Tamkins, C. Woodruff

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
Reviews the health care system and delivery of care; current public health issues; the role of local, state, federal regulatory agencies and their policies. Covers 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.

OPT 3741 (0-16-1)
Vision Screening I
Students provide vision screening tests on various school-age populations, gain experience with patients, set up a vision screening.

OPT 4941 (0-16-1)
Vision Screening II
Continuation of Vision Screening I.

OPT 5522 (36-0-2)
Practice Management I
Explores career path decisions: economics, practice management, location, financing methods, office design, policies and billing procedures. Marketing, use of assistants, patient management from first phone call to placement in inactive file.

OPT 6522 (36-0-2)
Practice Management II
Employment opportunities, third-party billing, competing for managed care contracts, selecting a lawyer, accountant, financial advisor. Analyze balance sheets, negotiate bank loans, calculate capitation fees.

OPT 4434 (54-36-4)
Anomalies of Binocular Vision I
Introduces the use of vision therapy to treat accommodative, heterophoria and eye movement disorders. Discusses vision development, accommodative, convergence mechanisms, binocular vision testing, diagnosis and management of anomalies of non-strabismic ocular dysfunction.
OPT 5023 (36-36-3)
Anomalies of Binocular Vision II
Etiology and visual effects of strabismus and amblyopia. Covers testing, analysis, diagnosis, management of strabismus and amblyopia, utilization of lenses, prisms and vision therapy to ameliorate strabismus and amblyopia.

OPT 5633 (54-0-3)
Learning Disabilities/Pediatrics
Evolution of human vision development as it relates to learning processes. Analytical approach to assessing visual development; introduces various visual, motor, and perceptual cognitive assessment tests.

OPT 5123 (36-36-3)
Contact Lenses I
Introduces contact lenses, explores historical, technical, clinical aspects of lens materials, terminology, care systems, lens design, fitting, problem solving.

OPT 6123 (36-36-3)
Contact Lenses II
Advanced lens applications in specialty cornea and contact lens practice. Options for presbyopia, astigmatism, anterior segment disease, myopia, corneal thinning disorders, keratoconus, corneal surgery.

OPT 5411 (18-0-1)
Geriatric Optometry
Discusses aging from sociological, psychological, biophysiological perspectives; reviews diagnosis, management of visual conditions, ocular diseases of older adults, and role of optometrists as members of multidisciplinary health care team providing services to community-based, institutionalized geriatric patients.

OPT 6323 (36-36-3)
Rehabilitative Optometry (Low Vision)
Etiology, demography, clinical characteristics of low vision needed to understand functional implications of visual impairment. 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 (18-0-1)
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 (0-80-1.5)
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. Also included in this course is a review and discussion of patient data leading to proper clinical diagnosis and patient management. Emphasizes integration of knowledge gained in didactic courses with clinical case examples.

OPT 7122 (0-144-2.5)
Primary Care Clinic II
Continuation of Primary Care Clinic I.

OPT 7132 (0-144-2.5)
Primary Care Clinic III
Continuation of Primary Care Clinic II.

OPT 7146 (0-280-5.5)
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 (0-210-4)
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 (0-210-4)**

*Pediatric 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 (0-140-2.5)**

*Vision Rehabilitation and Geriatrics*

Low vision rehabilitation, geriatric vision care in traditional and elderly care settings; vision enhancing devices.

**Tertiary Care Externship**

**OPT 7308 (0-420-8)**

*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 (0-420-8)**

*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**

**Professors:** M.A. Khin, S. Schatz; **Associate Professors:** K. Khin, K. Reed, J. Sowka, A. Woods; **Assistant Professor:** C. Stephens

**OPTC 3033 (54-0-3)**

*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:** C. Reigel; **Associate Professor:** D. Walters; **Assistant Professor:** T. Panavelil

**OPTC 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.

OPTC 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

OPTC 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.
College of Allied Health
Mission Statement

In the spirit of improving and maintaining optimum health conditions in the community, the College of Allied Health prepares professionals with the skills necessary for the diagnosis, treatment and prevention of diseases, for the support of the populace in maintaining proper health and safety, for the management of rehabilitative processes, and for the education of the community in understanding the interdependency of health, environment, social and political factors. The College of Allied Health endeavors to train both graduate and undergraduate professionals in the arts of improving the quality of life in the community.
College of Allied Health

Administration
Raúl R. Cuadrado, S.B., B.S., M.P.H., Dr.P.H., Ph.D., Dean
Professor, Public Health Program
Richard E. Davis, M.S., P.A.-C., Ph.D.(c), Associate Dean for Administration
Director, Physician Assistant Program
Steve Cohen, M.M.S., P.A.-C., Assistant Dean for Education and Curriculum Development
Director, Master of Medical Science Program
Cheryl J. Hill, B.S.P.T., M.S., Ph.D.(c), Assistant Dean for Planning and Evaluation
Director, Physical Therapy Program
Carol Reed, B.S., M.S., Ed.D., Assistant Dean for Student and Community Affairs
Acting Director and Professor, Occupational Therapy Program
Cyril Blavo, B.S., M.S., D.O., M.P.H. & T.M.
Director, Public Health Program
Christopher Mitchell, B.A., M.S., Executive Director for Administration
Coordinator, Public Health Program

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. Beginning with the class of 2002, the PA program will be the first in the nation to award the dual B.S./M.P.H. degree.

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.


In 1995, the Public Health Program was launched as an in-house enrichment program for NSU Health Professions Division (HPD) students and has awarded 71 M.P.H. degrees to date. In 1997, the Program opened and accepted external applications. The Public Health Program is exemplary of interdisciplinary collaboration. In addition to Public Health students, other HPD students seeking a variety of professional degrees (P.A., D.O., O.T., etc.) may concurrently pursue the M.P.H. degree. This creates a learning environment in which students attend classes with a variety of health professionals and students. The Public Health faculty participates in instructional and other educational activities in other HPD programs and colleges and draws qualified faculty from other NSU colleges, schools, and centers. The M.P.H. Program has been preaccredited by the Council on Education for Public Health.
Preaccreditation is a status of accreditation.

The Master of Medical Science program is a distance learning program designed as a convenient and affordable method for working allied health professionals and mid-level providers to obtain the advanced M.M.S. degree. This professional master’s degree emphasizes practice-based learning and clinical concepts, and students may complete the clinical component at their place of employment. Courses are taught in a variety of distance education formats including extensive use of the Internet, allowing working professionals to remain in their communities while completing their course of study.

**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 that the student is applying to. All transfer credit decisions will be made at the discretion of the Program Director and Dean of the College of Allied Health.

**Computer Requirement**

Beginning with the class matriculating in 2000, all students will be required to have and provide the program office with the address to an active email account. Additionally, all students will be required to have a computer with the following minimum specifications:

1. Pentium; 200 MHz minimum processor;
2. 32 Megabyte RAM;
3. Video capable of 800 X 600 screen display;
4. CD ROM capability;
5. Full duplex sound card and speakers;
6. Microphone with headset or boom microphone;
7. 56.6 speed modem;
8. Internet connection with private Internet Service Provider (ISP) for home access to Internet;
9. Windows 95/98 or NT;
10. MS Office 97 with PowerPoint, Word and Excel;
11. Internet Browser (i.e. Netscape or MS Explorer);
12. Surge suppressor electrical outlet;
Suggested option: Zip disk drive.
The cost of meeting this requirement shall be borne by the student and may be included in financial aid considerations. The College advises all students to verify minimum configuration before purchasing any hardware or software. The full text of this policy is available online at: www.nova.edu/cwis/centers/hpd/allied-health/cah/orientation/computerrequirement.htm

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 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. One answer lies with Physician Assistants (PAs).

Today, there are over 37,000 PAs in the U.S. who practice medicine with physician supervision, providing patient care that would otherwise be performed by physicians. PAs take medical histories, perform physical examinations, order and interpret tests, diagnose and treat illnesses, perform medical/surgical procedures, assist in surgery, and, in most states, write prescriptions.

PAs work in most medical specialities 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 will increase by 48 percent through the year 2008.

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.

**Requirements for Admission**

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 90 semester hours of specified course work of which 30 must be upper division courses, exclusive of physical education, from a regionally accredited college or university, with a minimum GPA of 2.7 on a four-point grading scale.

2. The College requires the students to earn a grade of C or better 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
   - **Social Sciences** 9 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 and Human physiology** 6 Semester Hours
   - **(or combined Human anatomy/physiology)** 5 Semester Hours
   - **Biochemistry** 3 Semester Hours
Electives 12 Semester Hours

Other Recommended Courses:
- Organic chemistry 3 Semester Hours
- 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.

3. All applicants are required to submit official scores from the Allied Health Professions Admission Test (AHPAT) or the Graduate Record Examination (GRE). These tests must have been taken within the past five years and must be taken early enough for official scores to be received in the admissions office by the application due date. Applications will not be considered complete without GRE or AHPAT scores.

Testing information for the GRE may be obtained from:
http://www.gre.org/

Testing information for the AHPAT may be obtained through the Office of Admissions, Nova Southeastern University Physician Assistant Program, or by contacting The Psychological Corporation (800) 622-3231.

All candidates applying for the 2002 class will be required to submit GRE scores. The AHPAT will no longer be accepted.

4. 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 NSU Microcomputer Laboratory or other training facilities.

5. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated by World Education Services, Inc. (www.wes.org), Josef Silny & Associates, Inc. (www.jsilny.com) or Educational Credential Evaluators, Inc. (www.ece.org), and submit official examination scores of the Test of English as a Foreign Language (TOEFL), with a minimum score of 600 on the written exam, or a minimum score of 230 on the computerized version. Speakers of English as a second language are also required to take the TOEFL.

Graduates of foreign institutions where English is not the primary language of instruction must present transcripts showing at least 18 semester hours (or equivalent quarter hours) of study from a regionally accredited college or university in the United States. Of these 18 semester hours, 6 semester hours must be in English (does not include ESOL courses) and 3 semester hours must be in public speaking.

6. 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 Procedures
Candidates for admission are responsible for the submission of:

1. A completed application form and a $50 non-refundable application fee. The Office of Admissions processes applications on a "rolling" or periodic basis. Applications must be received no later
than January 15 in order to be considered for admission in June.

2. 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, supervisor, or close friend. Two letters of evaluation must be from a health care professional, one of which must be from a physician or a PA.

3. Previous Experience in Health Care Form. Applicants are required to indicate on this form what type of health care experience they have acquired.

4. Official Graduate Record Examination (GRE) or Allied Health Professions Admission Test (AHPAT) scores.

5. Official transcripts of all course work attempted at all colleges and universities must be forwarded by the institutions 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.

6. Copies of all professional certifications, registrations, licenses or relevant credentialing materials.

7. A personal interview is an integral part of the admissions process; however, being granted an interview is not a guarantee of admission. It should be 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. 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.

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**Dual Admissions Program**

**Physician Assistant Program (B.S./M.P.H.)**

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 professional studies in the Physician Assistant Program. This allows candidates to receive their Bachelor’s/M.P.H. degree in the Physician Assistant Program in a five-year period.

Candidates must maintain a specified grade point average during the undergraduate year and achieve acceptable scores on the Allied Health Professions Admission Test (AHPAT) or Graduate Record Examination (GRE). Students will be awarded a B.S./M.P.H. degree upon completion of three years at the Farquhar Center for Undergraduate Studies and twenty-seven months at Nova Southeastern University College of Allied Health.

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

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**Tuition and Fees**

1. Anticipated tuition for 2001-2002 (subject to change by the Board of Trustees with out notice): $18,963 for Florida residents and $19,373 for out-of-state residents. A student activities fee of $100 each year is required of all students. 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 - $250. This is due February 15, under the same terms as the Acceptance Fee.
4. Pre-Registration Fee - $250. This is due April 15th, under the same terms as the Acceptance Fee.
5. University Technology Fee: not to exceed $100 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./M.P.H. degree, students shall:
1. Be of good moral character;
2. Successfully complete all academic and clinical courses and degree requirements;
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 Physician Assistant curriculum is completed following a minimum of three years of undergraduate course work of which 30 hours must be upper division. 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.

The first 12 months of study consists of basic sciences and clinically related didactic courses. Following this didactic phase, there is a one-month period of "pre-clinical" courses designed to prepare the student for clinical rotations. All courses are required and must be successfully completed before advancing to the second year. The second year is devoted to twelve months of required clinical training in family medicine, emergency medicine, pediatrics, obstetrics/gynecology, surgery, internal medicine, one elective rotation, and a public health internship. Following the clinical year, there is a two-month period of advanced didactic coursework. Upon completion of the course of study, the students will have earned a Bachelor of Science (B.S.) in Physician Assistant studies and a Master of Public Health (M.P.H.)

Each required rotation has assigned readings and learning objectives with a written examination at the end of each. During rotations, students will be supervised by licensed practitioners and will actively participate in patient assessments, help manage common medical problems, perform common laboratory procedures, and interpret 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 both a Bachelor of Science degree in Physician Assistant Studies and a Master of Public Health degree. Graduates will be eligible to take the Physician Assistant National Certification Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).
## CURRICULUM OUTLINE

### First Semester (Summer)

<table>
<thead>
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<th>Semester Hours</th>
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<td>ANA 5420</td>
<td>Anatomy</td>
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<td>PHS 5400</td>
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<td>PAC 5400</td>
<td>Clinical Pathophysiology</td>
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<td>PAC 5000</td>
<td>Physical Diagnosis I</td>
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<td>PAC 5002</td>
<td>Medical Terminology</td>
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<td>Biomedical Principles</td>
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<td>PUH 5006</td>
<td>Health Care Delivery Systems</td>
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<td>PUH 5110</td>
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### Second Semester (Fall)

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<td>PUH 5520</td>
<td>Legal and Ethical Issues in Public Health</td>
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<td>Physical Diagnosis II</td>
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<td>Pharmacology I</td>
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<td>Clinical Medicine &amp; Surgery I</td>
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### Third Semester (Winter I & II)

**Winter I:**

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**Winter II:**

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<td>PUH 5002</td>
<td>Health Promotion &amp; Disease Prevention</td>
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<td>2</td>
</tr>
<tr>
<td>PUH 5212</td>
<td>Rural &amp; Underserved Medicine</td>
<td>15</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PAC 5229</td>
<td>Electrocardiology</td>
<td>26</td>
<td>15</td>
<td>2</td>
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<tr>
<td>PUH 5503</td>
<td>Women's Health</td>
<td>15</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PAC 5311</td>
<td>Clinical Psychiatry</td>
<td>24</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PAC 5310</td>
<td>Clinical Medicine &amp; Surgery III</td>
<td>105</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>237</td>
<td>33</td>
<td>15</td>
</tr>
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</table>

**Pre-Clinical Phase (June):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>PAC 5340</td>
<td>Life Support Procedures &amp; Skills</td>
<td>18</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>PAC 5510</td>
<td>Clinical Procedures &amp; Surgical Skills</td>
<td>36</td>
<td>24</td>
<td>3</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>54</td>
<td>42</td>
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</tr>
</tbody>
</table>

**Clinical Curriculum-Second Year (July-June):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Rotation Title</th>
<th>Weeks/Contact Hrs</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC 6304</td>
<td>Obstetrics &amp; Gynecology</td>
<td>6/270</td>
<td>6</td>
</tr>
<tr>
<td>PAC 6311</td>
<td>Internal Medicine</td>
<td>6/270</td>
<td>6</td>
</tr>
<tr>
<td>PAC 6313</td>
<td>Surgery</td>
<td>6/300</td>
<td>6</td>
</tr>
<tr>
<td>PAC 6315</td>
<td>Emergency Medicine</td>
<td>6/270</td>
<td>6</td>
</tr>
<tr>
<td>PAC 6317</td>
<td>Pediatrics</td>
<td>6/240</td>
<td>6</td>
</tr>
</tbody>
</table>
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. Develops 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, 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
Physiologic and biochemical basis for drug action. Basic biochemical pathways in which drugs intervene: metabolism, protein synthesis, and coagulation. Principles of pharmacokinetics: drug absorption, distribution and metabolism, are studied and applied to designing dosage regimens.

PCO 5400 (36-0-2)
Pharmacology I
Understanding the basis for pharmacologic intervention in patient care is the foundation for treatment of disease. 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
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 5000  (36-20-3)  
Physical Diagnosis I 
Principles and skills required to perform a complete physical examination. Emphasizes normal physical findings; correlates with the clinically oriented anatomy course using a systems approach.

PAC 5100  (20-36-2)  
Physical Diagnosis II 
Builds upon skills learned in Physical Diagnosis I. Introduces abnormalities of the physical examination and specialty examination techniques. Introduces the basic principles and skills required to perform a thorough history. Students begin to 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 5200  (30-24-3)  
Physical Diagnosis III 
Supervised practice of skills learned in Physical Diagnosis II. Integrating previously learned interviewing skills with principles from the clinical sciences, students elicit a comprehensive medical history, perform a complete physical examination, and formulate an initial diagnostic impression and diagnostic plan. Students are expected to continue to progress in recording information in written form and presenting the information orally to colleagues.

PAC 5001  (15-0-1)  
Introduction to the Physician Assistant Profession 
Introduces key concepts regarding the PA profession: an overview of the profession; the history of the development of the profession; the current status of the profession; Physician Assistant education; and current and future roles of the physician assistant.

PUH 5002  (30-0-2)  
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 5205  (22-18-2)  
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 5110  (112-0-6)  
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 5210  (114-0-6)  
Clinical Medicine & Surgery II 
Continuation of Clinical Medicine and Sur-
gery I. Common disease entities of major organ systems, primary care aspects of disease evaluation and treatment.

PAC 5310 (105-0-6)
Clinical Medicine & Surgery III
Disease entities of major organ systems. Lectures in primary care aspects of disease evaluation and treatment.

PAC 5130 (36-4-2)
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 5400 (64-0-4)
Clinical Pathophysiology
Pathological changes seen in disease states. Utilizes 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 5002 (4-14-1)
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 5229 (26-15-2)
Electrocardiography
Provides the basics for learning to interpret normal ECG tracings and applying those principles to interpret the ECG tracings of common cardiac disease.

PAC 5311 (24-0-1)
Clinical Psychiatry
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 5340 (18-18-1)
Life Support Procedures & Skills
Based on basic and advanced life support curriculum, this course covers recognition, diagnosis and therapy for life-threatening events in adults and children. Completion of this course curriculum leads to eligibility for BLS, ACLS and PALS certification by the American Heart Association.

PAC 5510 (36-24-3)
Clinical Procedures & Surgical Skills
Laboratory practicum introducing the clinical procedures and surgical skills utilized in the clinical setting: aseptic technique, operating room protocol, injections, knot-tying and suturing techniques, venipuncture, arterial puncture, intravenous catheterization, nasogastric intubation and urinary catheterization.

Behavioral Sciences
PUH 6001 (45-0-3)
Social & Behavioral Sciences Applied to Health
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.

PUH 5006 (15-0-1)
Health Care Delivery Systems
Introduces different health care delivery systems in the U.S., including private practice, HMO's, health department clinics, etc. Discusses changes in delivery of medical care systems, Medicare and Medicaid, and private health insurance companies.
PUH 5520 (45-0-3)
Legal & Ethical Issues in Public Health
Introduces the role the law plays in the delivery of health care. 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.

Public Health

PUH 5110 (15-0-1)
Culture, Ethnicity and Health
Introduces students to skills and insights necessary in promoting health in diverse populations. Issues discussed include 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. The course also explores traditional modalities of health maintenance among various populations.

PUH 5512 (45-0-3)
Health Policy, Planning & Management
Discusses principles and logic involved in health policy, planning and management. Addresses history, political and environmental contexts, and their incorporation into population research.

PUH 6001 (45-0-3)
Social & Behavioral Sciences Applied to Health
Introduces students to 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. Students gain knowledge and awareness of today's most pressing public health problems and the social and behavioral factors determining them.

PUH 5502 (15-0-1)
Children’s Health
This course addresses disease and disorders of children of public health significance as well as public health issues in children such as child safety, child abuse, newborn screening.

PUH 5212 (15-0-1)
Rural and Underserved Issues
Reviews, analyzes, and studies the unique problems associated with the practice of medicine in rural and underserved areas. Emphasis will be given to the role of the practicing clinician in these practice environments.

PUH 5503 (15-0-1)
Women’s Health
This course addresses disease and disorders of women of public health significance, as well as public health issues of women such as domestic violence, breast cancer.

PUH 5211 (16-0-1)
Alternative and Complimentary Medicine
This course will address concepts and procedures in alternative and complimentary medicine.

PUH 5213 (30-0-2)
Health Care Nutrition
This course surveys the major nutritional needs, as well as the rationale supporting the respective needs for maintaining good health. The course will also address health hazards associated with dietary deficiencies including obesity, fad dieting, food contamination and diet management of selected diseases.

PUH 5430 (45-0-3)
Epidemiology
Examines basic principles and methods of modern epidemiology used to assess dis-
ease causation and distribution. Students develop conceptual and analytical skills to measure association and risk, conduct epidemiological surveillance, evaluate screening and diagnostic tests, as well as investigate disease outbreaks and epidemics.

**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 public 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 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. Includes such topics as toxic substances, pests and pesticides, food quality, air and water pollution, solid and hazardous waste disposal, occupational hazards and injury prevention.

**PUH 6604 (30-15-3)**
*Research Methods in Public Health*
Provides an intermediate level review of basic research methodology, concepts and principles common in public health and epidemiological studies. Issues related to the design, development and realization of public health studies, including sampling, surveying, data collection and management, as well as the interpretation and reporting of findings, are discussed.

**PUH 5214 (15-30-2)**
*Publication Skills*
Study and review of good medical writing techniques, issues and procedures with emphasis on cultivating personal style and content. Focus will be on writing for peer and evidence-based publications.

**PUH 6002 (15-60-3)**
*Public Health Practicum*
Individual programs of fieldwork, practice and/or research. Students work under the direction of faculty advisors 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.

**Clinical Phase**

**Clinical Rotations**

**PAC 6304 (0-270-6)**
*Obstetrics & Gynecology*
Required six-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 6308 (0-270-6)**
*Elective I*
Each six-week elective may be taken sequentially at the same time site or separately. Elective rotations provide opportunity to investigate a clinical subspecialty area or gain more experience in a required discipline.

**PAC 6311 (0-270-6)**
*Internal Medicine*
Required six-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 6313 (0-300-6)**
*Surgery*
Required six-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 6315 (0-270-6)**

*Emergency Medicine*

Required six-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 6317 (0-240-6)**

*Pediatrics*

Required six-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 6318 (0-250-6)**

*Family Medicine*

Required six-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, inner-city communities.

**PUH 6011 (0-240-6)**

*Primary Care Internship*

Clinical internship in which students gain supervised clinical experience in any of the major public health areas. Involves students in real public health related areas. In addition, students work under faculty supervision to complete a scholarly paper including literature review and evaluation.
The Master of Medical Science (M.M.S.) Program is designed to provide non-physician clinicians and allied health professionals the theoretical and clinical training necessary to enhance career mobility and professional advancement.

Mid-level practitioners and allied health professionals 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. These health care professionals are playing a prominent and respected role in providing community medical service. An increasing number of employers are seeking master's-level, academically prepared professionals to fill expanded roles that include clinical specialization, health education, research and health care administration.

The M.M.S. didactic curriculum provides education in a variety of clinical and non-clinical areas. The clinical component of the program will be tailored to the individual interest and goal of the graduate student. Under faculty guidance, students will demonstrate increased understanding in their chosen area of study. Students enrolled in this segment of the program already must have graduated from their entry-level professional training. The clinical component will be conducted at physician offices, hospitals, and private institutions. The clinical preceptor shall be approved by the M.M.S. Program based upon the academic training, demonstrated scholarship, teaching experience, and clinical expertise. In most cases, the clinical preceptor will be the student's employing physician, group or institution.

**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 allied health professional 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 health care professional program with a GPA of at least 2.0 on a four-point scale;
2. A bachelor's degree or equivalent course work from a regionally accredited institution;
3. Current certification by a recognized professional allied health or mid-level practitioner certifying body;
4. Current state licensure;
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. One letter of evaluation from a supervising physician or manager willing to participate in the graduate student's clinical training; and,
7. Written acceptance by the M.M.S. Committee on Admissions.
Admission Requirements for NSU students for didactic courses:

1. Must be in good academic standing; any student failing a course in the primary program will not be able to register for additional master-level courses until successful completion of the failed course;
2. Obtain a recommendation from the Program Director of the primary program;
3. Be accepted by the M.M.S. Committee on 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 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 and M.M.S. Program Director 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 any NSU degree program.

Tuition and Fees

Tuition for this program is $7500 for all students. The NSU student activity fee is waived for individuals enrolled in the M.M.S. program alone, and is $100 (paid through student’s primary program) for any dual-enrolled NSU student. Tuition waivers and discounts for NSU students, staff, and faculty members will be in accordance with those listed in the University schedule and administered through the Dean of the College of Allied Health. Tuition, fees and payment schedules 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 four starting dates during an academic year (January, April, July, and October). The applicant will be allowed to begin the program upon full acceptance. Before the applicant can be reviewed for possible admission, the following must be submitted:

1. A completed application to the Office of Admissions and M.M.S. Program 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. One letter of evaluation from a professional supervisor willing to assist the student in the clinical phase of the program. This evaluator, preferably a supervising clinician, should know the applicant’s personal character and scholastic, clinical, and work abilities; and,
4. Official copies of all professional certifications, registrations, licenses, or relevant credentialing materials.

In special circumstances, a personal interview with members of the Commit-
tee 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 and the M.M.S. Program Director those applicants to be considered for acceptance into 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. Contact one of the following:

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

World Education Services, Inc.
P.O. Box 01-5060
Miami, Florida 33101
www.wes.org

Josef Silny and Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233
www.jsilny.com

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
www.ece.org

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 36 hours (minimum) of study required for the degree with a numerical GPA of 80 or above;
3. Successfully complete the M.M.S. Graduate Project; and,
4. Receive a recommendation by the M.M.S. Program Director to the Dean of the College of Allied Health.

Course of Study

The M.M.S. Program requires a minimum of 36 semester hours of study to be completed to include the core 18 clinical semester hours. The remaining 18 hours (6 courses) may be chosen from a list of elective courses. 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 must be approved by the M.M.S. Program Director and Dean of the College of Allied Health. The Dean reserves the right to require, in special cases, more than the minimum of 36 semester hours.

Classes are organized and based on distance learning designs and formats. Master of Public Health Courses (PUH designation) may be substituted for M.M.S. electives upon approval of M.M.S. program director.
Master of Medical Science Courses
(Note: Listed to the right of each entry are lecture hours, laboratory hours, and semester hours.)

**MMS 5610** (45-0-3)
*Computer Applications in Health Care*
The computer and associated technology and software are fast becoming key tools in the delivery of medical care. The future of medicine will hold great value in professionals that can use and master the technology for the good of the practice and the patient. This course will expose the student to a wide variety of technologies and offers the opportunity to gain valuable skills.

**MMS 6140** (45-0-3)
*Ethnocultural Issues in Health Care*
Information, insights and skills necessary to effectively deliver health care services to individuals in minority ethnic groups and cultures. Attention to those communication and assessment skills needed to positively affect the practitioner-patient interaction and enhance compliance.

**MMS 5201** (45-0-3)
*Current Concepts in Clinical Medicine*
Contemporary issues in medicine and surgery emphasizing professional and consumer publication assessment and review.

**MMS 5202** (45-0-3)
*Current Concepts in the Business of Medicine*
Contemporary topic reviews in the business of medicine with emphasis on professional and consumer publication review.
MMS 5203  
(45-0-3)  
Contemporary Business Principles for Health Care  
Concepts involved in the world of business are analyzed and applied to the business of medicine with emphasis on contemporary theories and discussions. This course utilizes extensive audio discussions of business practices utilized in non-health care industries. Course focus is on application of topics to the health care industry.

MMS 5204  
(45-0-3)  
Clinical Preventive Medical Services  
Study and implementation of appropriate and recommended clinical prevention services with focus on practice-specific issues and health concerns.

MMS 5205  
(45-0-3)  
Writing for Medical Publication  
Study and review of quality medical writing techniques, issues and procedures with emphasis on cultivating personal style and content. Focus will be on writing for peer and evidence-based publications.

MMS 5207  
(45-0-3)  
Quality Assurance in Medical Practice  
Review and study of the topic of medical quality assurance (MQA) issues in practice with attention to HEDIS and National Quality Assurance guidelines.

MMS 5208  
(45-0-3)  
Medical Grand Rounds 1  
Discussion and review of current topics in the grand round forum of traditional medical teaching facilities and institutions.

MMS 5209  
(45-0-3)  
Core Curriculum in Medicine Series  
Covers a wide variety of topics and subjects in Primary Care in multimedia audio and video format. Based on the concepts of the Core Curriculum Committee, the student will be exposed to information based on "current best standards of practice" according to the committee.

MMS 5210  
(45-0-3)  
Principles of Advanced Life Support 1  
Introduces 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 clinician in developing the skills required to stabilize patients with life-threatening conditions.

MMS 5211  
(45-0-3)  
Contemporary Issues in Nutrition  
Covers a variety of general concepts and contemporary discussions in the area of nutrition as it applies to personal health. Many of the concepts learned in this course can be applied to patient counseling and advisement health care professionals are asked to perform. This course is required of all MMS students as of summer 2000.

MMS 5212  
(45-0-3)  
Drugs and Society  
Covers a variety of general concepts and
contemporary discussions in the area of drugs in the U.S. society. Particular attention is paid to the legal aspects of drugs, tobacco as a drug, advertising, alcohol, pain management and resistance education.

**MMS 5213 (45-0-3)**

*Stress Management: Concepts & Practice*

Covers a variety of general concepts and contemporary discussions in the area of stress and stress management for the health care professional. Attention is paid to research, assessment, interventions, the environment and other related issues in this increasingly important area of health care.

**MMS 5215 (45-0-3)**

*Psychiatry in Primary Care*

Risk factors and physical signs of mental illness can be readily observable in primary care practice. This course will review the core concepts in primary care psychiatry.

**MMS 5400 (variable credit)**

*Directed Studies in Medical Science*

This course provides the opportunity for students to explore a special topic of interest under the direction of a faculty member. Arrangements are made directly with the appropriate faculty member and the program director. Topic exploration is governed by the needs of the program and the educational goals of the student. Possible topics involve clinical and non-clinical aspects of the practice of medicine in the U.S.

**CLINICAL CORE COMPONENT**

This segment is to be completed after graduation from an accredited allied health or mid-level practitioner program. This course work does not replace entry-level professional clinical education and cannot be transferred for such purpose. The clinical component can be completed through distance learning format.

**MMS 5106 (20-240-6)**

*Advanced Clinical Segment I*

The student will gain advanced clinical expertise through study within the student's area of medical interest. The student and faculty advisor define medical topics and specific learning objectives. 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 disorder within a selected category of disorders. The student will gain sophisticated clinical knowledge of the disorder through rigorous study of its etiology, pathophysiology, biochemical abnormalities, acute and chronic manifestations, and therapy. The student and faculty advisor will cooperatively define specific learning objectives. Oral and written presentations will represent an integral segment of the course.

**Prerequisite:** MMS 5106, Advanced Clinical Segment I

**MMS 5306 (20-240-6)**

*Graduate Project*

Includes individual programs of clinical observation, practice and/or research. Students work under the direction of a supervisor 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, clinics, hospitals, or post-graduate residency programs in public or private facilities. Can be completed simultaneously with MMS 5106 and MMS 5206.
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 three degrees: a Master of Occupational Therapy (M.O.T.), a Doctor of Occupational Therapy (O.T.D.), and a Doctor of Philosophy (Ph.D.). 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 Occupational Therapy Program at NSU offers two avenues for doctoral study: the clinical doctorate (O.T.D.) and the research doctorate (Ph.D.). Individuals who have graduated from another school with a bachelor's or master's degree in occupational therapy are encouraged to apply for either of these doctoral programs, which build upon one another. Those who are admitted but are not yet certified occupational therapists will first complete the entry-level M.O.T. program. Students who have completed the NSU M.O.T. program with a GPA of over 82.5 percent are eligible to apply for direct admission to either doctoral program.

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 and word processing competency

Recommended Courses
For all Applicants:

Ethics 3 semester hours
Public speaking 3 semester hours
Physics 4 semester hours
including laboratory
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 individuals 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; and,
5. Test of English as a Foreign Language (TOEFL) scores if a foreign student.

Upon receipt of the completed application and required transcripts, 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
aninvitation 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 one of the following:

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

World Education Services, Inc.
P.O. Box 01-5060
Miami, FL 33101
www.wes.org

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

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
www.ece.org

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, Ft. Lauderdale, Florida 33314.

Tuition and Fees

1. Anticipated tuition for 2001-2002 (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 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. 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 the event 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 $100 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 (118 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 comple-
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, Occupational Therapy with Children and Adolescents. 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 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 5011</td>
<td>Human Occupation Across the Life Span</td>
<td>64</td>
<td>96</td>
<td>6</td>
</tr>
<tr>
<td>OCT 5101</td>
<td>Historical &amp; Theoretical Foundations of Occupational Therapy</td>
<td>38</td>
<td>0</td>
<td>2</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>102</strong></td>
<td><strong>96</strong></td>
<td><strong>8</strong></td>
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<table>
<thead>
<tr>
<th>First Year</th>
<th>First Semester</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ANA 5516</td>
<td>Gross Anatomy</td>
<td>114</td>
<td>57</td>
<td>7</td>
</tr>
<tr>
<td>OCT 5013</td>
<td>Creative Occupations</td>
<td>19</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>OCT 5121</td>
<td>Human Disorders Across the Lifespan I</td>
<td>76</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>OCT 5822</td>
<td>Data Collection/Assessment I</td>
<td>38</td>
<td>114</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
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<td><strong>247</strong></td>
<td><strong>209</strong></td>
<td><strong>18</strong></td>
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<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Semester</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ANA 5533</td>
<td>Neuroanatomy</td>
<td>36</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>OCT 5015</td>
<td>Applied Occupations</td>
<td>19</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>OCT 5123</td>
<td>Human Disorders Across the Lifespan II</td>
<td>76</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>OCT 5395</td>
<td>Psychiatry</td>
<td>33</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>OCT 5824</td>
<td>Data Collection/Assessment II</td>
<td>38</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>202</strong></td>
<td><strong>132</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 5132</td>
<td>Current Issues in Occupational Therapy I</td>
<td>48</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OCT 5133</td>
<td>Current Issues in Occupational Therapy II</td>
<td>48</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OCT 5174</td>
<td>Research Methods I</td>
<td>48</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OCT 5175</td>
<td>Research Methods II</td>
<td>48</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OCT 5243</td>
<td>Occupational Therapy with Children and Adolescents</td>
<td>80</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>OCT 5343</td>
<td>Mental Health Occupational Therapy Practice</td>
<td>64</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>OCT 5443</td>
<td>Occupational Therapy Physical Dysfunction/Work Practice</td>
<td>80</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>OCT 5643</td>
<td>Occupational Therapy for Older Adults</td>
<td>88</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>OCT 5963</td>
<td>Fieldwork Issues I</td>
<td>0</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>OCT 5964</td>
<td>Fieldwork Issues II</td>
<td>0</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>504</strong></td>
<td><strong>168</strong></td>
<td><strong>53</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year (6 months)</th>
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<th></th>
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<tbody>
<tr>
<td>OCT 5981</td>
<td>Fieldwork Experience Level I*</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>OCT 5982</td>
<td>Fieldwork Experience Level II*</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>1055</strong></td>
<td><strong>605</strong></td>
<td><strong>24</strong></td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>

* Each 40 hours/week for 12 weeks
Doctoral Programs in Occupational Therapy

The Occupational Therapy Program at NSU offers two avenues for doctoral study: the clinical doctorate, the Doctor of Occupational Therapy (O.T.D.), and the research doctorate, the Doctor of Philosophy (Ph.D.). Applicants with a bachelor's or master's degree may be accepted for either of these doctoral programs. Any admitted student who is not a certified occupational therapist must first complete the professional entry program, the Master of Occupational Therapy (M.O.T.). Graduates of Nova Southeastern University's M.O.T. Program with a GPA above 82.5 are eligible to apply for direct admission to either doctoral program.

Doctor of Occupational Therapy (O.T.D.)

The Doctor of Occupational Therapy degree (O.T.D.) is conferred when students demonstrate an advanced breadth and depth of knowledge in practice issues and techniques. This program joins practice concerns with applications and knowledge required for independent and entrepreneurial occupational therapy practice, community centered program development, management, and creative leadership. The 72-credit program may be taken full time on the Health Professions Division campus or half time by distance format. A maximum of 36 credits may be transferred from a master's degree in Occupational Therapy, or 18 credits from a master's degree in a related discipline.

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. Foreign applicants must present the equivalent of a bachelor's degree and evidence of successful completion of an OT educational program approved by WFOT. All foreign coursework must be evaluated by World Education Services, Inc. (www.wes.org), Josef Silny and Associates (www.jsilny.com), or Educational Credential Evaluators (www.ece.org).

2. Applicants without Occupational Therapy certification must complete the M.O.T. program.

3. Preference for admission will be given to applicants with a cumulative GPA of 3.0 or higher on a four-point scale for the last two years of baccalaureate study or graduate program.

4. Applicants must submit official scores from the Graduate Record Examination.

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

6. All applicants must have taken OCT 5174 and 5175 or equivalent as prerequisites, or must take them as additional requirements in the program.

7. Because of the extensive use of communication via email and Web boards, each doctoral student will be required to have a personal computer with modem. Data on the minimum accepted capability of the computer will be provided with the application information.

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 M.O.T. degree requirements and continue with the additional 36 credits of graduate study.

Students admitted with a baccalaureate in another field must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent of entry-level master's program, including six months of internship</td>
<td>36</td>
</tr>
<tr>
<td>OCT 6005 Self-Directed Learning</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6010 Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6103 Occupation-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6860 Creative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
</tr>
<tr>
<td>(Selected with advisory committee approval to complement stated practice focus.)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
</tr>
</tbody>
</table>

2. An applicant with a baccalaureate degree in occupational therapy must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 6005 Self-Directed Learning</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6010 Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6103 Occupation-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6860 Creative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>60</td>
</tr>
<tr>
<td>(Selected with advisory committee approval to complement stated practice focus.)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
</tr>
</tbody>
</table>

3. An applicant with a baccalaureate in occupational therapy and a master's degree in a related discipline must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferred Credits</td>
<td>18</td>
</tr>
<tr>
<td>OCT 6005 Self-Directed Learning</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6010 Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6103 Occupation-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6860 Creative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>42</td>
</tr>
<tr>
<td>(Selected with advisory committee approval to complement stated practice focus.)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
</tr>
</tbody>
</table>

4. An applicant with a master's degree in occupational therapy must complete

<table>
<thead>
<tr>
<th>Transferred Credits</th>
<th>OCT 6005 Self-Directed Learning</th>
<th>OCT 6010 Theory Development for Models of Practice</th>
<th>OCT 6103 Occupation-based Practice</th>
<th>OCT 6860 Creative Leadership</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requirements for Graduation (O.T.D.)

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

1. Be of good moral character;
2. Complete a minimum of 72 credits of graduate course work;
3. Have satisfactorily completed the program of study with a minimum overall GPA of 80%, and a minimum grade of 80% in all required coursework;
4. Have satisfactorily met all financial and library obligations; and,
5. Attend in person the rehearsal and commencement program at which time the degree is conferred.

The Doctor of Philosophy

The Doctor of Philosophy (Ph.D.) in Occupational Therapy is conferred in recognition of a demonstrated ability to master a specific field of knowledge and to conduct significant independent research. A minimum of 90 semester credits of graduate work beyond the baccalaureate is required including a research residency and a disser-
tation. A maximum of 36 credits may be transferred from another related graduate program. A majority of the coursework can be completed by distance format.

**Routes of Entry/Course of Study**

1. An applicant who has a baccalaureate degree in another field or who has 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 M.O.T. degree requirements and continue with the additional 54 credits of doctoral study. Students admitted with a baccalaureate in another field must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 6005 Self-Directed Learning</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6010 Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6103 Occupation-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6170 Quantitative Research Methods for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6171 Qualitative Research Methods for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6173 Statistical Measures for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6860 Creative Leadership Electives</td>
<td>39-48</td>
</tr>
<tr>
<td>(Selected with advisory committee approval to complement stated practice focus.)</td>
<td></td>
</tr>
<tr>
<td>OCT 7950 Research Residency</td>
<td>6-12</td>
</tr>
<tr>
<td>OCT 7970 Doctoral Dissertation</td>
<td>6-12</td>
</tr>
<tr>
<td>Total Minimum</td>
<td>90</td>
</tr>
</tbody>
</table>

2. An applicant with a baccalaureate degree in Occupational Therapy may be admitted into the Ph.D. program. Students with a baccalaureate in Occupational Therapy must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 6005 Self-Directed Learning</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6010 Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6103 Occupation-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6170 Quantitative Research Methods for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6171 Qualitative Research Methods for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6173 Statistical Measures for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6860 Creative Leadership Electives</td>
<td>39-48</td>
</tr>
<tr>
<td>(Selected with advisory committee approval to complement stated practice focus.)</td>
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</tr>
<tr>
<td>OCT 7950 Research Residency</td>
<td>6-12</td>
</tr>
<tr>
<td>OCT 7970 Doctoral Dissertation</td>
<td>6-12</td>
</tr>
<tr>
<td>Total Minimum</td>
<td>90</td>
</tr>
</tbody>
</table>

3. Certified occupational therapists with a master's degree from an accredited institution may enter the Ph.D. program and transfer up to 36 semester hours with permission of their supervising committee. Students with a master's degree must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>OCT 6005 Self-Directed Learning</td>
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<tr>
<td>OCT 6010 Theory Development for Models of Practice</td>
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<tr>
<td>OCT 6103 Occupation-based Practice</td>
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</tr>
<tr>
<td>OCT 6170 Quantitative Research Methods for Occupational Therapists</td>
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</tr>
<tr>
<td>OCT 6171 Qualitative Research Methods for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6173 Statistical Measures for Occupational Therapists</td>
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<tr>
<td>OCT 6860 Creative Leadership Electives</td>
<td>39-48</td>
</tr>
<tr>
<td>(Selected with advisory committee approval to complement stated practice focus.)</td>
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<tr>
<td>OCT 7950 Research Residency</td>
<td>6-12</td>
</tr>
<tr>
<td>OCT 7970 Doctoral Dissertation</td>
<td>6-12</td>
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<tr>
<td>Total Minimum</td>
<td>90</td>
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</table>
4. Graduates of the NSU Doctor of Occupational Therapy Program (O.T.D.) may be admitted to the Ph.D. program. These students must complete:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
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<td>OCT 7970</td>
<td>Doctoral Dissertation</td>
<td>6-12</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Minimum 90</strong></td>
</tr>
</tbody>
</table>

Requirements for Graduation (Ph.D.)

In order to be eligible for the Ph.D. degree, students shall:

1. Be of good moral character;
2. Complete a minimum of 90 credits of graduate course work;
3. Complete the program of study required for the degree with a minimum overall GPA of 80%, and a minimum grade of 80% in all required coursework;
4. Successfully complete candidacy examinations;
5. Complete Academic Residency;
6. Complete Research 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; and,
10. Attend in person the rehearsal and commencement program at which time the degree is conferred.

The International Institute for Leadership in Occupational Therapy

The mission of the International Institute for Leadership in Occupational Therapy (IILOT) is to link occupational therapists worldwide and to bring together international occupational therapists 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. A letter of application stating goals and reasons for wanting to pursue doctoral work;
4. Official GRE scores less than 5 years old; foreign students must also submit TOEFL scores, if appropriate;
5. Official college transcripts from all undergraduate and graduate institutions attended, sent directly to the NSU Occupational Therapy Office of Admissions;
6. 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 (www.wes.org); Josef Silny & Associates, Inc., International Education Consultants, P.O. Box 248233, Coral Gables, FL 33124, (305) 666-0233 (www.jsilny.com); or Educational Credential Evaluators, Inc., P.O. Box 92970, Milwaukee, WI 53203-3470.
It is the applicant's responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions; and,

7. 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. Foreign students who intend to do their dissertation research abroad may petition to be released from this requirement.

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 interview, 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.

**Doctoral Tuition and Fees**

1. Anticipated tuition for 2001-2002 (subject to change by the Board of Trustees without notice): $5,500 each semester for full-time students (7 to 12 credit hours) and $2,750 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 $100 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.

**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**

*Neuroanatomy*

Anatomy of central, peripheral nervous systems. Laboratory activities consist of
student teams studying prospected cadavers, sections, radiographs, models.

**OCT 5011  (64-96-6)**  
*Human Occupation Across the Life Span*
Introduction activities that influence engagement, motivation, health, independence of individuals from infancy to old age. Perception, observation, appreciation, analysis, prediction, selection, presentation of occupations that are include.

**OCT 5013  (19-38-2)**  
*Creative Occupations*
Course focuses on the creative process and problem solving. Through engagement in selected creative projects, the meaning, and significance of challenge, success, and competence are explored. Students learn to structure, adapt, plan, present, and assess activities for therapeutic use.

**OCT 5015  (19-38-2)**  
*Applied Occupations*
Course examines the interplay of human performance and environmental context in routine daily activities. Focus placed on physical, social and cultural factors that enhance human function. Assess environmental adaptations, assistive devices, social networks, and cultural influences for occupational therapy intervention.

**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  (76-0-4)**  
*Human Disorders Across the Lifespan I*
Problems presented in motor, sensory, cognitive, interpersonal, self-care, productivity, leisure areas that may be seen by occupational therapists as a result of pathological dysfunction. Class parallels content presented in *Gross Anatomy* and OCT 5822.

**OCT 5123  (76-0-4)**  
*Human Disorders Across the Lifespan II*
Continuation of OCT 5121, Course parallels OCT 5824.

**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  (80-32-10)**  
*Occupational Therapy with Children and Adolescents*
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 (64-48-9)
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
Prepresents psychiatric interview, personality development, somatic therapies and psychopharmacology, major psychiatric disorders using the DSM IV, psychotherapy as a base for mental health practice.

OCT 5443 (80-32-10)
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 (88-24-10)
Occupational Therapy with Older Adults
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 (0-16-1)
Fieldwork Issues I

OCT 5964 (0-16-1)
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 online 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 6005 (45-0-3)
Strategies for Self-Directed Learning
Through reading and assignments requiring use of the computer, students develop skills in critical thinking, analysis and synthesis of literature, doctoral-level writing, and utilization of the internet as a learning resource.

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 6101**  
*(45-0-3)*  
**The Occupational Therapist as Academic Educator**
Examination of the role from the perspective of the individual, the institution, the AOTA and NBCOT, the student, and the future clients of the student.

**OCT 6102**  
*(45-0-3)*  
**The Role of Educator in Everyday Practice**
Principles of education for practice and community needs in a variety of roles with patients, families, students, employers and other. Students learn theory, instructional techniques and forefront 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.

**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 6132**  
*(45-0-3)*  
**Advanced Legal and Ethical Issues in Practice**
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 6150**  
*(45-0-3)*  
**Professional Presentation of Self**
Applies principles of public speaking, advertising, and selling to promote occupational therapy to the general public and/or professional community. Students will prepare and execute multiple short presentations for television, radio, and professional conferences. Presentations will be videotaped.

**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.
OCT 6173  (45-80-3)
Statistical Measures for Occupational Therapists
Statistical presentation and interpretation, sampling, probability, significance and statistical inference. Includes computer analysis of statistical data.

OCT 6180  (45-80-4)
Neurosciences Bases of Occupational Performance
Focuses on the link between neuroscience and human occupational behavior. Current neuroscience research and hypotheses are compared and contrasted with current theoretical work in occupational therapy. Presents material from the clinical practice viewpoint so students learn to use the knowledge gained to enhance their clinical reasoning and occupation-centered practice.

OCT 6211  (45-0-3)
Sensory Integrative Basis of Occupational Performance
Examination of the theory and practice of sensory integration in occupational therapy through the original literature, and current information from neuroscience and evidence-based practice found in articles, on the internet, and through interaction with classmates. Students will apply this knowledge to a specific group of individuals or to a curriculum plan. It is anticipated that students will have some prior knowledge and experience in this area of practice.

OCT 6241  (45-0-3)
Pediatric Occupational Therapy Services in the Community
An examination of the cultural, social, and environmental influences upon the child with a disability, his/her family, and the relationship of these influences to the identification, evaluation, and treatment processes. Students assess service delivery models, and analyze application to children in rural and urban areas. Includes field experiences.

OCT 6242  (30-45-3)
Occupational Therapy Practice with Autistic Children and Youth
Emphasis placed on treatment. Includes laboratory experiences with treatment for young children, and instruction to family members for total child management.

OCT 6302  (45-0-3)
Contextual Analysis of Occupational Performance
Study of human, nonhuman environments related to occupational performance. Students develop methodology for environmental analysis applicable for clinical practice.

OCT 6331  (30-30-3)
Cognition and Occupation
Course presents a multidimensional perspective of cognitive rehabilitation necessary to provide effective occupational therapy intervention. Emphasizes enhancing functional capabilities and community adaptation in addition to a more traditional approach that focuses on ameliorating cognitive deficits. Students will analyze different theoretical models for their application to various clinical populations.

OCT 6740  (45-0-3)
Understanding and Influencing Social and Community Systems
Course teaches students the role social and community systems play on meaningful occupation, occupational therapy and the development of occupation therapy programs. Students critically examine systems in the community and determine where they fit in and where they can fit into health promotion and community.

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**  
*Community Program Development I*  
Evaluation and application of community organization and development theories to create occupational therapy interventions with underserved and/or nontraditional populations. Emphasizes outcome evaluation of both theory and practice.

**OCT 6768**  
*Community Program Development II*  
(continuation of above)

**OCT 6769**  
*Community Practicum*  
In this course, students develop community based programs with underserved client populations and/or in innovative practice areas.  
Prerequisite: OCT 6767 and 6768

**OCT 6789**  
*Small Business Practice: Developing and Marketing a Business*  
This course gives students an in-depth knowledge of developing a business plan, and marketing their product to enable students to become entrepreneurial occupational therapy practitioners.

**OCT 6790**  
*Business Operations*  
In this course students learn the skills necessary to operate a business. Students learn current management techniques and principles of organizational behavior as well as legal and ethical principles necessary to operate a business.

**OCT 6791**  
*Grant Practicum: Finding and Developing Funding Sources*  
In this course students develop skills necessary to seek and acquire funding sources for new and innovative programs in occupational therapy. Using a hands-on approach, students write grants and business plans to turn out a finished, usable product to complement a creative and innovative occupational therapy practice idea.

**OCT 6792**  
*Wellness and Health Promotion*  
This course examines occupational therapy's role in wellness and health promotion, disability postponement and prevention in general. Students critically examine various practice models with a view toward developing and refining their own roles in these practice areas.

**OCT 6820**  
*(30-30-3)*  
*Applying Measurement Theory to Evaluation in Occupational Therapy Practice*  
Provides students with a general background in measurement theory and assists students to actively apply this information to the evaluation process in occupational therapy. The application component of the course addresses evaluation at both the individual and program levels. At the completion of this course, students can critically examine and select the most appropriate evaluation tools for various practice situations using the theory and principles of measurements.

**OCT 6821**  
*(45-0-3)*  
*Measurement Theory and Evaluation: Advanced Applications*  
Investigates evaluative procedures appropriate for specialized areas of practice, and 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)
Creative Leadership
Course examines leadership as a critical component to one's future as an occupational therapy practitioner in a global, ever-changing environment. Students look at areas of need in the profession as well as leadership opportunities in their own careers.

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)
Chronicity, Perception and Health
Through literature, biography, and interviews, students become more knowledgeable about a person's felt experiences of living with a chronic condition. Students explore their own attitudes through reflections on loss and change, and then analyze these from the perspective of occupational therapy theory.

OCT 7950  (0-0-[6-12])
Research Residency
Supervised research activity in a setting approved by the student's supervisory committee.

OCT 7960
Proposal Seminar

OCT 7970  (0-0-[6-12])
Doctoral Dissertation
Supervised, original 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 and advance 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 (C) or better in each of the following prerequisite courses:

   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 strongly 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. Interviews may be by phone or in person. When the committee feels an interview should be conducted in person, it shall be required. Those selected for interviews will be notified in writing of the date and time (and place for interviews in person). All applicants who are eventually accepted into the program must be interviewed. An invitation to be interviewed either by phone or in person 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 January 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 2001-2002 (subject to change by the Board of Trustees without notice): $17,500 for Florida students and $19,950 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. This is due March 15, under the same terms as the acceptance fee.

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

5. University Technology Fee: not to exceed $100 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 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; and,

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 18 weeks of full-time clinical practice at the end of each academic year. 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.

Physical Therapy Program in Israel
A Master of Physical Therapy program will open in Israel in January 2001. The curriculum outline is the same as the curriculum of the Master of Physical Therapy Program at the Fort Lauderdale campus. Details can be obtained on the Physical Therapy Program Website at www.nova.edu/pt.

Physical Therapy 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 physical therapy, supporting club and class activities, and working to improve the quality of life for Physical Therapy students.

Other

Many student organizations addressing various professional interests are open for student membership, including:

- American Physical Therapy Association
- The Student Assembly of the American Physical Therapy Association
- The Student Special Interest Group of the Florida Physical Therapy Association

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<th>CURRICULUM OUTLINE</th>
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**First Year**

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<tr>
<td>First Nine Weeks</td>
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<tr>
<td>PHT 5613</td>
<td>Case Studies I-A</td>
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<tr>
<td>SPC 5614</td>
<td>Professional Development I-A</td>
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<td>PHT 6610</td>
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<tr>
<td>CLE 5612</td>
<td>Tier I Clinical Education</td>
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<td>Professional Development II-C</td>
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<td>Second Nine Weeks</td>
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<td>PHT 6622</td>
<td>Case Studies II-B</td>
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<td>Professional Development II-B</td>
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<td>Summer Semester - Nine Weeks</td>
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<tr>
<td>INT 6629</td>
<td>Tier II-B Clinical Internship</td>
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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 Development 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. 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. Identify patient needs, gather and filter data to develop a patient problem list and goals, determine 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 Development I-B*
Continuation of Professional Development I-A. Students complete Chapter I of their research proposal to prepare 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*
Continues musculoskeletal case studies, introduces 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 Development I-C*
Professional Development 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 Development 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[clinic]-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
Expands clinical decision model to include establishment, implementation of a plan of care and determination of its efficiency and effectiveness in meeting patient goals. Uses systems approach to Physical Therapy interventions and analysis 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 II-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.)

PHT 6622  (63-63-7)
Case Studies II-B
Continuation of Case Studies II-A includes interventions to be delegated to supportive personnel. Case studies, small-group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine weeks)

MPT 6622  (36-0-2)
Professional Development II-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 II-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  (0-360[clinic]-9)
Tier II-A Clinical Internship
Beginning half of 18-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[clinic]-9)
Tier II-B Clinical Internship
Second half of 18-week clinical internship; focuses on the practice of skills in primary care settings. Concludes with two-day seminar, report of plan for professional development.
Doctor of Philosophy in Physical Therapy (PhD, PT), Distance Education

Introduction
A strong need for a doctoral program to encourage the professional growth of physical therapists has been identified. As our healthcare delivery systems change and our knowledge base broadens, it becomes important for licensed physical therapists to continue their formal studies to assume roles as consultants, educators, researchers, advanced clinicians and healthcare leaders.

Nova Southeastern University's doctoral program in Physical Therapy addresses these needs in a curriculum which will prepare its students to become leaders of the profession. The distance education format enables students to maintain their employment while advancing their education.

Program Outcome
Graduates of the program will be able to:
- Practice with advanced competencies in any practice setting;
- Serve as change agents in organizations;
- Negotiate and advocate for patients, self and others for the provision of healthcare services;
- Address healthcare issues of patients through the life cycle;
- Educate patients, students, peers and other healthcare providers in order to accomplish treatment goals and the goals of the program;
- Consult with organizations for the development of healthcare services;
- Contribute to physical therapy practice through clinical research.

Requirements for Admission
1. Applicants must be licensed physical therapists who are graduates of schools accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE). Graduates of Physical Therapy schools in other countries are also eligible with review of academic credentials by an appropriate agency and a review of TOEFL scores;
2. Selection of students for the Physical Therapy doctoral program is based on performance during an interview, prior academic performance, clinical experience, and references. We seek students who have qualities such as assertiveness, initiative, leadership, self-understanding, openness, strong communication skills, and who are critical thinkers. Students must also be emotionally stable team players;
3. Applicants must hold either a bachelor's degree in Physical Therapy, or a master's degree or entry-level master's degree (i.e., MSPT, MPT), in Physical Therapy;
4. Completion of the Graduate Record Examination (GRE), or TOEFL, when appropriate.

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

Application Procedures
Applicants must submit:

1. A completed application form along with a non-refundable application fee of $50;
2. Official transcripts from all undergraduate, professional, and graduate institutions attended, sent directly to the Office of Admissions, NSU Physical Therapy Program, from the institution;
3. Three letters of evaluation from persons who can evaluate the applicant's performance as a physical therapist and/or the applicant's capability for doctoral studies;
4. Copies of all physical therapy licenses, professional certifications, registrations, and other relevant credentials;
5. Official GRE scores or other standardized test scores when appropriate; TOEFL scores, if appropriate

After an evaluation of credentials, qualified applicants may be interviewed.

**Doctoral Tuition and Fees**

1. Anticipated tuition for 2001-2002 (subject to change by the Board of Trustees without notice): $450 per credit hour.
2. A student activities fee of $100 each year is required.
3. 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.
4. Deposit: $400, due 60 days prior to registration, under the same terms as the Acceptance Fee.
5. Pre-Registration Fee: $500, due 30 days prior to registration, under the same terms as the Acceptance Fee.
6. University Technology Fee: not to exceed $100 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.

**Curriculum Overview**

The Doctor of Philosophy in Physical Therapy (Ph.D., P.T.) degree program is taught in a distance education format. It requires 75 semester hours beyond the undergraduate professional physical therapy degree. At least 60 semester hours are required beyond the entry level master's degree in Physical Therapy, or beyond an advanced master's degree (in which the undergraduate or master's degree were in Physical Therapy).

Requirements include satisfactory completion of all courses, seminars, independent study, and research. The Committee on Admissions will evaluate courses taken in other fields to determine whether they meet the requirements. Course work is divided into required core courses, specialty courses, and elective courses. The specialty courses are offered in several tracks, including Education, Administration, Computer Technology in Education, Clinical Tracks, and Public Health.

Students who are admitted to the program with a professional undergraduate degree will be required to attend several courses in addition to those required from students with a master's degree.

**Requirements for Graduation**

In order to be eligible for the Ph.D., P.T. degree, students shall:

1. Be of good moral character;
2. Complete a minimum of 60 semester hours of course work beyond a master's degree, or up to 75 semester hours beyond the professional undergraduate degree;
3. Satisfactorily complete the program requirements for the degree with a minimum overall GPA of 80%, and at least 70% in each course;
4. Satisfactorily meet all financial and library obligations;
5. Successfully complete and defend their Dissertation and have their thesis approved;
6. Attend in person the rehearsal and commencement program at which time the degree is conferred.

The Dissertation will be done under the direction of a member of the Dissertation Committee. The Committee must approve all aspects of the project. Students will have up to seven years to complete the degree requirements. They may take 12 semester hours each term to complete the degree program in 7.5 terms (2.5-3.5 years).

Course of Study
For students holding a master's or entry level master's degree in Physical Therapy with transferable credits:

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<tr>
<th>Semester Hours</th>
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<tr>
<td>Required core courses</td>
<td>23</td>
</tr>
<tr>
<td>Specialty courses</td>
<td>minimum of 6</td>
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<tr>
<td>Elective courses</td>
<td>9</td>
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<tr>
<td>Dissertation</td>
<td>22</td>
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Students holding an undergraduate degree in Physical Therapy with transferable credits will take up to 15 additional credit hours of required courses.

Courses will be conducted in an Institute format and as independent study under faculty supervision. The distance education format enables students to continue their practice as physical therapists while earning the degree. The distance education program does require students to be in residence on campus twice per year for 7-9 days each time (for full-time students).

Graduates will be awarded the Ph.D., P.T. degree upon satisfactory completion of all degree requirements.

Physical Therapy Courses (Doctoral)
(Note: Listed to the right of each entry are semester credits.)
* Required core course

** May be required from students who enter the program with an undergraduate degree in Physical Therapy

PHT 7000**
Introduction to Web Based Communication and Electronic Library
Introduction to the use of NSU and other web based email systems, use of bulletin boards, WebCT, and navigation through the NSU electronic library. Students will have their NSU login and password to enter the system. Students must have an Internet provider. This is a required course for all new students.

PHT 6000**
Professional and Business Communication
Covers several aspects of communication: therapeutic communication, business communications, and oral presentation skills.

PHT 6010**
Organizational Behavior
This course will introduce a broad range of behavioral science theory and applications for managers and subordinates in modern organizations, focusing on managing and developing organizations constructively to deal with change. Emphasis is on the integration of managerial psychology and managerial activity. This course will formulate a dynamic approach to the concept of systems for managing organizations to achieve organization and personal objectives. The course will rely heavily on participants’ own background and skills to produce an effective learning experience leading to the development of a successful managerial strategy for the future.

PHT 6020**
Ethical and Legal Issues in Health Care I
Covers ethical, moral and legal issues affecting health care delivery: confidentiality, consent, reimbursement, patient
rights, abuse, risk management. Covers organizational control laws, codes, and standards affecting therapy practice. Students complete a written project on a selected topic or question.

**PHT 6030**  
*Health Care Policy Development and History*  
Explores the history of health care delivery and policy development in the United States and globally. Students will analyze, from a historical perspective, the impact of history on policy development, both present and future. References include works on history and policy as well as analysis of the works of health care analysts.

**PHT 6100**  
*Research Methods I*  
Develops an understanding of statistics and preparation for PHT 7110-Research Methods II. Emphasis is placed on estimation, hypothesis testing, sampling, regression analysis, ANOVA, and other techniques. SPSS should be used to solve problems when applicable.

**PHT 6140**  
*Ethno-Cultural Issues in Health Care*  
This course is a survey of ethnic and cultural issues, focusing on the insight and skills necessary to effectively deliver health care services to individuals in minority ethnic groups and cultures. Attention will be directed at individual communication and assessment skills necessary to positively effect the practitioner-patient interaction and enhance patient compliance.

**PHT 7020**  
*Ethical and Legal Issues in Health Care II*  
Students explore more global and controversial bioethical topics in the health care arena. Legal and ethical issues related to topics including animal and human research, genetic engineering, cloning, alternative medicine, life support, organ donation, and telemedicine are analyzed. Students will participate in group discussions, conduct interviews of local legal authorities, and complete written assignments on highly controversial health care practices.

**PHT 7030**  
*Health Care Policy and Health Care Reform*  
Covers global issues of health care reform, examining the theories, methodologies of reform, the impact of each upon Physical Therapy, and how practitioners can effect change.

**PHT 7110**  
*Research Methods II*  
The course builds on statistical techniques presented in PHT 6100. It includes the following topics: research design, multiple regression analysis, advanced ANOVA, MANOVA, Nonparametric techniques, factor analysis and other techniques.  
Prerequisite(s): PHT 6100 - Research Methods I (or proof of competence in topics covered in that course). Competence in statistical application software (SPSS, Minitab, etc.)

**PHT 7111**  
*Qualitative Research Methods*  
The focus of this course is to introduce students to qualitative research methods of inquiry. Phenomenological inquiry, grounded theory, ethnography, and other approaches to qualitative research will be examined. Students will gain understanding of the history of
qualitative research, the philosophies that drive the various methodologies, strategies for data collection and analysis, ethical considerations, applications and implications of using qualitative research methods in physical therapy. Students will have the opportunity to experience qualitative data collection and analysis.

*PHT 7120  Critical Inquiry
Students collect, analyze data using various statistical techniques; develop three research proposals using different designs; apply statistical tools to several vignettes.

*PHT 7130  Scientific Writing
Students learn to write for a scientific journal, practice proposal and grant writing.

*PHT 7140  The Therapist and Cultural Diversity
In this course, the impact of ethnocultural issues, policies and procedures on the therapist will be assessed and analyzed. The complex issues of policy implementation and planning in dealing with ethno-cultural issues will be explored. Continuation of PHT 6140. No prerequisite.

PHT 7200  Teaching and Learning in Physical Therapy
Examines the complexity of learning and behavioral change. Students explore their own learning styles as well as a variety of learning theories, including computer-based learning.

PHT 7210  Patient Education
Applies teaching-learning theories to patient education issues. Students will complete a project related to teaching and learning for patient groups or for individual patient care. Offered as inde-

dependent study as needed.
Prerequisite: PHT 7200.

PHT 7300  Consulting Skills
The roles and skills of consultants. Students complete a paper on selected topics in consultation.

PHT 7310  Consulting as a Physical Therapist
Independent study course. Students apply consulting concepts to prepare a report on a hypothetical or actual consulting situation in physical therapy.

PHT 7400  Independent Study
Individualized study under the supervision of assigned instructor. Requires permission of graduate coordinator.

PHT 7420  Health Care Delivery Systems
Addresses issues in various health care systems where physical therapists work. Students discuss and complete a report on management of physical therapy services in selected delivery systems.

PHT 7430  Physical Therapy Management
Addresses management of fiscal and human resources. Students take part in discussions and complete a case study.

PHT 7500  Computing Technology in Education
Concepts and principles underlying the design and development of courseware for physical therapy education. Students create courseware using an authoring system; become proficient in the analysis, design, development, implementation, and evaluation of effective computer courseware in a state-of-the-art hypermedia/multimedia environment.
PHT 7510
Emerging Technologies in Education
Recent advances in computing and computer networks and their impact on education. Optical storage technology, imaging systems, computer architectures, communications services, and graphical user interfaces. Explores concepts in distance education, trends in multimedia to support instruction, learning and research. Students will sample some of the exciting technologies available through instructional CD's and the Internet.

PHT 7600
Human Motion Analysis
Currently being developed.

PHT 7610
Neuroscience
Examines the morphologic and functional aspects of the nervous system. Incorporates clinical correlation to emphasize major motor and sensory pathways and integrative mechanisms of the central nervous system.

PHT 7620
Joint and Skeletal Muscles: Structure and Function
Two part course: Part I studies embryological development of joints, histology of joint structures, reaction of joint tissue to injury, changes in joints through the life cycle, pathological changes in joint structure. Part II studies the structure of skeletal muscles and its relation to function. Includes development from the cellular to the gross level, from embryology through the life cycle; and the physiological processes that occur during muscle's work and repair.

PHT 7700
Advanced Clinical Competency I
Students who choose one of the advanced clinical competencies must complete 8 credit hours in that chosen area. Students will enroll in an advanced clinical course of their choice. The course may be offered by the Physical Therapy Program or in the form of a clinical certificate that is approved by the Doctoral Committee.

PHT 7710
Advanced Clinical Competency II
A project in the area of chosen clinical competency will be completed under the direction or agreement of the assigned mentor.
Pre-requisite: PHT 7700

PHT 7800*
Dissertation
Supervised, original project on a physical therapy related topic under the supervision of the Committee.
The Public Health Program of the College of Allied Health of Nova Southeastern University provides essential education in public health emphasizing the basic skills for promoting health, preventing disease, conducting research, performing community service, and enhancing clinical practice. The Program offers a general Master of Public Health Program leading to the Master of Public Health (M.P.H.) degree. The M.P.H. is a recognized degree for leadership in the health sciences, as it enhances the health professional's understanding of the biological, environmental, political and social factors that determine the health of individuals in 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, health policy and planning organizations, universities, and community-based health education and health promotion settings. These positions usually involve active participation in the development, implementation and evaluation of health programs and services.

Mission Statement

The mission of the Public Health Program is to provide a broad-based educational environment which addresses the needs of the dynamic and ever-changing community, locally, nationally and internationally, with a primary focus on teaching, research and service. The program is dedicated to involving students and faculty in applied research and service, emphasizing enhancement of the well being of multicultural and under-served populations. The faculty is committed to sound ethical values, the integration of Public Health principles and practices, and the improvement of the quality of life in the community. The Program prepares students for life-long learning and leadership roles in the Public Health profession.

Educational Goals

1. To provide graduates with public health skills for enhancing clinical practice, health promotion and disease prevention, research, and community health promotion.
2. To enable graduates to comprehend the biological, environmental, political, and social factors that determine the health of individuals, communities and populations.
3. To develop graduates with the ability to identify public health problems and comprehensive approaches for effective problem solving.

Service Goals

1. To promote student and faculty participation in service activities which enhance the well being of the community.
2. To provide leadership in community planning and development.
3. To promote collaboration with other organizations and groups for the purposes of developing and implementing public health initiatives.

Research Goals

1. To promote research activities and develop facilities that will enhance public health teaching and practice, and provide an environment conducive to academic career development.
2. Involve students in activities that will enhance their research skills and increase their opportunities to pursue a career in public health.
research.

3. Conduct research to enhance the presence and involvement of the university in the solution of public health problems of under-served populations and communities.

Admission Requirements

The College of Allied Health considers the overall quality of its 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 recommendations.

Applicants 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. An official GRE, PCAT, OAT, AHPAT, MCAT, DAT, GMAT, or LSAT test score is 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 of which 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 enrolled in another area of study within the Nova Southeastern University must meet the requirements listed above, as well as the following, in order to be considered for admission to the Public Health Program:

1. Good academic standing
2. Letter of recommendation from the Dean or Program Director of the other College or 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 deemed appropriate.

Computer Requirements

All students are required to have ongoing access to a computer, basic competency in the use of a computer and an active email address. The minimum computer specifications required are:

1. Pentium; 200 MHz minimum processor
2. 32 Meg RAM
3. Video capable of 800 X 600 screen display
4. CD ROM capability
5. Full duplex sound card and speakers
6. Microphone with headset or boom microphone
7. 56 KB modem
8. Internet connection with private Internet Service Provider (ISP) for home access to internet
9. Windows 95/98 or NT
10. Office 97 with PowerPoint, Word and Excel
11. Internet Browser (ex. Netscape or Internet Explorer
12. Surge suppressor electrical outlet
13. Suggested option: Zip drive

**Tuition and Fees**

Tuition is $425 per semester hour. A student activity fee of $100 is required each year (unless enrolled in another degree program at HPD). Students currently pursuing another degree within the Health Professions Division of NSU are charged tuition of $325 per credit hour. 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 year round basis. Applicants can apply for acceptance for any one of three semesters 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 admission the following information must be submitted to: Office of Admissions, NSU Public Health Program, 3200 S. University Drive, Ft. Lauderdale, FL 33328.

1. A completed application along with a $50 non-refundable application fee.
2. Official transcripts of all course work attempted at all colleges and universities. 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 up to the time of matriculation, must be forwarded to the Office of Admissions prior to matriculation.
3. Three letters of evaluation, one of which must be from a health professional. The other two letters of evaluation should be from individuals (other than relatives) such as academic advisors, professors, coworkers, or supervisors who know the applicant’s personal character, scholastic, clinical, and work abilities.
4. Copies of all professional certificates, and other relevant credentials.
5. In certain circumstances, a personal interview with members of the Admissions Committee may be requested or required.

Upon receipt of the completed application and required materials, the Admissions Committee will review the application and make recommendations to the Program Director. The Program Director will submit his recommendations of acceptance to the Dean. The final decision on admissions is made by the Dean of the College of Allied Health.

**Transfer / Waiver of Credits**

1. Applicants to the Public Health Program, or matriculated students in the Public Health Program, may petition for transfer of credits to the NSU M.P.H. Program.
2. Up to, and not to exceed, ten (10) credit hours may be considered for transfer from a regionally accredited masters or higher degree program. These courses must have been successfully completed with a grade of “B” or better, within 5 years of the applicant’s matriculation date into the M.P.H. Program. The applicant must submit a written request for transfer/waiver to the program along with the appropriate verification of documents (e.g., transcripts, syllabi and catalogs).
3. The Curriculum Committee will review the documents provided on the petitioned courses and submit recommendations to the Program Director in favor or against accepting the transfer/waiver of credits.

4. A minimum of 40 semester hours is required for successful completion of the M.P.H. degree.

Requirements for Graduation
To be eligible to receive the M.P.H. degree, the student shall:

1. Satisfactorily complete the program of study required for the M.P.H. degree (a minimum of 40 semester hours of Public Health courses: 24 hours of core requirements and 16 hours of electives) with a minimum overall GPA of 80%.

2. Pass a Comprehensive Examination, which includes the major areas of Public Health.

3. Successfully complete the Public Health Practicum.

Accreditation
Nova Southeastern University is accredited by the Southern Association of Colleges and Schools (SACS). The Public Health Program of the College of Allied Health of Nova Southeastern University is preaccredited by the Council on Education for Public Health. Preaccreditation is a status of accreditation.

Course of Study
The Public Health Program offers a general Master of Public Health (M.P.H.) degree. The M.P.H. degree requires a minimum of 40 semester hours of study to be completed. All students must complete 24 semester hours of required core courses, including 3 semester hours of a Public Health Practicum, and select a minimum of 16 semester hours of Public Health elective courses. The Dean reserves the right, in special cases, to require more than the minimum 40 semester hours. Some classes are offered in the evenings and others on weekends. Faculty utilize a variety of teaching and learning methodologies and modalities.

MPH students are required to complete their course of study within five years of matriculation.

Curriculum Outline

<table>
<thead>
<tr>
<th>Core Courses (required)</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester Hours</th>
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<tr>
<td>PUH 5430 Epidemiology</td>
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<td>PUH 5301 Biostatistics</td>
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<td>PUH 5520 Legal Issues</td>
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<td>PUH 5220 Environmental</td>
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<td>PUH 6001 Social and</td>
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<td>PUH 6604 Research</td>
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Elective Courses

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<th>Semester Hours</th>
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<td>PUH 5001 Clinical Epidemiology</td>
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<td>PUH 5002 Health Promotion</td>
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<tr>
<td>PUH 5003 Principles of Health Behavior</td>
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<td>PUH 5004 Public Health Grant Writing</td>
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<td>PUH 5005 Health Communication and Social Marketing</td>
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<td>Elective Courses (cont'd)</td>
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<td>PUH 5011 Principles of Community Public Health Practice</td>
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<td>PUH 5012 Group Process in Health Promotion and Planning</td>
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<td>PUH 5066 Biological Basis of Public Health</td>
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<td>PUH 5067 Survey of Diseases of Major Public Health Importance</td>
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<td>PUH 5101 Introduction to Public Health</td>
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<td>PUH 5102 Community Service Experience</td>
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<td>PUH 5111 Public Health Issues of the Elderly</td>
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<td>PUH 5211 Alternative and Complimentary Medicine</td>
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<td>PUH 5610 Computer Applications in Public Health</td>
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<td>PUH 5801 Epidemiology of Zoonosis</td>
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<td>PUH 5802 Epidemiologic Surveillance and Outbreak Investigation</td>
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<td>PUH 6104 Health Services Planning and Evaluation</td>
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</table>
Master of Public Health Courses
(Note: Listed to the right of each entry is lecture hours, laboratory hours, and semester hours, also note prerequisites)

**PUH 5001** (15-0-1) 
*Clinical Epidemiology & Biostatistics*
Basic methods of Epidemiology and Biostatistics commonly used in clinical research. Addresses the evaluation of diagnostic procedures and the methodology for clinical trials evaluating new treatments. It also, 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** (45-0-3) 
*Health Promotion and Disease Prevention*
Students learn health strategies that can be incorporated in multiple settings. Focus is placed on wellness through preventive interventions and service, emphasizing individual and social factors to health promotion and wellness. Behavioral issues, health detriments, and community resources are identified with each issue presented.

**PUH 5003** (45-0-3) 
*Principles of Health Behavior*
Explanatory 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 students with a conceptual framework for networks, and social support.

**PUH 5005** (45-0-3) 
*Health Communication and Social Marketing*
Reviews factors involved in the design of health communication campaigns using social marketing and diffusion theories. Students perform critical appraisals of communication and educational campaigns in public health, and apply evaluation techniques to assess the appropriateness and effectiveness of health communication in a target community or population.

**PUH 5006** (15-0-1) 
*Health Care Delivery Systems*
Introduction to health care delivery systems in the U.S., including private practice, HMO and health department clinics. Discusses current changes in delivery of medical care systems, Medicare, Medicaid, and private health insurance companies.

**PUH 6108** (45-0-3) 
*Health Care Reform*
Explores the global issues affecting health care reform. Examines the theories and methodologies of reform, the impact of each upon occupational theory and how practitioners can affect 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. Addresses needs assessment. Program planning, community organization and development, as well as models and theories related to community wide programs.

**PUH 5012 (15-0-1)**

*Group Process in Health Promotion Planning*

Students are engaged in a variety of activities designed 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. Nominal Group, Delphi and other strategies used in the identification and prioritization of needs are also discussed.

**PUH 5066 (45-0-3)**

*Biological Basis of Public Health*

Includes the anatomic study of gross structures of the human body; relevant physiologic principles of the major organ systems; selected pathological changes and related symptomatology; major mechanisms of drug actions, clinical uses, contraindications and interactions; the relationship between host and clinically relevant parasites, bacteria, viruses and other microorganisms; diagnosis, clinical features and treatment of common diseases. Recommended for students without a health care related degree.

**PUH 5067 (45-0-3)**

*Survey of Diseases of Major Public Health Importance*

Reviews the etiology, transmission, pathophysiology, clinical features, diagnosis, treatment and prevention of major chronic and infectious diseases; familiarizes students with the general principle of physical and laboratory diagnosis, disease management and prognosis. Recommended for students without previous healthcare training.

**PUH 5068 (15-0-1)**

*Medical Terminology for Public Health Professionals*

This course develops knowledge of medical terminology and an understanding of the use of Public Health terminology. Recommended for students without a health care related degree.

**PUH 5110 (15-0-1)**

*Culture, Ethnicity and Health*

Introduces students to skills and insights necessary in promoting health in diverse populations. Issues discussed include 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. The course also explores traditional modalities of health maintenance among various populations.

**PUH 5111 (45-0-3)**

*Public Health Issues of the Elderly*

Examines important determinants of morbidity and mortality among the aged population. Emphasizes sociocultural, economic, behavioral and physical characteristics of importance in the design and development of appropriate prevention efforts directed at the elderly.

**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. Includes such topics as toxic substances, pests and pesticides, food quality, air and water pollution, solid and hazardous waste disposal, occupational hazards and injury prevention.
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 public 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 5420  (45-0-3)
Epidemiology of Diseases of Major Public Health Importance

PUH 5430  (45-0-3)
Epidemiology
Examines basic principles and methods of modern epidemiology used to assess disease causation and distribution. Students develop conceptual and analytical skills to measure association and risk, conduct epidemiological surveillance, evaluate screening and diagnostic test, as well as investigate disease outbreaks and epidemics.

PUH 5510  (45-0-3)
Maternal & Child Health
This course addresses 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
Discusses principles and logic involved in health policy, planning and management. Addresses history, political and environmental contexts, and their incorporation into population research.

PUH 5513  (45-0-3)
Public Health Nutrition
This course will provide 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 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 public health issues.

PUH 5521  (15-0-1)
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  (15-60-3)
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.
PUH 6001  (45-0-3)
Social & Behavioral Sciences Applied to Health
Introduces students to 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. Students gain knowledge and awareness of today’s most pressing public health problems and the social and behavioral factors determining them.

PUH 6002  (15-60-3)
Public Health Practicum
Prerequisite: PUH 6604
Individual programs of fieldwork, practice and/or research. Students work under the direction of faculty advisors 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.

PUH 6013  (45-0-3)
Epidemiology of Infectious Diseases
Prerequisite: PUH 5430
Emphasizes preventive measures and management of outbreaks. It includes major infectious diseases such as HIV/AIDS, tuberculosis, hepatitis, measles, cholera, leprosy, and Chaga’s disease. The course involves lectures, discussions, and student presentations of case studies.

PUH 6060  (30-30-3)
Epidemiological Methods
Prerequisite: PUH 5430, PUH 6604
This is an intermediate level course in epidemiological methodology. It covers knowledge and skills on advanced research designs, and epidemiological data processing and analysis, including multivariate analysis, procedures such as linear regression and logistic regression. Epidemiological evaluation of public health programs is also included. Computer applications are used.

PUH 6604  (30-30-3)
Research Methods in Public Health
Provides an intermediate level review of basic research methodology, concepts and principles common in public health and epidemiological studies. Issues related to the design, development and realization of public health studies, including sampling, surveying, data collection and management, as well as the interpretation and reporting of findings, are discussed.

PUH 6100  (45-0-3)
Comparative Health Care Systems
This course critically examines health care systems of some developed and developing countries. It addresses the political economic structures provide the foundation for an analysis of the health system. It explores health care financing, cost containment and regulation, health services provision in the public and the private sector, quality of care, health systems performance and the training and employment of professional and nonprofessional health workers.

PUH 6101  (45-0-3)
Health Care Organization and Administration
This course provides students with an overview of health care management. A wide range of areas are introduced, including organization behavior, marketing, operations, organization strategy, quality assurance, information systems, and financial management. The general management perspective is emphasized.
PUH 6102 (45-0-3)
Health Economics and Finance
This course provides an understanding of the basic principles of economics and applied economic analysis of public health issues. The fundamental debates confronted in the post health care reform world are addressed. Pro-market and government regulatory approaches are discussed. Although the focus of the course is on economic issues affecting the U.S. health care system, analytic methods developed in the course are applicable to foreign health care systems.

PUH 6103 (45-0-3)
Public Health Policy
This course examines selected major health policy issues affecting public and private health organizations. It discusses the political processes and institutions shaping these policies, and seeks answers to who gets what from whom, when, where, and why in health policy. The course develops the ability to diagnose and react to different policy issues.

PUH 6104 (45-0-3)
Health Services Planning and Evaluation
An in-depth review of basic planning and evaluation techniques for the implementation of community health care program. It employs comparative methodology, and addresses the interdependence between policy and planning and management. It addresses policy analysis techniques as well as the conceptual frameworks for the planning and management of health care programs. The course also reviews essential methods for effective planning and evaluation considering the economic, political, epidemiological, demographic and other components that contribute to the assessment of health needs and resource allocation.

PUH 6106 (30-0-2)
Managed Care
This course outlines the historical development of managed care and reviews some of its successes and some of its failures. Given the explosion of managed care in the region, local examples from the South Florida market are used to define and analyze the systems that support health care and to highlight the challenges that the future holds.

PUH 6110 (5-20-1)
Health Administration Writing
This course provides advanced students with the opportunity to sharpen their writing and self-editing skills as they prepare funding proposals, management plans, or publishable papers. In addition to writing multiple drafts of their papers, students look critically at the public health literature to evaluate clarity, forcefulness, coherence, and quality of argument, structure, and ideology. Class sessions include discussion of readings, writing exercises, and exchange and critique of work and critique of sources.

PUH 5901 (45-0-3)
Qualitative Methods
Students gain in-depth exposure and practical experience in the design and application of qualitative methodology for research and evaluation in public health. Focuses on developing qualitative research frameworks, interviewing and observational skills for data collection, and conducting effective qualitative data analysis and presentation.

PUH 5801 (45-0-3)
Epidemiology of Zoonosis
Examines the etiology, distribution and ecology of major animal-borne diseases and their overall impact on the health of the public. Also reviews zoonotic disease cycles, points of transmission, as well as strategies for their surveillance,
control and prevention.

**PUH 5802 (30-30-3)**
*Epidemiologic Surveillance and Outbreak Investigation*
This course provides a descriptive analysis of basic components and strategies required for the surveillance and investigation of disease outbreaks. Surveillance data collection, analysis and reporting are emphasized as well indicators for assessing the effectiveness of such programs.

**PUH 5803 (45-0-3)**
*Epidemiology of Chronic Diseases*
Emphasizes measures for the primary and secondary prevention of chronic disease in high-risk populations. Includes a review of the causes, distribution and prevention of major chronic diseases including heart disease, cancer, diabetes, and hypertension. Students are engaged through lecture and participatory case study presentation.

**PUH 5804 (30-30-3)**
*Environmental Epidemiology*
Provides an in-depth epidemiological analysis of the detrimental health impact of poor environmental conditions. Examines the relationship between inadequate indoor/outdoor air, water and soil quality, common pollutants, and the disease commonly associated with each. Also reviews strategies designed to effectively minimize the health consequences of major environmental problems.

**PUH 6200 (45-0-3)**
*Emerging and Re-emerging Diseases in the Americas*
Public health problems related to the emergence and re-emergence of tropical diseases in the Americas will be discussed. Topics include surveillance and control strategies, problems created by dramatic increases in drug resistance, vector control issues, vaccine development and new diagnostic strategies. The student will be introduced to the microbiology and clinical presentations of selected tropical diseases and will become knowledgeable in the rational behind the global health threat caused by the emerging diseases and the impact on the United States, Latin America and the Caribbean. Opportunities may be available for field research in Latin America and the Caribbean for those students interested in hands-on experience.

**PUH 6201 (45-0-3)**
*Tropical Infectious Diseases*
This course will cover tropical diseases in the world today. Malaria, yellow fever, Chagas, leishmaniasis, filariasis, dengue fever, and other tropical diseases will be discussed in relation to global distribution, clinical symptoms, disease management, pathology, diagnosis and treatment. The impact of these diseases on global health and economic issues will be discussed.

**PUH 6302 (45-0-3)**
*Food and Waterborne Diseases*
This course will focus on discussions of pathogenic microorganisms transmitted via contaminated food and water. Disease causing micro-organisms that will be covered in the course include Cryptosporidia, Giardia, Cyclospora, Staphylococcus, Shigella, toxigenic E. coli, Norwalk virus, hepatitis A virus, Legionella, Listeria, and other selected food and waterborne pathogens of current interest. Prevention of food and waterborne disease, recognition of symptoms, and clinical treatment will also be discussed.

**PUH 5214 (30-0-2)**
*Publication Skills*
Study and review of good medical writing techniques, issues and procedures with emphasis on cultivating personal style and content. Focus will be on writing for peer and evidence-based publications.
Children's Health
This course addresses disease and disorders of children of public health significance as well as public health issues in children such as child safety, child abuse, newborn screening.

Women's Health
This course addresses disease and disorders of women of public health significance, as well as public health issues of women such as domestic violence, breast cancer.

Alternative and Complementary Medicine
This course will address concepts and procedures in alternative and complementary medicine.

Health Care Nutrition
This course surveys the major nutritional needs, as well as the rationale supporting the respective needs for maintaining good health. The course will also address health hazards associated with dietary deficiencies including obesity, fad dieting, food contamination and diet management of selected diseases.

Introduction to Public Health
An introduction to the concepts, values, principles and practice of public health. It provides an overview of the major areas of Public Health including Biostatistics; Epidemiology; Social and Behavioral Sciences; Environmental Health and Health Policy; and Planning and Management.

Community Service Experience
This course provides students with the opportunity to participate in a supervised service learning experience at community health centers and community based service organizations. Students will assist in providing health care and other needed educational and social services to medically underserved minority and at-risk populations.

Genetics in Public Health
This course will address the principles and practice of genetics as well as the ethical, legal and social issues of genetics in public health practice.

Vaccines and Vaccine-preventable Diseases
This course addresses the spectrum of vaccine-preventable diseases and vaccinations administered routinely to children, adults and to travelers. The benefits and problems associated with vaccinations will be addressed.

Public Health Grant Writing
Introduction to the skills of grant writing in Public Health. Each student will submit a grant as a culminating experience.

Special Studies in Public Health I
A course specially designed to address a specific area of Public Health of interest to the student. The Course Director will direct the student in the study of the selected subject.

Special Studies in Public Health II
Prerequisite: PUH-6017
A course specially designed to address a specific area of Public Health of interest to the student. The Course Director will direct the student in the study of the selected subject.

Public Health Research I
Prerequisite: PUH-6012
Students conduct supervised research in
any of the major areas of Public Health. The student and Course Director define the project and its objectives.

**PUH 6006**  
Public Health Research II  
*Prerequisite: PUH-6012, PUH-6005*  
Students conduct supervised research in any of the major areas of Public Health. The student and Course Director define the project and its objectives.

**PUH 6007**  
Public Health Research III  
*Prerequisite: PUH-6012, PUH-6006*  
Students conduct supervised research in any of the major areas of Public Health. The student and Course Director define the project and its objectives.

**PUH 5007**  
Public Health Seminars I  
Attendance at a minimum of fifteen public health special lectures pre-approved by the Course Director, with brief reports presented on each seminar.

**PUH 5008**  
Public Health Seminars II  
Attendance at a minimum of fifteen public health special lectures pre-approved by the Course Director, with brief reports presented on each seminar.

**PUH 6014**  
Public Health Internship I  
Students will 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.

**PUH 6015**  
Public Health Internship II  
*Prerequisite: PUH-6011*  
Students will 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.

**PUH 6016**  
Public Health Internship III  
*Prerequisite: PUH-6015*  
Students will 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.

**PUH 6011**  
Primary Care Internship  
Clinical internship in which students gain supervised clinical experience in any of the major public health areas. Involves students in real public health related areas. In addition, students work under faculty supervision to complete a scholarly paper including literature review and evaluation.

**PUH 5212**  
Rural and Underserved Medicine  
Reviews, analyses and studies the unique problems associated with the practice of medicine in rural and underserved areas. Emphasis will be given to the role of the practicing clinician in these practice environments.

**Dual Degree Program**  
The Physician Assistant Program of the College of Allied Health, in collaboration with the Public Health Program, offers a dual degree program: Bachelor of Science in Physician Assistant Studies/Master of Public Health (BS/M.P.H.). Candidates for the BS/M.P.H. program must apply directly to the Physician Assistant Program. Students in the BS/M.P.H. program are required to take 40 semester hours of Public Health courses within an integrated BS/M.P.H. curriculum.
College of Medical Sciences
Mission Statement

The mission of the College of Medical Sciences is to train students in the basic medical sciences and to prepare them for careers in health care and higher education. In accordance with this mission, the College of Medical Sciences offers a Master of Biomedical Sciences degree and provides basic science instructors for the colleges within the Health Professions Division.
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 on a four-point scale;
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.

Tuition and Fees
1. Anticipated tuition for 2001-2002: $21,630. A student activities fee of $100 and a microscope/lab fee of $100 each year are 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 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. Student Activities Fee: $100 payable at each fall registration.
6. University Technology Fee: not to exceed $100 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 that the Dean of the previously attended college 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**

Students may be dismissed from the College of Medical Sciences if:

1. They earn less than an 80% grade in more than 7 hours of classroom courses in any semester;
2. They do not achieve an overall average of 80% during any semester;
3. They fail a course they are repeating;
4. They exceed 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 them from meeting appropriate professional standards.

A student may be suspended (removed from academic enrollment and/or revocation of all other privileges or activities, and from the privilege to enter the campus for a specified 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 Medical Sciences.

**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. Pass a combined final comprehensive examination;
6. Complete and present a seminar based on your thesis;
7. Successfully complete an oral defense of the thesis;
8. Have satisfactorily met all financial and library obligations;
9. 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.

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; Visiting Professor: S. Barry

ANA 5500 (36-18-3)
Neuroanatomy
The study of the structure and function of the spinal cord, brain stem and cerebrum. Primary emphasis is on major motor and sensory pathways, spinal and cranial nerves and integrative mechanisms of the central nervous system. Laboratory studies include the use of CAT and MRI scans.

ANA 5713 (36-54-4)
Histology
The study of microscopic and submicroscopic anatomy of the cells, tissues, and organs of the body combining lecture and laboratory.

ANA 5714 (36-54-4)
Medical Histology
The study of the microanatomy of the cells, tissues and organs of the body, correlating structure and function.

ANA 5723 (36-18-3)
Neuroanatomy
The study of the structure and function of the spinal cord, brain stem and cerebrum. Primary emphasis is on major motor and sensory pathways, spinal and cranial nerves and integrative mechanisms of the central nervous system. Laboratory studies include the use of CAT and MRI scans.

ANA 5724 (1 to 4 semester hours)
Gross Anatomy
A summer course consisting of dissection and study of cadavers in combination with teaching responsibilities. Class size is limited to selected students.

ANA 5727 (108-54-7)
Gross Anatomy
The study of the structure and function of the human trunk, extremities, head and neck. Course includes laboratory study of cadavers.

ANA 5744 (56-54-4.5)
Gross Anatomy
The study of the structure and function
of the human body. Emphasis on the detailed anatomy of the head and neck with dissection of the region by teams of students.

ANA 6700 (1 to 6 Semester hours) Special Topics
Topics and hours to be arranged.

Biochemistry
Chairman and Professor: R.E. Block; Professor: E.E. Groseclose; Associate Professor: K.V. Venkatachalam

BCH 5716 (108-0-6) Medical Biochemistry
Introduces the structures and functions of the carbohydrates, lipids, nucleic acids and proteins. Covers the pathways of normal metabolism and their controls. Includes nutrition and the biochemical aspects of the digestive, neural, visual, respiratory, musculoskeletal, and endocrine systems. Includes several clinical correlation conferences and tutorials based on the current medical literature.

BCH 5730 (72-0-4) Biochemistry
Introduces the structures and functions of the carbohydrates, lipids, nucleic acids and proteins. Covers the pathways of normal metabolism and their controls. Includes biochemical aspects of the dental, neural, visual, respiratory, musculoskeletal, and endocrine systems.

BCH 6700 (1 to 6 semester hours) Special Topics
Topics and hours to be arranged.

Microbiology
Chairman and Professor: H. Hada; Professor: H.E. Laubach; Associate Professor: D. Burris; Assistant Professor: J. Coffman

MIC 5500 (80-0-4) Microbiology
Introduction to pathogens of the oral cavity. Topics covered include immunology, bacteriology, virology, and mycology.

MIC 5727 (126-0-7) Medical Microbiology

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; Professor: K. Khin

PTH 5500 (54-0-3) General Pathology
The course is to provide the student with the basic pathologic processes of human disease, with a scientific foundation in etiology, pathogenesis, morphologic alterations and effects of disease of the organ systems, and with an emphasis on bone pathology and relevant disease states which affect the orofacial region.

PTH 6700 (1 to 6 semester hours) Special Topics
Topics and hours to be arranged.

Pharmacology
Chairman and Associate Professor: C. Reigel; Associate Professor: D. Walters; Assistant Professor: T. Panavelli

PCO 5504 (50-0-4) Pharmacology I
Introduces basic receptor theory, pharmacokinetics, and basic principles of
drug action. Discusses mechanisms of action, indications, contraindications, and adverse reactions of drugs affecting major organ systems.

**PCO 5503 (48-0-3)**
*Pharmacology II*
A continuation of PCO 5504 Pharmacology I, with particular emphasis on drugs used in oral medicines and dentistry, as well as oral manifestations of systemic drugs.

**PCO 6700 (1 to 6 semester hours)**
*Special Topics*
Topics and hours to be arranged.

**Physiology**
Chairman and Professor: S. Taraskevich; Associate Professor: J. Leedham, H. Mayrovitz; Assistant Professor: Y. Zagvazdin

**PHS 5500 (64-0-4)**
*Physiology*
Physiology covering organ systems, cell function, membrane functions, membrane translocation, electrophysiology, muscle physiology, neurophysiology, and the cardiovascular, renal, respiratory, gastrointestinal, endocrine and nervous systems.

**PHS 5726 (133-0-6)**
*Medical Physiology*
Organ system approach to human physiology covering general physiology (cell function, membrane translocation, electrophysiology, muscle physiology), cardiovascular, renal, gastrointestinal, respiratory, endocrine, and neurophysiology.

**PHS 6700 (1 to 6 semester hours)**
*Special Topics*
Topics and hours to be arranged.

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**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 4 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.

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**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

The College of Dental Medicine's mission is to educate and train students in order to ensure their competency to practice the art and science of the dental profession. This requires 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 innovative teaching, research, scholarship and community service.
Seymour Oliet, D.D.S.
Dean

Administration
Seymour Oliet, D.D.S., Dean
S. Sigmund Stahl, D.D.S., M.S., Executive Associate Dean
Francis A. De Piano, Ph.D., Associate Dean of Administration and Student Affairs
Peter Keller, D.D.S., Associate Dean of Clinical Affairs
Steven M. Kelner, D.M.D., M.S., Associate Dean of Academic Affairs
Robert Uchin, D.D.S., Associate Dean of Extramural 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 or 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 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 utilizes the facilities of the recently constructed $60 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 houses 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
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auditorium, and offices of the Dean, faculty, administration and staff.

Requirements for Admission for Doctoral Program

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 at 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. In addition, students should have a science grade point average of 2.75 or higher on a four-point scale. Students 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:

- Additional biology courses (including anatomy, histology, biochemistry, immunology, or 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 may evaluate an applicant’s qualifications and modify requirements in unusual circumstances.

Inquiries should be directed to:

Nova Southeastern University
Health Professions Division
Dental Admissions
3200 S. University Drive
Ft. Lauderdale, Florida 33328
(954) 262-1101, or
(800) 356-0026, Ext. 1101

Application Procedure for Doctoral Program

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, 2001, for the class entering August 2001. Applications are available from:

American Association of Dental Schools Application Service (AADSAS)
1625 Massachusetts Ave., NW
6th Floor
Washington, DC 20036-2212
Tel: (202) 667-1886
(800) 353-2237

Applicants may also obtain their application through www.adea.org. Candidates may choose to either fill out an electronic application or download a paper application.

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 Office of Admissions:
   A. The supplementary application sent to the applicant by the College of Dental Medicine;
   B. A non-refundable application fee of $50;
   C. An evaluation by a pre-professional health advisor or committee 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. Those selected will be notified in writing of the time and place. All applicants who are admitted by 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.

Doctoral Program

Tuition and Fees

1. Tuition for 2001-2002 (subject to change by the Board of Trustees without notice): $27,550 for Florida residents and $27,990 for out-of-state students. A student activities fee of $100 per year and a microscope/lab fee of $100 per 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 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 - $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. Candidates accepted on or after December 1 have 45 days to pay their acceptance fee. Candidates accepted on or after January 1 have 30 days to pay their acceptance fee. Applicants accepted on or after February 1 are required
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1. Acceptance Fee - $2,000. This is due within 15 days. Applicants accepted after July 15 must pay their acceptance fee immediately.

2. Applications accepted after July 15 must pay their acceptance fee immediately.

3. Deposit - $500. This is due March 15 and is not refundable in the event of a withdrawal.

4. Pre-registration Fee - $1,000, due May 15, under the same terms as the Acceptance Fee.

5. University Technology Fee: not to exceed $100 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. It is extremely important that applicants be committed to meeting their financial responsibilities during their four years of training. 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.

Advanced Standing
Program 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 in order to qualify for licensure in the United States.

Admission Requirements for
Advanced Standing Program for
International Dental Graduates

The College of Dental Medicine selects students based on academic record, letters of evaluation, score in the Test of English as a Foreign Language (TOEFL), score in the Test of Spoken English (TSE), a passing score (75) on Part I of the National Board Dental 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 Program for
International Dental Graduates

The applicant should mail the following materials to the Office of Admissions, College of Dental Medicine by March 15, 2001:

1. The completed College of Dental Medicine application form for the Advanced Standing Program for International Dental Graduates;
2. A non-refundable application fee of $50;
3. Official scores from the Test of English as a Foreign language (TOEFL) and Test of Spoken English (TSE);

The applicant must arrange for the following to be sent to the Office of Admissions by March 15, 2001:

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. 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 one of the following:

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

   World Education Services, Inc.
   P.O. Box 01-5060
   Miami, Florida 33101
   www.wes.org
It is applicant's responsibility to have this coursework 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 Part II (if taken) of the Dental Boards. The National Board of Dental Examiners is located at 211 East Chicago Avenue, Chicago, Illinois 60611;

3. Three letters of evaluation are required. 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. All materials should be sent to:
Office of Admissions
Nova Southeastern University
College of Dental Medicine
3200 S. University Drive
Ft. Lauderdale, FL 33328

Advanced Standing Program
Tuition and Fees

1. Anticipated tuition for 2001-2002 (subject to change by the Board of Trustees without notice): $27,775. A student activities fee of $100 per year and a microscope/lab fee of $100 per 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 $100 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. It is extremely important that applicants be committed to meeting their financial responsibilities during their four years of training. 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 for Doctoral and Advanced Standing Students

Students should anticipate the following approximate expenses:

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<thead>
<tr>
<th>For books:</th>
<th>For instruments and equipment:</th>
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<tbody>
<tr>
<td>First year</td>
<td>$1200</td>
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<tr>
<td>Second year</td>
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<tr>
<td>Third year</td>
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<td>Fourth year</td>
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<td>First year</td>
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<td>Third year</td>
<td>$1000</td>
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<td>Fourth year</td>
<td>$1000</td>
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</tbody>
</table>
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 successfully complete 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 academic standards established by the College 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.

The policies of suspension and dismissal and other student policy issues are outlined in the College of Dental Medicine Student Handbook, which is revised, updated and distributed to all dental students.

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 student 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 student can perform satisfactorily if permitted to resume his or her studies.

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 for courses being retaken 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 the student was 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 and professional behavior and compliance with its regulations or such other reasons as are 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 all course work in the College of Dental Medicine within six years;
4. Satisfactorily complete the assigned curriculum requirements for the degree, including all assignments, with a 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 the degree is awarded.
7. Fulfill any other University or Division graduation requirements.

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 professions 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 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 healthcare delivery system.

CURRICULUM OUTLINE

Doctoral Program

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

First Year

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<th>Fall Semester</th>
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Winter Semester

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Second Year

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| Third Year |

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| Fourth Year |

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College of Dental Medicine Courses

Anatomy
Chairman and Professor: G.R. Conover; Professor Emeritus: F. H. Higginbotham; Professors: L. Dribin, J. Kronman, J.C. Lanning, A. Mariassy; Associate Professors: R.L. Casady, R.K. Yip; Assistant Professor: D. Hermey

CDM 1030
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.

CDM 1000
Human Gross Anatomy
Human anatomy with an emphasis on the thorax, neck, and head. Lecture sessions, laboratory dissection and prosection, organogenesis of regions dissected. Radiological anatomy.

CDM 1130/1140
Neuroanatomy/Head & Neck Anatomy
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.

Behavioral Science
Chairman and Professor: F. DePiano; Professor: C. Last; Adjunct Associate Professor: C. Gothelf; Research Associate: C. Hiller

CDM 3080
Behavioral Science
This course provides Dental Students with interviewing strategies, communication skills and an introduction to the theories and research pertaining to anxiety with specific interventions geared to reduce tension and fear. Students will be exposed to various interviewing and communication techniques as well as theories regarding the etiology of anxiety. Students will gain familiarity with psychological and physiological indices of arousal. It is the goal of this course to acquaint Dental Students with well established interventions including progressive muscle relaxation, systematic desensitization, biofeedback, hypnosis and the relationship of anxiety/stress to pain syndromes.

Biochemistry
Chairman and Professor: R.E. Block; Professor: E.E. Groseclose; Associate Professor: K.V. Venkatachalam;

CDM 1020
Biochemistry

CDM 1150
Dental Nutrition
Principles of nutrition, biochemical roles of dietary constituents, digestion, absorption, biochemical roles, and therapeutic potentials of foodsstuffs and their constituents.

Endodontics
Chairman and Professor: R. Zelikow; Professors: S. Dorn, S. Oliet, R. Uchin; Adjunct Professor: J. Gutusso; Visiting Professors: D. Arens, H. Blechman,

**CDM 2050**
*Endodontic Technique Lecture*
Introduction to the theory and practice of Endodontics. Presents fundamental principles of the treatment of pulpal and periapical disease and along with the Endodontic Technique Laboratory course prepares the student to provide clinical endodontic treatment.

**CDM 2060**
*Endodontic Technique Laboratory*
Introduces actual treatment procedures required to treat pulpal disease. By carrying out procedures on extracted teeth from each tooth group, this course, along with the Endodontic Technique Lecture, prepares the student to provide clinical endodontic treatment.

**CDM 2250**
*Endodontics Clinical Lecture*
This course serves to enhance the knowledge and understanding beyond the basic concepts for the predoctoral student. The development of students' ability to apply these concepts to their own patients is emphasized. Students are taught to recognize which situations are beyond their skills and learn when to refer cases to a specialist.

**Community Dentistry**
Professor and Chair: Richard Mascola; Associate Professor: John Tabak, Director of Extramural Residencies; Professors: S. Zucker, Director of Medical Affiliations, S. Kelner; Assistant Professor: Diane Ede-Nichols, Director of Geriatric and Special Care Dentistry, AEGD Director; Clinical Associate Professors: E. Fellows; Adjunct Faculty: R. Ames, C. Brown, R. Dumbaugh, R. Foster, S. Kamen. Visiting Lecturer: Saul Ross

The Community Dentistry curriculum includes an introduction to the dental profession, special needs patient care, geriatrics, practice management (personnel and time management, risk management, ethics and jurisprudence, insurance and managed care) and extramural programs (off-site rotations, externships, residencies).

**CDM 1050**
*Introduction to the Dental Profession I*
An introductory course on the tripartite structure of organized dentistry. An introduction to the ethical practice of dentistry. A beginning understanding of the world of personal finance and capital accumulation.

**CDM 1060**
*Introduction to Computers*
Basic computer function, keyboard and GUI, file management, search engines (including MEDLINE), word processing, communication (modern usage, email). Terminology and computer functions mouse, GUI function (Windows 95) and file management, Internet hook-up, standard Internet and literature searches using MEDLINE.

**CDM 3090**
*Introduction to the Dental Profession II*
Practice management and organizational theory, economic theory, and practical aspects of managing a dental practice.
CDM 4111
Introduction to the Dental Profession III
A continuation of Practice Management course. This course deals with dental practice administration and career opportunities. Discussion on contracts, career tracks, and residencies will prepare the student for opportunities of specialty study or employment opportunities.

CDM 3050
Ethics and Jurisprudence
The course will consist of lectures involving the structure of federal and state government as well as regulatory bodies affecting the practice of Dentistry both nationally and in the state of Florida. Emphasis will focus on legal principles involved in dental negligence as well as those factors which also adversely affect the practice of Dental Medicine. Posing various situational problems to the class with associated classroom discussion will encourage student participation. Appropriate handouts will be distributed.

CDM 4050
Geriatrie Dentistry
Introduces students to general concepts in gerontology and the reasons for developing a comprehensive knowledge base regarding this special population of patients.

CDM 4060
Introduction to the Dental Profession IV
The students will become acquainted with the basic steps and techniques in the business side of establishing a dental practice. These will include accounting principles and legal considerations in the process of forming a private practice. Contract form and content will be discussed. The areas of basic office design, equipment selection and overall office organization including records and personnel will be reviewed.

Microbiology
Chairman and Professor: H. Hada; Professor: H. E. Laubach; Visiting Professor: N. Willett; Associate Professor: D. Burris; Assistant Professor: J. Coffman

CDM 1010
Microbiology
Basic medical aspects of immunology, bacteriology, virology, mycology and parasitology, including taxonomy, morphology, epidemiology, growth cycles, pathogenesis and treatment. Emphasizes oral microbial systems.

Oral Medicine
Chairman and Professor: H. Kaplan; Professors: A. Ponce, H. Remnick; Adjunct Professors: D. Stern, P. Pullon; Associate Professors: W. Balton, I. Goldstein; Assistant Professors: S. Caplan, D. Ede-Nichols, F. Eraso, W. Hupp, I. Velez; Adjunct Assistant Professors: J. Bloch, M. Lieberman

CDM 1160
Oral Histology and Embryology
Oral Histology is the basis of clinical dentistry. Students will be able to understand the logic and underlying basis for the restorative and surgical procedures they are about to be taught. After graduation they will be able to evaluate new clinical procedures by seeing if they, too, have a sound histologic base.

The student will know the microanatomy of the structures that make up the oral cavity as well as the clinical procedures that depend on them for their success. Uses blackboard, kodachrome slides and many models. Frequent reviews that require student participation will reinforce the didactic material. The kodachrome slides that have been presented in the lectures have been duplicated and are
held in the school library.

**CDM 2110**  
*Radiology I*  
Lecture course with a pre-clinical laboratory exercise, in order to prepare the student for the performance of clinical Oral and Maxillofacial Radiology Technique. Infection control and safety for operator and patient is stressed.

**CDM 2120**  
*Radiology II*  
Lecture and demonstration course covers extraoral techniques with special emphasis on Digital Imaging. Lectures cover radiographic interpretation of developmental anomalies, caries, periodontal disease, and periapical disturbances.

**CDM 2140**  
*Oral Medicine I*  
Didactic course builds on and incorporates the knowledge base gained in the basic medical sciences. Focuses on: a comprehensive medical history and physical examination of the head and neck, evaluation of medical laboratory tests, management of the medically compromised patient, medical emergencies, and requirements of the Occupational Safety and Health Administration.

**CDM 3020**  
*Oral Medicine II*  
Didactic course continues and builds on the knowledge base gained in the basic medical sciences and Oral Medicine I. A comprehensive study of both hard and soft tissue lesions manifesting in the oral cavity and related head and neck structures is presented.

**CDM 3010**  
*Oral and Maxillofacial Pathology*  
Didactic course focuses on the etiology, clinical and histologic appearance, and treatment of specific disease entities involving the head and neck. Differential diagnosis is emphasized, giving clinical relevance to the discipline.

**CDM 3110**  
*Internal Medicine*  
Introductory course in various aspects of clinical medicine. Consists of a series of lectures presented in such areas as: cardiology, pulmonary disorders, nephrology, hematology, infectious diseases, gastroenterology, endocrinology, bone and joint diseases, and neurology. The topics were selected based on importance of systemic disease in providing oral health care.

**CDM 4020**  
*Oral Manifestations of Systemic Disease*  
Clinical manifestations of common systemic disorders in making a tentative presumptive diagnosis and developing a differential diagnosis.

**Oral and Maxillofacial Surgery**

**Professor and Chairman:** S. Kaltman;  
**Professor:** B. Recant;  
**Visiting Professors:** S. Bahn, C. Kates, R. Marx;  
**Associate Professors:** E. Epstein, M. Krohn;  
**Assistant Professors:** M. Boyer, D. Rubin;  
**Adjunct Assistant Professors:** L. Cardenas, K. Friedman, L. Garvar, K. Kaner, K. Payton, P. Richmond, P. Seider, J. Stevens, S. Stewart, C. Tomeo.

**CDM 2150**  
*Oral and Maxillofacial Surgery I*  
A didactic, lecture-oriented course that is reinforced with hands-on practical sessions and demonstrations. Fundamentally, the predoctoral program is designed to prepare the student in oral and maxillofacial surgery as it relates to the practice of general dentistry. The major objective of this course is to provide introductory information on the full scope of oral and maxillofacial surgery.
CDM 3040
Oral and Maxillofacial Surgery II
Didactic series expanding on the background begun in the second semester of the sophomore year. Formal presentations to review the techniques of tooth extraction will be incorporated logically in sequence incorporating pertinent review of the basic sciences. Hands-on instruction will be provided chairside. The student will be required to demonstrate competency in routine tooth extraction, flap elevation for more difficult extractions, and other minor oral surgical procedures.

CDM 2040
Anesthesia I
Didactic course reviews the anatomy and physiology of respiration in relation to inhalation anesthetic agents, the pharmacology of nitrous oxide-oxygen analgesia and its use in the management of anxiety. Clinical practice provides hands-on experience in the administration and management of nitrous oxide-oxygen conscious sedation.

CDM 2170
Anesthesia II
Students are provided with information on advanced anesthetic techniques which are used in modern dental practice. Topics covered include alternative local anesthetic delivery techniques, alternative anesthesia, nitrous oxide, intravenous sedation/general anesthesia, and pain and anxiety control.

Orthodontics
Chairman and Professor: M.Meister; Professors: J.Kronman, W.J.Thompson, J.Burch; Associate Professor: R.S. Masella; Assistant Professor: O.Sotsky; Adjunct Assistant Professors: R.Blank, J.Crabill, S.Darling, J.Eting, A.Kapit, S. Kessel, N.Lee, B.Matza, J.Singer; Visiting Professors: S. Berkowitz, C.

CDM 2200
Orthodontic Lecture

CDM 2210
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 Assistant Professor: D.Vedrenne; Associate Professor: S. Rotberg; Assistant Professors: J. Galvez, J. Larumbe; Adjunct Associate Professors: E.Nacht, Y.Gomez-Ruane, J.Klein; Adjunct Assistant Professors: D.Arnold, J.Bazos, L.Eggnatz, J.Heilig, M.Portilla, R. Sherman, D. Treupkin, P. Wadhwa, P. Werner

CDM 2180
Pediatric Dentistry Lecture
Provides the student with an overview of "normalcy," as well as the most common disorders and conditions in children. Diagnosis and treatment planning of pediatric patients with primary, transitional and permanent dentitions are emphasized. This includes behavior management techniques, the development and morphology of the dentition, oral surgery and oral pathology, restorative and preventive procedures and materials, pulpal and periodontal therapy, traumatic injuries, space management and oral habits. This course prepares students for their clinical interactions with children.
**CDM 2190**  
**Pediatric Dentistry Laboratory**  
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; Professor: K. Khin

**CDM 2020**  
**General Pathology**  
Covers the basic pathologic processes of human disease, with a scientific foundation in etiology, pathogenesis, morphologic alterations and effects of diseases of the organ systems. Emphasizes bone pathology and relevant disease states which effect the orofacial region.

**Pharmacology**  
Chairman and Professor: C. Reigel; Assistant Professor: T. Panavelil

**CDM 2010**  
**Pharmacology I**  
Introduces pharmacological concepts and principles, clinical indications, contraindications, risks, complications, and toxicity of drugs and pharmacological agents.

**CDM 2130**  
**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 Professor: S. Taraskevich; Associate Professors: J. Leedham, H. Mayrovitz; Assistant Professor: Y. Zagvazdin

**CDM 1120**  
**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**  

**CDM 1070**  
**Periodontics I**  
Overview of periodontics, basic terminology defined, presenting learning objectives. The relationship of anatomical structures relative to the periodontium. Recognition and assessment of health of the periodontium. Introduction to histologic structures of the periodontium, gingival indices, and transcription of clinical findings into records. Introduction to periodontal diagnoses.

**CDM 1180**  
**Periodontics II**  
Introduction to histology of the gingival crevice, microbiology of the gingival crevice in health and disease, and periodontal pathology. The interrelationship between gingival microbiota, the
formation of dental plaque and gingival disease. Review of histologic structures relative to diagnostic and therapeutic techniques. Correlates clinical procedures with the scientific (basic science) rationale, scope of periodontics signs and symptoms of gingival health and disease progression. Scientific data supporting the clinical observations, recording the clinical data and introduction to basic treatment procedures designed to establish and maintain gingival health. Demonstration and application of instrumentation. Goals of the prophylaxis as a treatment modality. Initial clinical experience; the prophylaxis as a treatment modality.

**CDM 1185**  
**Periodontics II Clinic**  
Gives students the opportunity to apply the knowledge learned in Periodontics I and additional lectures in Periodontics II, which involve understanding and application of clinical data collection, examination of the periodontium and instrumentation techniques. Students are required to apply their knowledge first on their classmates and then on an assigned patient requiring a prophylaxis.

**CDM 2030**  
**Periodontics III**  
Review of normal structures; anatomic and histologic. The earliest gingival inflammatory lesion; clinical signs and symptoms. Gingivitis; clinical features, underlying etiology, microbial shifts, diagnosis and rationale for treatment. Clinical, microbiologic and histologic alterations in response to local irritants, host responses, inflammation and loss of attachment. The gingival and periodontal abscess, the gingival lesion in AIDS, Necrotizing Ulcerative Gingivitis. Herpetic Gingivostomatitis.

**CDM 2160**  
**Periodontics IV**  

**CDM 3030**  
**Periodontics V**  
Treatment planning and options available for the treatment of early-to-moderate periodontitis. Etiology, histopathology and treatment of refractory periodontitis, early periodontitis and localized juvenile periodontitis.

**CDM 3100**  
**Periodontics VI**  
Periodontal surgical intervention; the rationale and limitation of treatment procedures; osseous resection, regenerative and grafting procedures, frenectomy, frenotomy, free gingival grafts, connective tissue grafts. The objective of new attachment versus reattachment.

**Restorative Dentistry**  
COLLEGE OF DENTAL MEDICINE


CDM 1100
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.

CDM 1080
CDM 1090
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.

CDM 1200
CDM 1210
Restorative Dentistry II Lecture/Lab (Operative)
Appropriate use of the terminology and instruments, psychomotor skills of tooth preparation.

CDM 1220
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.

CDM 2070
CDM 2080
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.

CDM 2090
CDM 2100
Restorative Dentistry V Lecture/Lab
Fundamental technical knowledge, concepts and skills; diagnose and treat oral conditions that require replacement of lost teeth and their associated structures with complete and partial removable dentures.

CDM 2260
CDM 2270
Restorative Dentistry VI Lecture/Lab
(Crown & Bridge)
The lecture course presents theory and technique of anterior and posterior fixed partial dentures, porcelain application, and treatment of endodontically treated teeth as they relate to the overall restorative treatment of the patient. This course, in conjunction with the laboratory course, provides the foundation for the student to utilize the same knowledge and techniques that will be used in clinical application.

CDM 2220
CDM 2230
Restorative Dentistry VII Lecture/Lab
(Removable Prosthetics)
Fundamental technical knowledge, concepts and skills; diagnose and treat conditions that require replacement of lost teeth and their associated structures with complete and partial removable dentures.
CDM 2240  
Restorative Dentistry VIII  
Presents clinical cases and student problem solving in treatment planning.

CDM 3060  
Restorative Dentistry X  
Presentation of clinical treatment of temporomandibular dysfunction.

CDM 3120  
CDM 4110  
Implant Restorative Dentistry  
Instead of providing programs based on the materials of implant manufacturers, the approach will be one of comparative implantology which will emphasize the biological background relating to implant systems. Demonstrations and case presentations will be provided. Where possible, evidence based studies will be referenced.

CDM 3180  
Advanced Clinic Lecture Treatment Planning I  
Formal lecture presentations to prepare the students to deal with their patients from the standpoint of diagnosis and treatment planning. The lectures will guide the students through the thought processes necessary in the development of workable treatment plans. The lectures will emphasize the phase approach to treatment planning and will include the concept of decisional analysis.

CDM 4080  
Advanced Clinic Lecture Treatment Planning II  
Provides formal lecture presentations to help prepare students to deal with their patients from the standpoint of diagnosis and treatment planning. The lectures will guide students through the thought processes necessary for the development of workable treatment plans.

Lectures will emphasize the phase approach to treatment planning and will include the concept of decisional analysis.

CDM 3130  
CDM 4100  
Cosmetic Dentistry  
These courses provide formal lecture presentations and practical laboratory projects to help prepare and familiarize students with esthetic dental procedures commonly performed by General Dentists.

CDM 2550  
CDM 2600  
CDM 3500  
CDM 3550  
CDM 3600  
CDM 4500  
CDM 4550  
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.
POSTDOCTORAL PROGRAMS

The College of Dental Medicine developed postdoctoral specialty training programs in several fields starting in the fall of 1997. There are training positions available in Endodontics, Orthodontics, Pediatric Dentistry, Periodontics, and Prosthodontics.

These programs are supervised by Board-certified and educationally qualified dental specialists.

Postdoctoral Core Courses

All postdoctoral students are required to take the following courses during their first year:

- Head and Neck Anatomy
- Oral Histology and Embryology
- Microbiology and Immunology
- Pharmacology
- Cariology
- Radiology
- Systemic Medicine
- Pain Diagnosis
- Dental Materials
- Cardiopulmonary Resuscitation
- Biostatistics/Research Methodology
- Occlusion
- Biochemistry and Nutrition
- Oral Physiology
- General and Oral Pathology
- Teaching Methodology
- Practice Management
- Ethics and Jurisprudence
- Introduction to Literature
- Review

Additionally, postdoctoral students are required to take didactic and clinical courses within their respective area of specialization throughout their training.

Postdoctoral Endodontics

The postdoctoral program in Endodontics is a 24-month certificate program that balances clinical experience with didactic instruction in the relevant basic and clinical sciences.

The clinical portion of the program is microscopically oriented, providing the student with modern concepts of endodontic treatment including rotary NiTi instrumentation, electronic apex locators, guided tissue regeneration, ultrasonic instrumentation, and use of digital radiography.

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 conditions in the head and neck region.

The didactic portion of the program includes a core curriculum designed to provide all postdoctoral students with a basic interdisciplinary education and a detailed endodontic curriculum that concentrates heavily on knowledge of the literature. This prepares the student to take and pass the examinations of the American Board of Endodontics.

The program also includes research, teaching, and instruction by several well-known visiting professors.

Postdoctoral Orthodontics

The Department of Orthodontics offers a 24-month postdoctoral 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 and case conferences in the clinical art and science of orthodontics comprise one component of the program.

The other component of the program
includes clinical treatment of adults, adolescents, and children to enable the student to develop proficiency in the use of basic edgewise and other orthodontic appliances. Interdisciplinary conferences and coordinated treatment procedures of complex cases with postdoctoral 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 in the predoctoral orthodontics course.

**Postdoctoral Pediatric Dentistry**

The Department of Pediatric Dentistry offers a 24-month postdoctoral program in Pediatric Dentistry. The program is designed to prepare the student to take and pass the examinations of the American Board of Pediatric Dentistry. This university-based training program includes significant hospital and extramural affiliation in the Miami and Ft. Lauderdale areas.

Lectures, seminars and conferences are conducted related 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.

Upon successful completion of the program, the trainee receives a certificate in Pediatric Dentistry.

**Postdoctoral Periodontics**

The 36-month postdoctoral program in Periodontics is open to all dental school graduates. Internship or residency experience is preferred, but not required.

The 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, and periodontal prosthodontic seminars. Students will also participate as assistant clinical instructors in the predoctoral periodontics course. Clinical experience will include the diagnosis and treatment of a minimum of 50 cases of moderate to severe periodontitis, and the placement of 30 or more implants in collaboration with postdoctoral prosthodontics students.

In addition, individual research programs will be encouraged.

**Postdoctoral Prosthodontics**

The 36-month postdoctoral program in Prosthodontics is open to all dental school graduates. Internship or residency experience is preferred, but not required.

The program consists of a didactic core curriculum in basic sciences and behavioral sciences, a series of seminar presentations in prosthodontics, periodontics, and implant dentistry, and literature review seminars. Students will be prepared and encouraged to take and pass the examinations of 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 Board Dental Examination scores (if taken), and personal interview.

Prior to matriculation, applicants must have completed a D.M.D., D.D.S., or an equivalent degree.
Application Procedure
The applicant should mail the following materials by March 15, 2001:

1. The completed College of Dental Medicine application for Postdoctoral students
2. A non-refundable application fee of $50.
3. 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 one of the following:

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

World Education Services, Inc.
P.O. Box 01-5060
Miami, Florida 33101
www.wes.org

Josef Silny and Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233
www.jsilny.com

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
www.ece.org

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

The applicant must arrange for the following to be sent to the Office of Admissions:

1. 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.
2. 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.

Upon receipt of the completed application and the required credentials, the Director of each postdoctoral program along with 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.

All materials should be sent to:
Nova Southeastern University
Health Professions Division
Dental Admissions
3200 S. University Drive
Ft. Lauderdale, Florida 33328

Postdoctoral Tuition and Fees
1. Tuition for all postdoctoral programs for 2001-2002 (subject to change by the Board of Trustees without notice): $27,975. A student activities fee of $100 per year and a
microscope/lab fee of $100 per 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 $100 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. It is extremely important that applicants be committed to meeting their financial responsibilities during their training. 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.
Reba L. Anderson  
Professor, Occupational Therapy  
B.S. - 1959  
Richmond Professional Institute  
M.A. - 1970  
University of Florida  
Ph.D. - 1982  
University of Florida  
Fellow, American Occupational Therapy Association  

Donald C. Bergmann  
Emeritus Professor, Pathology  
B.S. - 1942  
Baldwin-Wallace College  
D.O. - 1945  
Kirkville 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  

Daniel M. Finkelstein  
Emeritus Professor, Radiology  
B.A. - 1943  
New York University  
D.O. - 1946  
Philadelphia College of Osteopathic Medicine  

Martin J. Goldstein  
Emeritus Professor, Family Medicine  
B.A. - 1939  
New York University  
D.O. - 1945  
Philadelphia College of Osteopathic 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  

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  

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Emeritus Professor, Osteopathic Manipulative Medicine  
D.O. - 1944  
Philadelphia College of Osteopathic Medicine
FULL-TIME FACULTY

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Professor,  
Optometry  
O.D. - 1977  
New England College of Optometry  
Ph.D. - 1968  
Massachusetts Institute of Technology

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University of del Valle

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Physician Assistant Studies  
Assistant Professor,  
Family Medicine  
M.B.B.S. - 1978  
Dacca University, Bangladesh  
P.A. - 1988  
Bayley Seton Hospital  
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Lunise Alfred  
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Pharmacy Practice  
Pharm.D. - 1995  
University of Florida

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Assistant Professor,  
Physician Assistant Studies  
B.S./P.A. - 1989  
Saint Francis College  
M.S. - 1995  
Alderson-Broadus College  
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Holly Anderson  
Assistant Professor,  
Pharmacy Practice  
A.A. - 1978  
University of South Florida  
B.S. - 1981  
University of Georgia  
Pharm.D. - 1999  
Nova Southeastern University

Paula L. Anderson-Worts  
Assistant Professor,  
Family Medicine  
Assistant Professor,  
Public Health  
B.S. - 1988  
University of Miami  
D.O. - 1994  
Nova Southeastern University  
College of Osteopathic Medicine  
M.P.H. - 2000  
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John Antonelli  
Professor,  
Restorative Dentistry  
D.D.S. - 1976  
New York University

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College of Allied Health  
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College of Allied Health  
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Family Medicine  
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Physical Therapy  
B.S. - 1972  
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Professor,  
Internal Medicine  
M.B.B.S. - 1957  
University of Rangoon  
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University of London  
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Michelle T. Assa  
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Pharmacy Administration  
B.S. - 1992  
University of Colorado  
Ph.D. - 1997  
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Associate Professor,
Oral Medicine
D.D.S. - 1955
University of Pennsylvania
College of Dental Medicine

Daniel R. Barkus
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Obstetrics and Gynecology
B.A. - 1955
Temple University
D.O. - 1959
Philadelphia College of Osteopathic Medicine
Fellow, American College of Obstetricians and Gynecologists

Ted G. Barlows
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B.S.Pharm. - 1993
University of Kansas
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Robert Barr
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B.S. - 1979
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B.S. - 1979
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Abilene Christian University
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Texas College of Osteopathic Medicine
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Tulane University School of Public Health
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Carolyn Coleman
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R.D.H. - 1979
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M.S. - 1985
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Gerald R. Conover
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M.S. - 1967
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Vincent Cotruvo
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Osteopathic Principles and Practice
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O.D. - 1948
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S.B. - 1961
Yale University
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University of Michigan
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M.D. - 1964
Central University of Venezuela
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M.A. - 1984
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Ph.D. - 1993
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Restorative Dentistry
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Physician Assistant Studies
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Public Health
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University of Oklahoma
M.S. - 1984

Troy State University
Fellow, American Academy of Physician Assistants

Joseph S. DeGaetano
Assistant Professor.

Family Medicine
B.A. - 1988
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D.O. - 1992
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Frank DePiano
Professor.

Behavioral Science
Ph.D. - 1980
University of South Carolina
Fellow, American Psychological Association

Lisa M. Deziel-Evans
Associate Professor.

Pharmacy Practice
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Mercer University School of Pharmacy
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Mercer University School of Pharmacy
Fellow, American Society of Health-System Pharmacists

Morton A. Diamond
Professor, Physician Assistant Studies

Professor, Public Health
A.B. - 1959
Cornell University
M.D. - 1963
State University of New York
Fellow, American College of Physicians
Fellow, American College of Cardiology
Fellow, American Heart Association

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Carmen B. Fox
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<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
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<tr>
<td>Assistant Professor</td>
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<td>B.S.P.A. - 1996</td>
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<td>Roselyne Freeman</td>
<td>Assistant Professor</td>
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<td>Elizabeth Frenzel-Shepherd</td>
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<td>Pharmacy Practice</td>
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<td>Clark Galin</td>
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<td>Colpan K. Galperin</td>
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<td>Jacqueline Galvez</td>
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<td>Anton Gotlieb</td>
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<td>Kathleen Graham</td>
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<td>B.A. - 1983</td>
<td>University of California</td>
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<td>A. Alvin Greber</td>
<td>Professor</td>
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<td>Internal Medicine</td>
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Fellow, Long Island Academy of Odontology 
Fellow, American Academy of Dentists 
Fellow, Academy of Dentistry International 
Fellow, Pierre Fauchard Academy

Richard Masella 
Associate Professor, 
Orthodontics 
D.M.D. - 1973 
University of Pennsylvania College of Dental Medicine 
Fellow, American Academy of Dentists

Harvey N. Mayrovitz
Associate Professor, 
Physiology 
B.S. - 1962 
Drexel University 
M.S. - 1966 
Drexel University 
Ph.D. - 1974 
University of Pennsylvania

Martha McKay
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B.S. - 1980 
Pacific University 
O.D. - 1983 
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Malcolm Meister 
Professor, 
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D.D.S. - 1955 
New York University College of Dentistry 
M.S.M. - 1981 
Florida International University 
J.D. - 1995 
Nova Southeastern University

Arnold Melnick
Professor, Pediatrics 
Professor, Medical Communications 
A.B. - 1941 
Temple University
D.O. - 1945
Philadelphia College of Osteopathic Medicine
M.A. - 1948
Temple University
M.Sc. - 1953
Philadelphia College of Osteopathic Medicine
Fellow, American College of Osteopathic Pediatricians
Fellow, American College of Osteopathic Obstetricians and Gynecologists

Rosalie J. Miller
Professor,
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B.A. - 1966
Earlham College
M.S. - 1972
Boston University
Ph.D. - 1978
University of Florida
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B.S. - 1980
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B.S.Pharm. - 1985
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Ph.D. - 1994
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D.D.S. - 1982
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Professor, Orthopedic Surgery
Professor, Community Medicine
B.A. - 1952
Temple University
D.O. - 1956
Kirkville College of Osteopathic Medicine
J.D. - 1981
University of Miami School of Law
Fellow, American Osteopathic Academy of Orthopedics
Fellow, American College of Osteopathic Surgeons
Fellow, College of American Quality Assurance and Utilization Review Physicians
Fellow, American College of Legal Medicine

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B.S. - 1990
University of Maryland
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B.S. - 1980
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Fellow, American College of Dentists
Fellow, International College of Dentists
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Ohio State University

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M.S.M. - 1977
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O.D. - 1991
University of California College of Optometry

P. Stephen Taraskevich
Professor, Physiology
M.A. - 1969
University of California
Ph.D. - 1973
### FACULTY MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School</th>
<th>Degree(s)</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Yin Tea</td>
<td>Instructor, Optometry</td>
<td>University of California</td>
<td>B.S. - 1995</td>
<td>Southern California College of Optometry</td>
</tr>
<tr>
<td>Morton Terry</td>
<td>Professor, Internal Medicine</td>
<td>University of California at Los Angeles</td>
<td>B.A. - 1942</td>
<td>Brookyln College</td>
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<td>D.O. - 1945</td>
<td>Philadelphia College of Osteopathic Medicine</td>
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<td>M.Sc. - 1950</td>
<td>Philadelphia College of Osteopathic Medicine</td>
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<td>Fellow, American Academy of Optometry</td>
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<tr>
<td>Stephen Thomas</td>
<td>Assistant Professor, Optometry</td>
<td>Florida Atlantic University</td>
<td>B.S. - 1979</td>
<td>University of Houston</td>
</tr>
<tr>
<td>William J. Thompson</td>
<td>Professor, Orthodontics</td>
<td>University of Michigan</td>
<td>D.D.S. - 1956</td>
<td>University of Michigan</td>
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<td>M.S. - 1960</td>
<td>University of Michigan</td>
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<tr>
<td>Nancy Thorner</td>
<td>Assistant Professor, Physical Therapy</td>
<td>Quinnipiac College</td>
<td>B.S./P.T. - 1974</td>
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<tr>
<td>Julie Tyler</td>
<td>Assistant Professor, Optometry</td>
<td>Indiana University</td>
<td>O.D. - 1996</td>
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<tr>
<td>Robert Uchin</td>
<td>Professor, Endodontics</td>
<td>Temple University School of Dentistry</td>
<td>D.D.S. - 1957</td>
<td>Diplomate, American Board of Endodontics</td>
</tr>
<tr>
<td>Denise Vedrenne-Rangel</td>
<td>Assistant Professor, Pedodontics</td>
<td>University of Mexico</td>
<td>D.D.S. - 1981</td>
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<tr>
<td>Ines Velez</td>
<td>Assistant Professor, Oral Medicine</td>
<td>Universidad de Mexico</td>
<td>D.D.S. - 1981</td>
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<tr>
<td>K.V. Venkatachalam</td>
<td>Associate Professor, Biochemistry</td>
<td>Washington State University</td>
<td>B.S. - 1983</td>
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<td>M.S. - 1985</td>
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<td>Washington State University</td>
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<td>Ph.D. - 1991</td>
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<td>Texas A&amp;M</td>
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<tr>
<td>Heidi Wagner</td>
<td>Associate Professor, Optometry</td>
<td>Ohio State University</td>
<td>B.S. - 1984</td>
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<td>O.D. - 1986</td>
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<td></td>
<td>Fellow, American Academy of Optometry</td>
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<tr>
<td>John Walbridge</td>
<td>Assistant Professor, Restorative Dentistry</td>
<td>Case Western Reserve University</td>
<td>D.D.S. - 1967</td>
<td></td>
</tr>
<tr>
<td>Bryan Walker</td>
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<td>Auburn University College of Pharmacy</td>
<td>B.S. - 1996</td>
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<td></td>
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<td></td>
<td>Pharm.D. - 1998</td>
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<tr>
<td>Elaine M. Wallace</td>
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<td>University of Michigan</td>
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<td>University of Mississippi</td>
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<tr>
<td>Donald Walters</td>
<td>Associate Professor, Pharmacology</td>
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<td></td>
<td>Ph.D. - 1986</td>
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<tr>
<td>Ceressa T. Ward</td>
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</tr>
<tr>
<td>Margaret L. Wilkinson</td>
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<td>M.A. - 1967</td>
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<td>M.S. - 1984</td>
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<tr>
<td>Rashondia Williams-Gaines</td>
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<tr>
<td>Stanley H. Wilson</td>
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<td>Ed.D. - 2000</td>
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<td>Nova Southeastern University</td>
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<tr>
<td>Christopher E. Woodruff</td>
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<td>Ed.D. - 2000</td>
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<td>Nova Southeastern University</td>
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</tr>
</tbody>
</table>
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<th>Name</th>
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<td>Gary J. Algozzine</td>
<td>Clinical Assistant Professor, Pharmacy Practice</td>
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<td>B.S. Pharm. 1979 Albany College of Pharmacy</td>
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<td>Navinbai J. Ali</td>
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<td>Joseph A. Allen</td>
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<td>B.S. 1990 St. Bonaventura University</td>
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<td>Marilu Almeida</td>
<td>Clinical Assistant Professor, Pharmacy Practice</td>
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<td>Donald H. Altman</td>
<td>Clinical Professor, Pediatrics</td>
<td>A.B. 1946 Washington University</td>
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<td>Leslie J. Alto</td>
<td>Clinical Instructor, Pharmacy Practice</td>
<td>B.S. Pharm. 1976 University of New Mexico</td>
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<td>Clinical Assistant Professor, Pharmacy Practice</td>
<td>B.S. Pharm. 1975 Florida A &amp; M University</td>
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<td>M.D. 1983 Universidad de Cadiz</td>
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<td>Clinical Associate Professor, Pathology</td>
<td>B.S. 1973 University of Miami</td>
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<td>Clinical Assistant Professor, Restorative Dentistry</td>
<td>D.M.D. 1995 University of Florida</td>
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<td>Laura Annis</td>
<td>Clinical Assistant Professor, Pharmacy Practice</td>
<td>Pharm. D. 1996 University of Florida</td>
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<td>Gerald Arentstein</td>
<td>Clinical Assistant Professor, Pediatrics</td>
<td>B.S. Pharm. 1972 University of Cincinnati</td>
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<td>Daniel Arnold</td>
<td>Clinical Assistant Professor, Pediatric Dentistry</td>
<td>D.D.S. 1968 University of Kentucky College of Dentistry</td>
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<td>B.S. Pharm. 1979 University of Florida College of Pharmacy</td>
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<td>B.S. 1979 Union College</td>
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<td>Charles S. August</td>
<td>Clinical Associate Professor, Pediatrics</td>
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<td>Michael B. Austin</td>
<td>Clinical Instructor, Family Medicine</td>
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Michele Caputo  
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<td>Alberto J. F. Cardelle</td>
<td>Assistant Professor</td>
<td>Public Health</td>
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<td>Luis Cardenas</td>
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<td>Oral and Maxillofacial Surgery</td>
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<td>Pharmacy Administration</td>
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<td>James H. Caschette</td>
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<td>Richard F. Caudill</td>
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<th>Year</th>
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<tr>
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<td>1975</td>
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<td>Southwestern University</td>
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<td>Leena Das Young</td>
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<th>Education Details</th>
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<td>Surgery</td>
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<td>Surgery</td>
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<td>Sandford H. Kinne</td>
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<td>James R. Kinney, Sr.</td>
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<td>Debra F. Kirsch</td>
<td>Clinical Assistant Professor,</td>
<td>Psychiatry</td>
<td>B.A. 1984</td>
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<td>William D. Kirsh</td>
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<td>Public Health</td>
<td>B.S. 1981</td>
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<td>Cardiology</td>
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<tr>
<td>Jerry L. Klein</td>
<td>Clinical Associate Professor,</td>
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Harvey S. Kleiner
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Fellow, American College of
Osteopathic Internists

Robert J. Kudelko
Clinical Assistant Professor,
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<th>Faculty Members</th>
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<tr>
<td><strong>Internal Medicine</strong></td>
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<td>B.S. - 1967</td>
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<td>Sudhira A. Kulatunga</td>
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<td>Clinical Assistant Professor, Pediatrics</td>
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<td>St. George's University School of Medicine</td>
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<td>Miles Kuttler</td>
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<td>Clinical Associate Professor, Restorative Dentistry</td>
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<td>Myron L. Kwan</td>
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<td>K. Laangland</td>
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<td>Visiting Professor, Endodontics</td>
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<td>Luz Labrada</td>
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<td>Charles A. Lankau, Jr.</td>
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<td>Alan K. Lazar</td>
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<td>Clinical Assistant Professor, Orthopedic Surgery</td>
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</table>
| Harold C. Ledbetter      | Clinical Assistant Professor,   | Massachusetts College of Pharmacy  
                          Family Medicine                                                                  |
|                          | B.S. - 1952                     | Northern Missouri College                                                   |
|                          | D.O. - 1960                     | Kirksville College of Osteopathic Medicine                                 |
| Douglas Leder            | Clinical Assistant Professor,   | Massachusetts College of Pharmacy  
                          Surgery                                                                    |
|                          | B.A. - 1978                     | Rutgers College                                                            |
|                          | D.O. - 1983                     | University of Medicine and Dentistry of New Jersey School of Osteopathic Medicine |
| H. Wayne Lee             | Clinical Assistant Professor,   | Massachusetts College of Pharmacy  
                          Family Medicine                                                             |
|                          | B.S. - 1965                     | University of Arkansas                                                      |
|                          | M.D. - 1969                     | University of Arkansas Medical Center                                      |
| Sheldon Lefkowitz        | Clinical Assistant Professor,   | Massachusetts College of Pharmacy  
                          Pharmacy Practice                                                           |
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|                          | M.S. - 1979                     | St. John's University                                                      |
| Jessie R. M. Legros      | Adjunct Assistant Professor,    | Massachusetts College of Pharmacy  
                          Public Health                                                               |
|                          | B.A. - 1987                     | University of Minnesota                                                    |
|                          | M.P.H. - 1994                   | University of Illinois at Chicago                                          |
| Peter Lemkin             | Clinical Assistant Professor,   | Massachusetts College of Pharmacy  
                          Optometry                                                                  |
|                          | B.S. - 1986                     | University of Tampa                                                         |
|                          | B.S. - 1988                     | Southern College of Optometry                                               |
|                          | O.D. - 1990                     | Southern College of Optometry                                               |
| Allen A. Lenoir          | Clinical Associate Professor,   | Massachusetts College of Pharmacy  
                          Pediatrics                                                                 |
|                          | B.S. - 1977                     | Birmingham Southern College of Pharmacy                                    |
|                          | M.D. - 1981                     | University of Alabama                                                       |
| Donna Leone               | Clinical Instructor,            | Massachusetts College of Pharmacy  
                          Pharmacy Practice                                                           |
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| Andrew S. Lepoff         | Clinical Assistant Professor,   | Massachusetts College of Pharmacy  
                          Surgery                                                                    |
|                          | B.S. - 1982                     | Villanova University                                                       |
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