Health Professions Division Catalog Academic Year 2001-2002

Nova Southeastern University
Mission Statement
Nova Southeastern University

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

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

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

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

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

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

**POLICY OF NON-DISCRIMINATION**

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

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

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

Nova Southeastern University is Florida's largest independent not-for-profit university based on enrollment and the fourteenth largest in the United States.

In 1967, NSU served an entire student body of 17 from one building. Today, we have over 18,000 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.

Excellence is our standard, whether it be in academics, clinical training, or community service.

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 NSU's growing student body, faculty, and administration.

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 multiple 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 graduated 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.

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HEALTH PROFESSIONS DIVISION

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Fort Lauderdale, Florida
Associate Dean for Extramural Affairs
Nova Southeastern University
College of Dental Medicine

SYLVIA URLICH, M.A.
Miami, Florida
President, Westchester General Hospital
2001-2002 ACADEMIC CALENDAR

Sunday, August 5, 2001
Monday, August 6, 2001
Monday, September 3, 2001
Tuesday, September 18, 2001
Thursday, September 27, 2001
Wednesday, November 21, 2001
Monday, November 26, 2001
Friday, December 14, 2001
Monday, December 24, 2001
Tuesday, December 25, 2001
Monday, December 31, 2001
Tuesday, January 1, 2002
Wednesday, January 2, 2002
Monday, January 21, 2002
Friday, March 22, 2002
Friday, March 29, 2002
Monday, April 1, 2002
Thursday, May 23, 2002
Saturday, May 25, 2002
Sunday, May 26, 2002
Monday, May 27, 2002

Fall Orientation and Registration
Freshman Classes Begin
LABOR DAY - no classes
ROSH HASHANAH - no classes
YOM KIPPUR - no classes
THANKSGIVING RECESS begins 5 P.M.
Classes resume
Winter Recess Begins 5:00 PM
Univ. Closed for Christmas Holiday
Christmas Day, University Closed
Univ. Closed for New Years Day Holid.
New Years Day, University Closed
Classes resume
MARTIN LUTHER KING DAY - no classes
Spring Recess begins 5:00 PM
GOOD FRIDAY - no classes
Classes resume
Senior Day / Graduation Rehearsal*
Senior Award Dinner*
Graduation*
MEMORIAL DAY - no classes

*Osteopathic Medicine, Pharmacy, Optometry, Dental Medicine, Public Health, and Biomedical Science

(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 01-5060
Miami, Florida 33101
www.wes.org

Josef Silny & Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 273-1616
www.jsilny.com

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

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: A Guide to Student Financial Assistance. 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.

Dress Code
Students in the Health Professions Division must maintain a neat and clean appearance befitting students attending professional school. Therefore, attire should convey a professional appearance whenever the student is on the Division campus and in classes or laboratory or on an experiential rotation or program. The following constitute acceptable attire:

1. Shirt, tie, slacks, and regular shoes for men, and for women it should be professional business dress, which includes slacks, pants, or skirt with blouse, or dress and appropriate shoes.
2. Matching scrub sets and shoes.

In addition to the above attire, students must wear their white clinical jacket.

3. Identification badges will be issued at the Division Badge Room and must be worn at all times when the student is on campus or clinical rotation.
4. Students may not wear the following:
   a.) shorts
   b.) cut-offs
   c.) mini-skirts (higher than mid-thigh)
   d.) jeans
e.) see-through clothing or halter-tops
f.) sandals, thongs, flip-flops or sneakers
g.) t-shirts (as the outer shirt)
h.) jogging or exercise clothing
i.) hats or caps, unless of a religious nature

These guidelines apply on campus from 8:00 a.m. - 5:00 p.m., Monday through Friday, and while on duty on rotations.

Students inappropriately dressed or groomed may be requested to leave the campus. In this circumstance, an unexcused absence will be recorded until the student returns properly attired. Questionable or disputed cases of dress or grooming shall be presented to the Dean, whose decision shall be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action. When a class requires special dress (such as the wearing of scrub suits in anatomy laboratory) it will be the only exception to the dress code allowed during that time.

The dress code is to be observed at all times including mid-terms and examination periods.

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.

Veterans' Benefits

Standards of Progress

A student receiving veterans' benefits must maintain satisfactory progress. Students will be considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

A student who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be certified, in a probationary status, for only one additional evaluation period. Should this student not attain and maintain satisfactory progress by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. The school may re-certify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

For VA payment of benefits purposes, an "I" (Incomplete) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one calendar year unless permission for a delay is granted by the Academic Dean for that program. An "NG" (no grade) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one regular semester unless permission for a delay is granted by the Academic Dean for that program.

Credit for Prior Training (CPT)

Nova Southeastern University complies with federal regulations for veterans' training in that it is mandatory for all veterans benefit recipients to report either prior education and/or training. A student receiv-
ing veterans' benefits that have previous post-secondary educational training/experience must request official transcript(s) to be sent to the school. If the transcript has not been received prior to the end of the student's second term at Nova Southeastern University, the student cannot be certified for veterans' benefits for the upcoming term. The student can be certified for veterans benefits only after the transcript has been received.

The school will evaluate the student's previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the tuition and training time will be reduced proportionately, with the student eligible for veterans' benefits and VA so notified.

Student Conduct
All students are expected to comply with the legal and ethical standards of this institution.

Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institutional documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process.

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 radiology-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 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 and surgical 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 3.00 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 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 preprofessional committee, or, if such a committee does not exist, then three letters of evaluation: two from science professors, and one from a liberal arts professor;
• A letter of evaluation from an osteopathic physician;

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

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

After acceptance, final transcripts covering all of the applicant’s work must be forwarded to the Office of Admissions prior to matriculation. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent.

Tuition and Fees
1. The anticipated tuition for 2002-2003 (subject to change by the Board of Trustees without notice): $21,245 for Florida residents and $26,395 for out-of-state students. For first-year students, a microscope/laboratory fee of $100 is required. In addition, a student activities fee of $125 is required for each year of the program. Eligible students must request in-state tuition on application. For tuition purposes, a student’s Florida residency status (in-state or out-of-state) will be determined at matriculation and will remain the same throughout the entire enrollment of the student at NSU. Accordingly, tuition will not be adjusted as a result of any change in residency status after initial enrollment registration.

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

3. 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.

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

6. 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, including tuition, living expenses, books, equipment, clinical rotation travel, and miscellaneous expenses.

Schedule of Application for Admission Cycle

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

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

MARCH 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: A Guide to Student Financial Assistance.

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.
4. Credit is only given for completed courses with grades of 70% (C) or greater.

Anyone wishing to transfer to Nova Southeastern University College of Osteopathic Medicine must:
1. Make a formal application to Nova Southeastern University College of Osteopathic Medicine Office of Admissions;
2. 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;
3. Be in good standing at the transferring institution, as documented by a letter from the Dean of the transferring institution;
4. Supply a letter of recommendation from
a faculty member of the transferring osteopathic institution; and

5. 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.

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, including graduation rehearsal and the graduation 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; and
8. Has demonstrated suitability for the practice of medicine as evidenced by professional behavior and displaying responsibility for patient care and exhibiting integrity in the conduct of clinical and academic activities.
9. Has demonstrated compliance with the Code of Behavioral Conduct.

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
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, an 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 Core Courses</th>
<th>Lecture</th>
<th>Laboratory</th>
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<td>SGN 8208</td>
<td>Surgical Intensive Care</td>
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<td>SNE 8108</td>
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<td>ICD 8821</td>
<td>Senior Seminar</td>
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**College of Osteopathic Medicine Courses**

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

**Anatomy**

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

**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.
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; Assistant Professor: W.G. Campbell

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; Assistant Professor: B.C. Jones

PTH 6113  (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: L. Gorman; 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. Tarasekevich; 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.

Division of Medical Humanities
Chair and Professor: S. Cohen

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**  
Chair and Professor: R. Martin; Professors: L. Levy, H. Neer; R. Oller; A. Silvagni; Associate Professors: M. Howell, S. Simpson; Assistant Professors: C. Bentley; 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

**Division of Physical Medicine and Rehabilitation**  
Chairman and Clinical Assistant Professor: R. Tolchin

**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.

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

**FME 6312 (0-18-1)**  
*Pediatric Advanced Cardiac Life Support*  

**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

**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.

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

**FMO 5112 (18-36-2)**  
*Osteopathic Principles and Practice I*  
Introduces general principles and techniques of diagnosis of the axial skeleton and paraspinal regions. Introduces students to basic terminology and examination skills through lecture, demonstration, and hands-on performance.
FMO 5222  (18-36-2)  
*Osteopathic Principles and Practice 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 Principles and Practice III*
Continues the study of osteopathic diagnosis and treatment, and the development of skills learned in previous semesters. High velocity, low amplitude techniques are included. Interdisciplinary clinical correlation is emphasized.

FMO 6422  (18-36-2)  
*Osteopathic Principles and Practice 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 Principles and Practice 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 Principles and Practice Fellowship II*
A continuation of the first practicum, this rotation builds on the Fellows' patient care responsibilities and stresses a more intense teaching load.

**Internal Medicine**  
Chairman and Professor: A.A. Greber; Professors: M.M. Aye, M. Terry; Assistant Professor: A. Morrison; A. Noble; J. Spalter

**Division of Cardiovascular Medicine**  
Chairman and Professor: A.A. Greber  
Clinical Professor: R. Kaufman

**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 Endocrinology**  
Chairman and Clinical Professor: L. Chaykin

**Division of Gastroenterology**  
Chairman: vacant; Clinical Associate Professor: A. Levine; Clinical Assistant Professor: G. Cowan; M. Lamet; M. Carp

**Division of Hematology/Oncology**  
Chairman and Clinical Assistant Professor: J. Weisberg; Associate Professor: J. Leslie; Assistant Professor: J. Krathen, S. Rozin

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

**Division of Neurology**  
Chairman and Clinical Assistant Professor: H.M. Todd; Professor: L. Jacobson; Assistant Professor: M. Swerdloff; T. Hammond; J. Harris

**Division of Pulmonary Medicine**  
Chairman and Clinical 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

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

Division of Pediatrics
Chairman and Associate Professor: E. Packer; Professor: C. Blavo; Clinical Assistant Professor: H. DeGaetano

Division of 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: R. Contrucci

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 6205 (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.
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.

Community Service I
Provision of health care to an approved community health facility.

Community Service II
Continuation of Community Service I.

Community Service III
Continuation of Community Service II.

Community Service IV
Continuation of Community Service III.

Research I
Beginning with the second year of the curriculum students may engage in research projects under the mentorship of faculty in the clinical and/or basic medical sciences. This includes acquiring experience in the development of research protocols and participating in the implementation of clinical and biomedical science projects. A limited amount of grant support for students has been acquired to further encourage promising student researchers.

Research II
Continuation of Research I.

Research III
Continuation of Research II.

Research IV
Continuation of Research III.

Preclinical Preceptorship I
Supervised clinical training experience in clinic, office or hospital setting.

Preclinical Preceptorship II
Continuation of Preclinical Preceptorship I

Preclinical Preceptorship III
Continuation of Preclinical Preceptorship II

Preclinical Preceptorship IV
Continuation of Preclinical Preceptorship III

Clinical Practicum I
Introduces medical history taking and physical examination techniques. Emphasizes communication skills and physician/patient interactions.

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

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

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

Clinical Correlation I
Small-group interactive sessions emphasize care of the normal patient and preventive medicine. Cases are correlated with ongoing clinical experience and didactic course work.
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 lectures are given in an integrated fashion so that clinical aspects, pathophysiology of diseases and disorders of each system are addressed. Infectious diseases and malignancies are addressed in each system. Pharmacology and Pathology are integrated extensively in all the systems. Osteopathic principles and practice are also integrated into all the systems.

**IDC 6113**  
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**  
Cardiovascular System  
Pathophysiology, diagnosis and management of common cardiovascular disorders. Teaches electrocardiography, and includes training in the use of "Harvey."

**IDC 6223**  
Reproductive System  
Pathophysiology, diagnosis, treatment of common gynecologic, obstetric disorders. Special issues are discussed, such as domestic violence.

**IDC 6314**  
Respiratory System  
Pathophysiology, diagnosis, management of common respiratory disorders, infectious disorders, neoplasms of the respiratory system, ventilatory functions, management of respiratory failure.

**IDC 6324**  
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**  
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**  
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**  
Gastrointestinal System  
Pathophysiology, diagnosis, management of gastrointestinal diseases, disorders; infectious, neoplastic diseases affecting the gastrointestinal system.

**IDC 6612**  
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**  
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 Muluihill
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
D.M.E.: Nick Centafonl, D.O.

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 Aleman
Acting D.M.E.: A. Alvin Greber, D.O.

Mount Sinai Medical Center
Miami Beach
CEO: Bruce Perry
Acting D.M.E: Kenneth Ratzan, 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

Dept. of Veterans Affairs
7305 N. Military Trail
West Palm Bch., FL 33410
Chief of Staff: John Vara, M.D.
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.

The IGC Program is comprised of three components: (1) the IGC Physician Mentor Program; (2) the IGC Managed Care Program; and (3) the College of Osteopathic Medicine in Community Service (COM²Serve Program).

IGC Physician Mentor Program: 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.

IGC Managed Care Program: 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 (MCO) by assigning each student to rotate at the headquarters of one or more MCO teaching partners. Students 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.

IGC COM²Serve Program: This is the community service component of the IGC Preceptorship in which second-year medical students are involved in service learning with community health centers, public health departments, disaster relief organizations, public school clinics, migrant farmworker clinics, as well as other subsidized community clinics. The COM²Serve partner organizations provide health care and other needed services to medically underserved, minority and at-risk populations.

Osteopathic Manipulative Treatment 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, diagnosis, and treatment of the musculoskeletal system.

The development of palpatory skills is taught in the first and second year Osteopathic Principles and Practice (OP&P) 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 student 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.

Area Health Education Center (AHEC) Program

The mission of NSU's Area Health Education Center (AHEC) Program is to improve the access to and the 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 has evolved into a unified medical education system comprising 14 teaching hospitals and hospital systems spanning across Florida and Georgia and includes ambulatory centers, county health departments, and social service agencies. 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 preventive medicine programs that benefit Florida’s elderly, indigent, and minority patient populations.

We applaud our partners for their continued cooperation and commitment as we proactively confront the challenges of the new millennium.

Department of Veterans Affairs Medical Center in West Palm Beach

The College of Osteopathic Medicine has a major affiliation with the Department of Veterans Affairs Medical Center (VAMC) in West Palm Beach. This state-of-the-art health care facility’s close academic ties with the college includes sharing academic positions, granting faculty appointments to VAMC staff, and major participation in the clinical program of the college. The VAMC employs a computerized paperless patient record system. It also permits x-rays to be visualized with high resolution, includes laboratory and other reports that can be retrieved and tracked, has systems that assure the selection of appropriate drugs to insure patient safety, and facilitates arrangements for specialist consultations. Students may spend as much as six months at the facility during their clinical years.

Rural Medicine Program

Since its establishment in 1979, the College of Osteopathic Medicine has been committed to educating students about rural medicine and having them train in underserved communities. The Department of Rural Medicine’s instructional programs have been recognized nationally for helping to meet the health care needs of underserved communities and enhancing the medical skills of our students.

Our fourth-year medical students train for three months in rural and undeserved settings. They are expected to expand their diagnostic and therapeutic skills as well as their patient and community proficiency in relation to addressing multicultural populations. Training sites include community health centers, private physicians’ offices, ambulatory care facilities operated by the Department of Veterans Affairs, as well as lead health care institutions of the Florida Department of Corrections.

The Rural Medicine Training Program provides our students with a unique and enriching experience. A number of our graduates are now clinical directors at the community health centers or have established successful practices in a rural Florida region.

Preventive Medicine

Prevention, in its broadest sense, is practiced by all physicians and other health professionals who help their patients to stay healthy. Preventive medicine, however, is also a distinct medical specialty, one of 25 recognized by the American Board of Medical Specialties. The specialty of preventive medicine
COLLEGE OF OSTEOPATHIC MEDICINE

is based on our knowledge that promoting health and preventing disease requires work with both individuals and communities. Preventive medicine physicians are trained in both clinical medicine and public health. They have the skills to understand and reduce the risks of disease, disability, and premature death both in individuals and population groups. The distinctive aspects of preventive medicine include knowledge and competence in:

- Biostatistics
- Epidemiology
- Environmental and occupational health
- Planning, administration, and evaluation of health services
- The social and behavioral aspects of health and disease
- The practice of prevention in clinical medicine

The American Osteopathic Association grants certificates to physicians who have successfully completed three years of supervised training and a written examination in any one of three areas: general preventive medicine/public health, occupational medicine, or aerospace medicine. Specialists in general preventive medicine/public health focus their skills on population groups, such as the residents of a particular community or state, or the patient population of a health center, hospital or managed care organization.

Preventive medicine specialists work in a wide variety of settings, including primary care and managed care settings, public health and community agencies, industry, and academia. These physicians usually engage in multiple activities, including planning, administration and evaluation of disease prevention and health promotion programs, research, teaching, and direct patient care. The varied career paths include managed care, public health, occupational medicine, aerospace medicine, clinical medicine, informatics, policy development, academic medicine, international medicine, and research, covering all levels of government, educational institutions, organized medical care programs in industry, as well as voluntary health agencies and health professional organizations. About 6,000 physicians nationally are board-certified in preventive medicine.

In addition to the need for more physicians trained in the specialty of preventive medicine, there is a need for more training in prevention in all the other medical specialties, especially in primary care. Towards this end, the Department of Preventive Medicine is initiating efforts to strengthen prevention education, particularly in relation to individual patient care. This will be accomplished by weaving the distinctive aspects of preventive medicine throughout all coursework offered to medical students at the College of Osteopathic Medicine. Specialists in preventive medicine, who have skills in population-based prevention as well as individual preventive interventions, can assist the other specialties in the further development of education in prevention and the population-based health sciences for residents and medical students alike.

**Geriatric Teaching Program**

The College of Osteopathic Medicine has a strong commitment to teaching students, residents, and physicians about the care of the geriatric patient. As a result, the college has a required didactic geriatric course in the M-2 year, which addresses the psychosocial aspects of aging. Specific attention is given to the local and national elderly populations and their diverse profiles and circumstances. During the M-3
year, students participate in a month long, required geriatric clerkship, where they care for elders in a variety of settings under the supervision of a geriatric specialist.

The College of Osteopathic Medicine also provides clinical teaching in geriatrics for 2nd year family medicine residents from its Palmetto Family Medicine Residency during a one-month rotation. Beginning July 1, 2001, the College of Osteopathic Medicine will, along with the North Broward Hospital District, sponsor a geriatric fellowship training program for family medicine physicians who have successfully completed an American College of Osteopathic Family Physicians (ACOFP) approved family medicine residency program. We are excited about what we are doing in geriatrics and are looking for ways of expanding our programs and teaching facilities.

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 attain an acceptable 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 M.B.A. degree. Students may contact the School of Business and Entrepreneurship program representative for details on this program. Participation 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 is available to students who are academically in good standing and have completed the first semester of his or her first year. The M.P.H. degree is administered by the College of Osteopathic Medicine. Students may contact the Public Health Program Director for details on this program. Participation in this program is at the discretion of the Dean of the College of Osteopathic Medicine.

M.P.H Scholarship

All College of Osteopathic Medicine students who have completed the first semester of his or her first year, and are
currently enrolled in COM classes and in good academic standing are eligible to receive the scholarship for the payment of M.P.H. tuition. To apply for the M.P.H. scholarship, a brief letter to the Dean for the College of Osteopathic Medicine must be drafted and sent. Within this letter, the request for the scholarship must be made, as well as the reasons for requesting the scholarship. All who receive the scholarship must remain in good standing with the college. Students are eligible for the scholarship while they are enrolled in the College of Osteopathic Medicine. The scholarship is not available after the student has graduated, unless the student continues as an intern, resident, or fellow with any of the Nova Southeastern University College of Osteopathic Medicine affiliated institutions. All scholarships require renewal by the College of Osteopathic Medicine each academic year.

**Master of Health Law**

Students in good academic standing matriculated at the College of Osteopathic Medicine may, with the permission of the Dean, apply for admission to the NSU Shepard Broad Law Center for the 30 credit Master of Health Law program. This program, available to students upon completion of their first year of study, is designed to prepare future physicians to identify legal issues within their health professional responsibilities. It will help them acquire in-depth knowledge of the laws and regulations governing medical care and health professional practice. Students who complete the D.O./M.H.L. dual degree also will be especially qualified for leadership positions in managed health care environments as well as other organizations and programs that continue to evolve in the complex world of health care.

**Proficiency as a Medical Educator**

The Fischler Graduate School of Education and Human Services is working with the College of Osteopathic Medicine to develop a certificate and dual degree program for osteopathic medical faculty who wish to improve their skills as educators of students and residents. An 18-credit certificate program and a 36-credit Masters of Education degree program will be available to career medical faculty in order for them to become master facilitators of the learning process in which medical students and residents are involved. This also will enhance their ability to train future educators of medical students, develop curriculum, and evaluate education and training programs.

**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:
College of Osteopathic Medicine
Student Council
American College of Osteopathic Family Physicians (ACOFP) - Undergraduate Chapter
American Medical Student Association
Association of Military Osteopathic Physicians and Surgeons (AMOPS)
Association of Orthopedic Surgery & Sports Medicine
Atlas Fraternity
Christian Medical Society
DOCARE
Emergency Medicine Society
Hispanic Osteopathic Medical Association
Jewish Association of Medical Students (JAMS)
Journal Club
Lamda Omicron Gamma (LOG)
National Osteopathic Women Physician Association (NOWPA)
Neurology Club
Psi Sigma Alpha
Sigma Sigma Phi
Student Associate Auxiliary (SAA)
Student Association of Obstetrics and Gynecology
Student Dermatological Association
Student Medical Informatics Association
Student National Medical Association
Student Osteopathic Internal Medicine Association
Student Osteopathic Medical Association
Student Osteopathic Surgical Association
Student Pediatric Association
The Undergraduate American Academy of Osteopathy
Undergraduate Florida Osteopathic Medical Association
The Master of Public Health Program provides essential education in public health which emphasizes knowledge and skills for promoting health, preventing disease, conducting research, developing and evaluating health programs, providing community service and enhancing clinical practice. The program provides a generalist public health education 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, demographic, political and social factors that determine the health of the individual and the population.

The demand for public health professionals is increasing as a result of emerging and re-emerging diseases, environmental health concerns, health care reform, managed care, and sociopolitical factors affecting our nation’s health and health care system. Professionals with the M.P.H. degree may hold positions of responsibility in a variety of settings including 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 often involve active participation of the M.P.H. graduate in the planning, development, implementation and evaluation of health programs and services.

Program Mission Statement

The mission of the Master of 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.

General Program Goals

1. To provide a generalist public health education to health professions students, health care providers and prospective public health professionals.
2. To serve the community at the local, state, and international levels through collaborations in education, research and service.
3. To develop public health programs and projects which meet the needs of underserved populations in the U.S. and abroad.

Course of Study

This program requires a minimum of 40 semester hours of study towards the completion of the Master of Public Health (M.P.H.) degree. All students must complete 24 semester hours of required core courses, including 3 semester hours of a Public Health Practicum, and a minimum of 16 semester hours of public health elective courses. A comprehensive examination must be passed upon completion of all required coursework. The Dean reserves the right, in special cases, to require additional coursework. Faculty utilize a variety of teaching and learning methodologies and modalities. Classes are generally offered in the eve-
Some classes are offered during the day, on weekends and on-line. M.P.H. students are required to complete their course of study within five years of matriculation.

**Accreditation**

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The M.P.H. Program is Pre-Accredited by the Council on Education for Public Health (CEPH). Only the MPH generalist program offered in the traditional format is preaccredited and students considering enrolling in or pursuing the MPH through the distance learning format have no assurance that it will be accredited by CEPH.

**Admissions Requirements**

The M.P.H. Program evaluates the overall quality of its applicants, including academic achievement, personal motivation, knowledge about the public health profession, prior health care experience, life experiences and recommendations. Applicants must hold a bachelor's, masters or a doctorate degree from an accredited College or University, and must have a cumulative grade point average (GPA) of at least 3.0 on a four-point scale. Evidence of appropriate health related experience is desirable if the applicant does not hold a health-related degree. Applicants enrolled in another area of study within Nova Southeastern University must be in good academic standing, and must provide a letter of recommendation from the Dean or Program Director of the other College or Program, in addition to the above requirements. All application material must be received in a timely manner to enable the Office of Admissions and the Admissions Committee to process the application promptly.

**Application Procedure**

The Office of Admissions processes applications on a year round basis. Applicants may apply for matriculation into any one of three semesters (Fall, Winter, Summer), and may contact the Office of Admissions (954-262-1101) or access the M.P.H. Program web page (www.nova.edu/ph) for the exact deadline and start dates. All application material should be sent to: Office of Admissions, M.P.H. Program, 3200 S. University Drive, Fort Lauderdale, Florida 33328.

Applicants must provide the following information:
1. A completed application, along with a $50 non-refundable application fee;
2. Official transcripts of all course work attempted by the applicant at all colleges and universities. It is the responsibility of the applicant to ensure that arrangements are made for all transcripts to be sent. A final transcript of all the applicant's work up to the time of matriculation must be forwarded to the Office of Admissions prior to matriculation.
3. Official scores of standardized tests taken (e.g. GRE, PCAT, OAT, AHPAT, MCAT, DAT, GMAT, or LSAT), if the applicant does not hold a health-related degree. The scores must be no more than five years old.
4. Three letters of evaluation, one of which must be from a health professional. The other two letters of evaluation must be from individuals (other than relatives) such as academic advisors, professors, co-workers, or supervisors who are familiar with the applicant's character, scholastic aptitude, and work ethic.
5. Copies of any professional certificates or other relevant credentials earned by the applicant.

Upon receipt of the completed application and required material, the Admissions Committee will review the application and...
make recommendations to the Program Director. A personal interview with members of the Admissions Committee may be required. The Program Director will submit his recommendation on admission to the Dean. The final decision on admission is made by the Dean of the College of Osteopathic Medicine.

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

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.

Tuition and Fees
Tuition is $425 per semester hour. A student activity fee of $125 is required each year. Students who concurrently pursue another degree in the Health Professions Division of NSU are charged a tuition of $325 per semester hour. Tuition and fees are subject to change without notice.

Transfer/Waiver of Credits
Applicants to the Public Health Program, or matriculated students in the Public Health Program, may petition for the transfer of credits to the NSU M.P.H Program.

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 the 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 the transfer/waiver to the program along with the appropriate verification of documents (e.g., transcripts, syllabi and catalogs). 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. A minimum of 40 semester hours is required for successful completion of the M.P.H. degree.

Graduation Requirements
To be eligible for the M.P.H. degree, the student must fulfill the following requirements:
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. Successfully complete the Public Health Practicum.
3. Pass the Comprehensive Examination.
4. Satisfactorily meet all financial and library obligations.
5. Upon satisfactory completion of degree requirements, attend, in person, the rehearsal and commencement program at which time the degree is conferred.
## Curriculum Outline

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<th>Core Courses (required)</th>
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<th>Laboratory</th>
<th>Semester Hours</th>
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<td>PUH 5014 Principles and Practice of Clinical Trials</td>
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<td>PUH 5066 Biological Basis of Human Health</td>
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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. It provides basic skills in critical reading of medical literature.

**PUH 5002**  
(45-0-3)  
**Health Promotion and Disease Prevention**  
Students learn health education strategies that can be incorporated into multiple settings, focusing on wellness and preventive interventions. This course addresses individual and social factors as well as behavioral issues, health deterrents and community resources.

**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 5014**  
(15-0-1)  
**Principles and Practice of Clinical Trials**  
This course orients students to the principles and practice of clinical trials and their benefit to public health. Ethical issues will also be addressed.

**PUH 5066**  
(45-0-3)  
**Biological Basis of Human Health**  
Overview of relevant physiologic principles of the major organ systems. It discusses pathological changes and symptomatology; major mechanisms and properties of drug action; clinically relevant parasites and microorganisms; and diagnosis and management of common diseases. Recommended for students without a health-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**  
(15-0-1)  
**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 bio-
statistics 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**  
Focuses on the distribution and determinants of specific infectious, non-infectious, and chronic diseases of 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 5610 (15-60-3)**  
**Computer Applications in Public Health**  
**Prerequisites:** PUH 5430, PUH 5301  
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 (0-90-3)**  
**Public Health Practicum**  
**Prerequisite:** PUH 6604  
Supervised individual projects: program development, program evaluation or research. Students work under the direction of faculty (Practicum Advisors) to complete a project consisting of litera-
ture review and evaluation, fieldwork, data analysis and a publishable report. Field sites may include clinics, hospitals, health departments, community agencies and other health related institutions.

**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, procedure 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**
**Prerequisites:** PUH 5430, PUH 5301
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 and compares health care systems of various nations.

**PUH 6101 (45-0-3)**
**Health Care Organization and Administration**
This course provides students with an overview of health care management. Organizational behavior, marketing, operations, organization strategy, quality assurance, information systems, and financial management are addressed. The importance of the integration of these components is emphasized.

**PUH 6104 (45-0-3)**
**Health Services Planning and Evaluation**
An in-depth study of basic planning and evaluation techniques for the implementation of community health care program. It addresses policy analysis techniques as well as the conceptual framework 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 (45-0-3)**
**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 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 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 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*
Study of the emergence and re-emergence of diseases of public health and global significance. Vector control issues, drug resistance, preventive measures, diagnostic methods, surveillance and control strategies will be discussed.

**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 6300 (45-0-3)**
*Conflict Resolution in Public Health*
This course addresses the principles and practices of conflict resolution and its application to public health.

**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, toxicogenic 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.

**PUH 5500 (15-30-2)**
*School Health*
Study of the development and enhancement of school level health education and health service programs that support student health and academic achievement.

**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 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 (15-0-1)
Alternative and Complementary Medicine
This course will address concepts and procedures in alternative and complementary 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 5101 (45-0-3)
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.

PUH 5102 (0-30-1)
Community Service Experience I
This course provides students with the opportunity to participate in a supervised service learning experience at community health centers and/or community-based service organizations. Students will be assigned to attend community-based meetings or events which address public health issues. Students will assist in providing health care and other needed educational and social services to medically underserved minority and at-risk populations.

PUH 5103 (0-30-1)
Community Service Experience II
This course provides students with the opportunity to participate in a supervised service learning experience at community health centers and/or community-based service organizations. Students will be assigned to attend community-based meetings or events which address public health issues. Students will assist in providing health care and other needed educational and social services to medically underserved minority and at-risk populations.

PUH 5104 (0-30-1)
Community Service Experience III
This course provides students with the opportunity to participate in a supervised service learning experience at community health centers and/or community-based service organizations. Students will be assigned to attend community-based meetings or events which address public health issues. Students will assist in providing health care and other needed educational and social services to medically underserved minority and at-risk populations.

PUH 5312 (45-0-3)
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.

PUH 5313 (45-0-3)
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.

PUH 5004 (15-60-3)
Public Health Grant Writing
Introduction to the skills of grant writing in public health. Each student will submit a grant as a culminating experience.

PUH 6017 (0-90-3)
Special Studies in Public Health I
A course specially designed to address a specific area in public health of interest to the student. The Course Director will direct the student in the study of the selected...
subject.

**PUH 6018** (0-90-3)  
Special Studies in Public Health II  
A course specially designed to address a specific area in public health of interest to the student. The Course Director will direct the student in the study of the selected subject.

**PUH 6020** (0-90-3)  
Special Studies in Public Health III  
A course specially designed to address a specific area in public health of interest to the student. The Course Director will direct the student in the study of the selected subject.

**PUH 6005** (0-90-3)  
Public Health Research I  
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** (0-90-3)  
Public Health Research II  
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** (0-90-3)  
Public Health Research III  
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** (15-0-1)  
Public Health Seminar I  
Attendance at a minimum of fifteen public health special lectures arranged or pre-approved by the Course Director. Reports will be presented on each lecture.

**PUH 5009** (15-0-1)  
Public Health Seminar III  
Attendance at a minimum of fifteen public health special lectures arranged or pre-approved by the Course Director. Reports will be presented on each lecture.

**PUH 6014** (0-90-3)  
Public Health Internship I  
Students will gain supervised field experience in any of the major public health areas. Involves students in real life public health related activities in the community.

**PUH 6015** (0-90-3)  
Public Health Internship II  
Students will gain supervised field experience in any of the major public health areas. Involves students in real life public health related activities in the community.

**PUH 6016** (0-90-3)  
Public Health Internship III  
Students will gain supervised field experience in any of the major public health areas. Involves students in real life public health related activities in the community.

**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.

**PUH 5212** (15-0-1)  
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.
PUH 6521  
(45-0-3)  
**Budgeting and Accounting for Health Care Organizations**  
This course will provide knowledge and skills in various aspects of budgeting and accounting as it applies to health care organizations.

**PUH 6522  (45-0-3)**  
**Strategic Marketing for Health Care Organizations**  
This course will provide students with knowledge and strategies in marketing as it applies to health care.

**PUH 6523  (45-0-3)**  
**Strategic Leadership in Management of Human Resources**  
Focuses on the concepts and dynamics of leadership in healthcare organizations. Emphasizes the interactions and influence processes of leadership to effectively utilize problem-solving mechanisms in the management of human resources. The student will develop competencies through application of the case study approach in public health practice.
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 Academic 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
Goar Alvarez, B.S., Pharm.D., Director of Pharmacy Services
Jose Rey, Pharm.D., Program Director, West Palm Beach, Florida

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 to improving health and reducing health care costs.

The College of Pharmacy admitted its first class in 1987 to become the first College of Pharmacy in south Florida. Since then, it has graduated 1,231 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. The
shortage of pharmacists has become so critical that colleges of pharmacy would have to double their enrollments to meet the projected needs of the health care system.

Accreditation

The American Council on Pharmaceutical Education has accredited the Doctor of Pharmacy program of the College of Pharmacy, Nova Southeastern University. The College of Pharmacy is a member of the American Association of Colleges of Pharmacy.

Facilities

The College of Pharmacy is headquartered on the third floor of the Health Professions Division Administration Building. Pharmacy Practice, Pharmaceutics, Pharmacokinetics, and Pharmacy Administration laboratories are located on the third floor of the Library/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. A similar site is also under development located at Pontifical Catholic University in Ponce, Puerto Rico. Classes will begin at this site in fall 2001.

The pharmaceutical care center and pharmacy is adjacent to the clinic. This is a community pharmacy with disease management services for diabetes, hypertension and hyperlipidemia, osteoporosis, and anticoagulation. It also manages pharmacy services, including drug regimen review, consultation and teaching. 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 course work at a regionally accredited college or university, including the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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</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 (for science majors)</td>
<td>3</td>
</tr>
</tbody>
</table>

64
2. Students must have a GPA of 2.75 or higher on a four-point scale. To assure a well-rounded background for professional studies and adequate preparation in mathematics and sciences, the College requires students to earn a grade of 2.0 or better in each required pre-pharmacy course and a minimum grade of 2.0 in all biology courses, in all chemistry courses, and in all mathematics courses. We strongly recommend that courses taken outside these requirements be in the social and behavioral sciences or the humanities.

3. Applicants are required to submit official scores from the Pharmacy College Admission Test (PCAT). A national, standardized examination, the PCAT is designed to measure verbal ability, quantitative ability, reading comprehension, and knowledge of biology and chemistry. PCAT scores must be no more than five years old at the time of interview. Applicants should take the PCAT no later than October or February prior to the expected date of matriculation. Candidates should schedule pre-pharmacy course work so that they complete biology and some chemistry courses before taking the PCAT. The half-day test is offered in October, January 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) 273-1616
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 undergraduate Pre-professional Committee, or, if such a committee does not exist, three letters of evaluation two from science professors and one from a liberal arts professor. A letter of reference from a pharmacist may substitute for a letter from a 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. STUDENTS ARE ADMITTED AS EARLY AS JANUARY. 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 2002-2003 (subject to change by the Board of Trustees without notice): $15,295 for Florida residents and $17,925 for out-of-state students. A student activities fee of $125 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. This same rule applies for students admitted to the Ponce, Puerto Rico site. The Puerto Rico student must be a citizen of the Commonwealth of Puerto Rico in order to be eligible for the contract rate.
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 re-
fundable 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 and with Pontifical Catholic University of Puerto Rico 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 upon completion of the second year of education at Nova Southeastern University College of Pharmacy. Students will receive the Doctor of Pharmacy degree normally 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 or Office of Admissions, Pontifical Catholic University of Puerto Rico, 2250 Avenida Las Americas, Suite 584, Ponce, Puerto Rico, 00717-0777.

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 A Guide to Student Financial Assistance. First-year pharmacy students will be classified as graduate students for financial aid purposes. Students with less than 90 semester hours and students in the dual admission program will be classified as undergraduates for their first year in the College of Pharmacy.

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 or four clerkships for post baccalaureate students must be completed at NSU.

**Suspension/Dismissal**

Failure to complete successfully any course upon repeating it will result in automatic suspension, and will 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. Additional information about suspension and dismissal may be found in the Student Handbook.

**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 or four for postbaccalaureate students;
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, professionalization and academic expectations.

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 medicinal chemistry and pharmacology into one course entitled Pharmacodynamics, which runs four semesters. Insight into the business, marketing and legal aspects of pharmacy and the health care system are provided. In addition, the human relation and communication aspects of pharmacy are studied during the second year.

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

Unique aspects of the first three years of the curriculum include an early experience program and an integrated lab. Opportunities for the students to experience pharmacy practice first hand are provided beginning in the first semester. Students complete two semesters in community settings, one semester in a hospital setting, one semester in pharmacy service, and one full semester in a service learning environment. 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 and must
arrange their own transportation. 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 be­
comes 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 in­
structor.) 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
Fall Semester
Orientation
PHA Exp. Educ. I/Serv. Learn. 1
PHA 5210 Anatomy and Phys. I 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 18

Second Year
Fall Semester
PHA Exp. Ed. III/Comm. Clerkship 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

Third Year
Fall Semester
PHA 6580 Exp. Educ. III/
Hospital Clerkship 2
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
Suggested Electives 2
Credits 19

Fourth Year
Fall Semester
PHA 7620 Clerkship II (L.M.) 4
PHA 7640 Clerkship II (Amb.) 4
PHA 7660 Clerkship II (Amb. or L.M.) 4
PHA 7680 Clerkship II (D.I.) 4
Credits 16

*Taught as an institute; schedule TBA
POST BACCALAUREATE
DOCTOR OF PHARMACY PROGRAM

Nova Southeastern University College of Pharmacy offers a 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 Postbaccalaureate 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, 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 2002-2003, which are subject to change at any time at the Board's discretion:

1. Anticipated tuition for 2002-2003: $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 finan-
cial obligations have been met.

Application Procedure

To be considered for admission to the Nova Southeastern University College of Pharmacy Postbaccalaureate 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

The entering student attends a required orientation program at the College of Pharmacy in Fort Lauderdale in July or October. 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 grants. 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 four 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. 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 post baccalaureate 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, Ft. Myers, and Orlando areas.

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

**Suggested Post Baccalaureate Pharm.D. Curriculum Outline**

**Orientation**

**PHA 7720** Physical Assessment .......... 3

**First Year**

**Fall Semester**

PHA 7700 Research Design & Stats .......... 2
PHA 7740 Drug Lit. Evaluation ............. 2
PHA 7750 Disease Mgmt. I .................. 4
Semester Hours.................................. 8

**Spring Semester**

PHA 7710 Pharmacoconomics.................. 2
PHA 7780 Health Care Systems .............. 2
PHA 7760 Disease Mgmt. II .................. 4
Semester Hours.................................. 8

**Summer Semester**

PHA 7790 Research Project .................. 4
Semester Hours.................................. 4

**Second Year**

**Fall Semester**

PHA 7730 Clinical Pharmacokinetics ....... 4
PHA 7770 Disease Mgmt. III ................ 4
Semester Hours.................................. 8

**Spring Semester**

PHA 8620 Acute Care Clerkship ........... 4
PHA 8640 Chronic Care Clerkship .......... 4
Semester Hours.................................. 8

**Summer Semester**

PHA 8520 Elective Clerkship ............. 4
PHA 8540 Elective Clerkship ............. 4
Semester Hours.................................. 8

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**College of Pharmacy Courses – Post Baccalaureate Program**

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

**Pharmacy (All Departments)**

**Orientation**

(10-0-0)

An overview of library and online resources and academic expectations. Pre-requisite(s): Admission to the Post Baccalaureate 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 Pharmacoeconomics. Limited lectures will be provided to guide the students as a group. Each student will work with a faculty member who will serve as the primary mentor for the project. All projects must be accepted for publication or presented at a peer-reviewed session of a state or national professional meeting.
Pre-requisite(s): Research Design & Statistics and Drug Literature Evaluation

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**Pharmaceutical Sciences**

**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 (15-48-3)**
**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 Post Baccalaureate students during the orientation period.
Pre-requisite(s): None

**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): None

**PHA 7750 (64-0-4)**
**Disease Management I**
Incorporates the concepts of pathophysiology, therapeutics and disease state man-
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 (64-0-4)**
*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 (64-0-4)**
*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 (0-160-4)**
*Acute Care Clerkship*
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 (0-160-4)**
*Chronic Care Clerkship*
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 Entering Students

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 for fall term must submit their application to the Office of Admissions by July 1. Students entering for winter term must submit their application to the Office of Admissions by December 1.

Students will be forwarded an information package for registration upon admittance and receipt of required fees.

3. Orientation and Physical Assessment
Entering students 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.

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 - Traditional Program
(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. Venkataram; Assistant Professor: W. G. Campbell

BCH 5200/PHA 5201 (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/PHA 5213 (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.

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

PHS 5210/PHA 5211 (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/PHA 5221 (64-0-4)
Anatomy & Physiology II
Continuation of Anatomy & Physiology I.
Pre-requisite(s): Anatomy & Physiology I
Pharmacy Orientation (10-0-0)
An overview of library and online resources, professionalism and academic expectations.
Prerequisite: P-1 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, C. Harrington, L.L. Lai; Assistant Professors: M.T. Assa, D. Gettman, 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
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

Electives
PHA 5103 (32-0-2)
Introduction to Chinese Herbal Medicine
This course is an introduction to Chinese herbal medicine with an emphasis on Chinese herbs, materia medica, and food therapy.

PHA 5331 (32-0-2)
Patient Counseling and Billing
Students will learn newly developed patient counseling techniques to help patients overcome ambivalence and move toward constructive change. Furthermore, students will receive a thorough introduction to the fundamentals of reimbursement from managed care payers.

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 (32-0-2)
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 5385 (32-0-2)
International Health Care Systems
This course will cover the structure and financing of several international health care systems. Emphasis will be placed on discussions of the differences between each country's system and the U.S. system.

PHA 5395 (0-96-2)
Pharmacy Administrative Research I
Students, under the guidance and supervision of one or more pharmacy administration faculty, will perform individual research projects. Students will be involved in both the planning and execution of the research project.

PHA 5410 (32-0-2)
Elective 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.

PHA 5387 (32-0-2)
Pharmacy Entrepreneurship
Traditional and non-traditional entrepreneurial opportunities in pharmacy. Stu-
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

**PHA 5389**

*Survey of Alternative Medicine*

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-I Standing

**Pharmaceutical Sciences**

Chairman and Professor: A. Malave; Professors: L. Cubeddu, R.E. Lindstrom; Associate Professor: B. Perez, A. Rathinavelu; Assistant Professors: M. Clark, R. Finkel, K.S. Flaharty, D.M. Gazze, M. Hernandez, C. Mobley

**PHA 4100**

*Pharmaceutics I*

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

Pre-requisite(s): P-I Standing

**PHA 4110**

*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**

*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-I Standing

**PHA 4130**

*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

**PHA 4200**

*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 action and distribution, physiological receptors and drug-receptor interactions, and drug metabolism and elimination.

Pre-requisite(s): P-I Standing

**PHA 4210**

*Pharmacodynamics II*

Continuation of Pharmacodynamics I. Covers drugs which act in the autonomic nervous system, renal, cardiovascular and gastrointestinal systems.

Pre-requisite(s): Pharmacodynamics I

**PHA 5100**

*Clinical Pharmacokinetics*

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

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

**PHA 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

**PHA 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

**PHA 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

**PHA 6220 (48-0-2)**

*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

**Pharmaceutical Sciences Electives**

**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

**PHA 5101 (32-0-2)**

*Pharmaceutical Technology*

This course is designed to provide a more advanced understanding of pharmaceutical industry product and process development technology than that offered in Pharmaceuticals I and II. Particular emphasis is placed on the physicochemical principles and formulation rationale utilized in the development and manufacturing of solid dosage forms.

**PHA 5111 (32-0-2)**

*Advances in Central Nervous System Pharmacology*

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

**PHA 5113 (16-0-1)**

*Current Topics in Pharmaceutical Sciences*
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 5115 (32-0-2)**

*Advances in Drug Delivery*

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

**PHA 5117 (16-0-1)**

*Special Topics in Pharmacokinetics*

Special topics in pharmacokinetics, including both clinically oriented and drug development concepts.

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

**PHA 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-requisite:** Permission of instructor

**PHA 5201 (64-0-4)**

*Pharmaceutical Biochemistry*

The focus of the first part of the course will be on the structure, function and metabolism of the carbohydrates, amino acids, lipids, and nucleotides. The course will also cover the transcription and translation of the genetic information and the control of these processes; digestion; absorption and nutrition; and advanced control topics.

**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 5225 (32-0-2)**

*Principles of Neuropharmacology*

Principles of membrane support and bioelectricity, synaptic transmission and recent molecular biological approaches and techniques that have revolutionized the understanding of membrane channels.

**PHA 5227 (32-0-2)**

*Principles and Mechanisms in Toxicology*

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 5613 (32-0-2)**

*Advanced Pediatric Pharmacotherapy*

Introduces the student to pharmacotherapy of common pediatric diseases. The course will expand on topics addressed in Therapeutics/Pathophysiology II, as well as present more complex pharmacotherapy issues relating to pediatrics.

**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, super-
vision 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.

**PHA 6101 (48-0-3)**  
**Pharmacology**  

This course is designed to provide the student with the background necessary for the clinical sciences and to help students acquire a body of knowledge about the drugs that will provide the foundation by which pharmacists will practice pharmaceutical care. The objective of this course is to review all of the major classes of cardiovascular drugs and those of the central nervous system. The course will address the rationale for their use as therapeutic agents, their effects on cells, tissues, organ systems, and patients, the mechanisms underlying these effects, the therapeutic value of specific drug effects, and the adverse effects of drugs.

**Pharmacy Practice**

**Chairman:** vacant; **Clinical Professor:** A. Silvagni; **Associate Professors:** L. Deziel-Evans, K. Graham, C. Luque, A. Perez, J. Rey, J. Spillane; **Assistant Professors:** C. Alea-Barroso, H. Anderson, G. Armayor, T. Barlows, C. Bello, B. Bernstein, K. Daniel, L. Frenzel-Shepherd, S. Garrett, M. Glover, R.M. Klein, C. Machado, R. Nemire, M. Poulakos, D. Singh, A. Vanden Berg, B. Walker, C. Ward;

**PHA 4520/PHA 5580 (16-64-2)/(16-128-3)**  
**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. 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 4530/PHA 6580 (16-64-2)/(16-64-2)**  
**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/PHA 4580 (16-64-2)/(16-64-2)**  
**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

**PHA 6500** *(0-320-7)*

*Externship I*

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/PHA 6680** *(16-64-2)/(0-64-1)*

*Pharmacy Service*

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 pharmacy settings such as: nursing home, home health care, mail order, nuclear, hospice and others. Exposure to those 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 and II 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
ology 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 Clinical 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 Clinical 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/PHA 7660 (0-160-4)**
*Internal Medicine*
Pre-requisite(s): Successful completion of all didactic course work.

**PHA 7610/7630/7650/7670 (0-160-4)**
*Internal Medicine*
Pre-requisite(s): Successful completion of all didactic course work.

**Elective Clinical 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

**Required Clinical 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

**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.

**Pharmacy Practice Electives**
**PHA 5105 (48-0-3)**
*Overview of Consultant Pharmacy Practice*
This course is intended to provide an overview of geriatric consulting statutes that regulate the activity of the consultant pharmacist, the HCFA survey guidelines, the types of facilities required to have a consultant pharmacist and monitoring of patient's medication.

**PHA 5611 (32-0-2)**
*Advanced Oncology Therapeutics*
Builds upon the knowledge gained in Therapeutics/Pathophysiology and provides in-depth coverage of additional malignancies. Emphasis will be placed on appropriate chemotherapy selections, management of chemotherapy-induced side effects, and supportive care issues.

**PHA 5615 (32-0-2)**
**Women's Health**
This course covers topics of importance in women's health and examines issues that affect women of all ages, from the early reproductive years to the late postmenopausal years. The subject matter encompasses a variety of topics, including contraception, substance abuse, infertility, health in pregnancy, menopausal health, and eating disorders. The role of the pharmacist in the optimal provision of drug therapy and preventive health is emphasized.

**PHA 6701 (0-160-4)**
**Study of Medicinal Plants and Culture in the Amazonia**
This course provides the opportunity for hands-on study in the rain forest of Peru. Students will live on a reserve and travel to meet with botanists, taxonomists, "Shamans," and farmers. Time in the classroom will focus on the identification extraction, pharmacology and ethnobotany of five indigenous plants.

**Note:** A special fee is required.

**PHA 7690 (0-160-4)**
**Ninth Rotation**
This is a fifth elective rotation that consists 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.

**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
- American Pharmaceutical Association
- Rho Chi
- Kappa Psi
- Phi Lambda Sigma
- Phi Delta Chi
- National Community Pharmacists Association - Student Chapter
- Florida Society of Health-System Pharmacists - Student Chapter
Experiential Externship/Clerkship/Clinical 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

Albertsons #4439
Pembroke Pines, FL

Albertsons #4440
Cooper City, FL

Albertsons #4445
Tampa, 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

Apothecary Corporation
Weston, FL

ARC Broward
Sunrise, FL

Arnold Palmer Hospital for Woman & Children
Orlando, FL

Arthur’s Original Pharmacy
Tamarac, FL

Atlantic Shores
Pembroke Pines, FL

Aventura Hospital
Aventura, FL

Baptist Hospital
Miami, FL

Baptist St. Vincent’s Medical Center
Jacksonville, FL

Bascom Palmer Eye Institute
Miami, 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

Brand Institute, Inc.
Miami, FL

Broward General Medical Center
Ft. Lauderdale, FL

Cambridge/Century Village Pharmacy
Deerfield, FL

Cape Coral Hospital
Cape Coral, FL

Caremark Prescription Services
Ft. Lauderdale, FL

Cedars Medical Center
Miami, FL

Center Pharmacy
St. Petersburg, FL

Center Pharmacy
Cape Coral, FL

Centers for Disease Control
Atlanta, GA

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

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

Comprehensive Care Center
Ft. Lauderdale, FL

CompScript
Boca Raton, FL

Cooperative Feeding Program
Ft. Lauderdale, FL

Coral Gables Hospital
Coral Gables, FL

Coral Springs Medical Center
Coral Springs, FL

Deering Hospital
Miami, FL

Delray Medical Center
Delray Beach, FL

Drug Topics
Montvale, NJ

Eckerd Drugs #74
Margate, FL

Eckerd Drugs #105
Miami, FL

Eckerd Drugs #181
Miami Lakes, FL

Eckerd Drugs #476
Ft. Lauderdale, FL

Eckerd Drugs #480
Plantation, FL

Eckerd Drugs #489
Lauderhill, FL

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Medistat Pharmacy Services
Miami, FL

Medistat Pharmacy Services, Inc.
Miami, FL

Medistat Weston Pharmacy Services
Sunrise, 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

Mercy Hospital
Miami, FL

Mercy Professional Pharmacy
Miami, FL

Miami Children’s Hospital
Miami, FL

Miami Heart Institute
Miami Beach, FL

Milton Medical Drug Co.
Miami Beach, FL

Mount Sinai Medical Center
Miami Beach, 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

NeighborCare Pharmacies
Deerfield Beach, FL

North Broward Medical Center
Pompano Beach, FL

North Ridge Medical Center
Ft. Lauderdale, FL

North Shore Medical Center
Miami, FL

Northside Medical Center
Margate, FL

Northwest Medical Center
Miami, FL

Option Care-Ft. Myers
Ft. Myers, FL

Option Care-Miami
Miami, FL

Orange County Medical Clinic
Orlando, FL

Orange Park Medical Center
Orange Park, 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

Pan American CAC
Miami, FL

Park Shore Pharmacy
Miami Shores, FL

Parkway Regional Medical Center
North Miami, FL

PharMerica
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

Prescription Drug Foundation
North Miami Beach, FL

ProxyMed Pharmacy
Ft. Lauderdale, FL

Publix Pharmacy #303
Pembroke Pines, FL

Publix #396
Davie, FL

Publix #583
Weston, FL

Publix #7239
Sunrise, FL

Publix #7421
Boca Raton, FL

Romano’s Pharmacy
Coral Springs, FL

San Juan DVA Medical Center (119)
San Juan, Puerto Rico

San Luis Pharmacy
San Lorenzo, FL

Sarasota Memorial Hospital
Sarasota, FL

Sarasota VA Primary Care Clinic
Sarasota, FL

Schaefer Drugs
Wellington, FL
Schaefer Drugs  
Springfield, NJ

Scot Drugs  
Ft. Lauderdale, FL

SE Alaska Regional Health Consortium  
Juneau, AK

Seventh Avenue Family Health Center  
Ft. Lauderdale, FL

SkyMed Pharmacy  
Deerfield, FL

Specialty Care Center  
Ft. Lauderdale, FL

South Miami Hospital  
South Miami, FL

South Park Pharmacy  
Coral Gables, FL

Specialty Care Center  
Ft. Lauderdale, FL

St. Mary’s Medical Center  
West Palm Beach, FL

Suncoast Pharmacy  
Boca Raton, FL

Surf Drugs & Home Health Care  
Miami Beach, FL

Tampa Bay Professional Pharmacy  
Tampa, FL

Tampa General Healthcare  
Tampa, FL

Target Pharmacy  
Sunrise, FL

The Chemist-Promenade Shops  
North Miami, FL

The Hospice of the Florida Suncoast  
Largo, FL

Thomas E. Langley Medical Center  
Sumterville, FL

Tripler Army Medical Center  
Honolulu, HI

U of M Florida Poison Information Center  
Miami, FL

United Healthcare  
Sunrise, FL

United Prescription Center  
Hollywood, FL

U of M Health Services  
Coral Gables, FL

University Community Hospital  
Tampa, FL

University District Hospital  
Cidra, PR

University Healthcare  
Sunrise, FL

University Hospital & Medical Center  
Tamarac, FL

USCG Air Station Miami Clinic  
Opa-Locka, FL

VA Outpatient Clinic  
Ft. Myers, FL

Veteran’s Administration M.C.  
Miami, FL

Venicare Pharmacy Service  
Boca Raton, FL

Vencor Hospital - Coral Gables  
Coral Gables, FL

Walgreens #756  
Oakland Park, FL

Walgreens #1381  
Lauderdale Lakes, FL

Walgreens #1421  
Sunrise, FL

Walgreens #1508  
Fort Lauderdale, FL

Walgreens #1947  
Deerfield, FL

Walgreens #2292  
Boca Raton, FL

Walgreens #2547  
Delray Beach, FL

Walgreens #2663  
Plantation, FL

Walgreens #3905  
Weston, FL

Walgreens #3933  
Coral Springs, FL

Walgreens #4143  
Pembroke Pines, FL

Walgreens #4387  
Fort Lauderdale, FL

Walgreens #4402  
Hallandale, FL

Walgreens #4484  
Tamarac, FL

Walgreens #4568  
Sunrise, FL

Walgreens #4591  
Hallandale, FL

Walgreens #4769  
Sunrise, FL

Walgreens #4770  
Cooper City, FL

Walgreens #1172  
Boca Raton, FL

Walgreens #1551  
Lauderhill, FL

Walgreens #2193  
Davie, 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 Pharmacy #2151  
Sunrise, FL

Well Care HMO, Inc.  
Tampa, FL

Wellington Regional Medical Center  
West Palm Beach, FL
West Boca Medical Center
Boca Raton, FL

Westchester General Hospital
Plantation, FL

West Palm Beach
VAMC
West Palm Beach, FL

Westside Regional Medical Center
Plantation, FL

Winn Dixie #205
Miami, FL

Winn Dixie #208
West Palm Beach, FL

Winn Dixie #244
Miramar, FL

Winn Dixie #255
Delray Beach, FL

Winn Dixie #260
Lake Worth, FL

Winn Dixie #265
Deerfield Beach, FL

Winn Dixie #278
Pembroke Pines, FL

Winn Dixie #326
Tamarac, FL

Winn Dixie #338
Coconut Creek, FL

Winships Prescription Center
North Palm Beach, FL

Winter Haven Hospital
Winter Haven, FL

Yamato Village Pharmacy
Boca Raton, FL

Your Druggist
Coral Springs, FL

Youth Mentoring Programs
Ft. Lauderdale, 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.
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., Director of Technology
Rachel Coulter, O.D., F.A.A.O., Chair, Optometric Clinical Sciences
Heidi Wagner, O.D., F.A.A.O., Chair, Clinics
Josephine Shallo-Hoffman, Ph.D., F.A.A.O., Chair, Research and Graduate Education

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 as primary eye 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, in the public health service, and in education. 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 314/991-4100) is the accrediting body for programs in schools and colleges of optometry in the United States.

Requirements for Admission
The College of Optometry selects students based on pre-professional academic performance, Optometry Admission Test (OAT) scores, personal interview, written application and letters of evaluation.
1. Prior to matriculation, applicants must
have completed a minimum of 90 semester hours of specified course work at a regionally accredited college or university with a minimum 2.75 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.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
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<tr>
<td>Physics, including laboratory</td>
<td>8</td>
</tr>
<tr>
<td>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>4</td>
</tr>
<tr>
<td>Social Sciences and Humanities courses in any combination</td>
<td>15</td>
</tr>
<tr>
<td>English (composition, literature, etc.)</td>
<td>6</td>
</tr>
</tbody>
</table>

TWO of the following (Must include appropriate laboratory course):
- Microbiology, Biochemistry, Anatomy or Physiology 4

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. Preferential 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.

3. 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 2002-2003 (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 $125 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 completion of the four-year doctoral program 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: A Guide to Student Financial Assistance.

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 (NBOE) 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. Good standing includes not only academic standing, but also the student's standing with respect to good citizenship and professionalism.
4. Supply at least one letter of recommendation from a faculty member of the transferring institution.
5. Supply a written statement outlining reasons for request for transfer.
6. Upon approval of a transfer request, the students will be notified in writing of their standing at NSU and the requirements that they must complete. Before being permitted to enter clinical rotations at NSU, the transferring student will have to complete and pass a clinical proficiency examination.

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 requesting the NBEO to send an official report of test scores directly to the Dean or his designee;
Course of Study

The Doctor of Optometry degree is awarded after successful completion of four years of professional study. Beginning in their very first semester, students are given clinical experience in various settings. Their involvement gradually increases in time and scope as they prepare for direct patient care in our primary care clinic. 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 general physical assessment, contact lenses, pediatric, geriatric, and rehabilitative optometry and develop a deeper understanding and ability to diagnose, treat and manage increasingly complex ocular and systemic conditions. Additionally, students begin training in the Eye Institute's primary care clinic by providing direct patient eyecare.

The fourth year of the academic program is entirely clinical with intensive training in the University-based Eye Institute 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

The Student Council is open to all students and welcomes proposals and participation from the entire student body. Its responsibilities include collecting and expressing student opinion, 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
Graduate Programs: Master of Science in Clinical Vision Research

NSU College of Optometry has developed a two-year, 45 quarter credit online Master of Science Program in Clinical Vision Research (CVR). This program is designed to help optometrists, optometric educators, optometric students, and other health care professionals extend their career opportunities by developing and enhancing their ability to perform clinical vision research. This innovative program includes curricula leading to a graduate certificate in CVR and a Master of Science in CVR. The program requirements, with the exception of attendance at an optional three-day orientation program, may be completed at home or office at times convenient to the student.

To be admitted to the Clinical Vision Research (CVR) Graduate Program, applicants must have completed one of the following:

• Earned a previous clinical (i.e., D.O., M.D., O.D.) or graduate degree, or
• Earned a baccalaureate degree with a minimum grade point average of 3.0.

Applicants whose grade point average is below 3.0 must achieve a minimum average score of 500 on both the verbal and quantitative parts of the Graduate Record Examination (GRE). An average score in the 50th percentile or higher on either the OAT or MCAT may be substituted.

Applicants from countries in which English is not the official language are required to submit scores from the Test of English as a Foreign Language (TOEFL) with a minimum score of 213.

Applications for the January term are due November 15, 2001. Late applications will be considered as space permits.

For further information regarding the program, please access our website at www.nova.edu/cvr

To request an application, please contact:
Office of Admissions
College of Optometry Graduate Prgrms.
Nova Southeastern University
3200 South University Drive
Fort Lauderdale, Florida 33328
(954) 262-1101
(800) 356-0026, ext. 1101
### CURRICULUM OUTLINE*

#### First Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPT 1011</td>
<td>Histology &amp; Embryology</td>
<td>18</td>
<td>0</td>
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<tr>
<td>OPTC 1134</td>
<td>Gross Anatomy/Anatomy: Head and Neck</td>
<td>54</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>OPTC 1233</td>
<td>Biochemistry</td>
<td>54</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 1332</td>
<td>Microbiology</td>
<td>54</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OPT 1445</td>
<td>Geometric Optics</td>
<td>72</td>
<td>36</td>
<td>4</td>
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<tr>
<td>OPTL 1445</td>
<td>Geometrical Optics Lab</td>
<td>0</td>
<td>36</td>
<td>1</td>
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<tr>
<td>OPT 1511</td>
<td>Psychophysical Methodology in Vision Science</td>
<td>18</td>
<td>0</td>
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<tr>
<td>OPT 1621</td>
<td>Public Hlth. I: Hist. of Opt.</td>
<td>18</td>
<td>0</td>
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<tr>
<td>OPT 1724</td>
<td>Optometric Theory &amp; Methods I</td>
<td>36</td>
<td>0</td>
<td>2</td>
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<tr>
<td>OPTL 1724</td>
<td>Optometric Theory &amp; Methods I Lab</td>
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**Winter Semester**

<table>
<thead>
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<tr>
<td>OPTC 2023</td>
<td>General Neuroanatomy</td>
<td>36</td>
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<tr>
<td>OPTC 2144</td>
<td>General Physiology</td>
<td>72</td>
<td>0</td>
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<tr>
<td>OPT 2223</td>
<td>Physical Optics</td>
<td>36</td>
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<td>OPTL 2223</td>
<td>Physical Optics Lab</td>
<td>0</td>
<td>18</td>
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<tr>
<td>OPT 2323</td>
<td>Visual Optics</td>
<td>36</td>
<td>18</td>
<td>2.5</td>
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<tr>
<td>OPT 2422</td>
<td>Ocular Anatomy</td>
<td>36</td>
<td>0</td>
<td>2</td>
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<tr>
<td>OPT 2522</td>
<td>Visual Neurophysiology</td>
<td>36</td>
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<td>OPT 2622</td>
<td>Ocular Motility</td>
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<td>Optometric Theory &amp; Methods II</td>
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<td>OPT 2822</td>
<td>Public Hlth. II: Patient Comm.</td>
<td>36</td>
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#### Second Year

**Fall Semester**

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<tr>
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<th>Semester Hours</th>
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<tbody>
<tr>
<td>OPTC 3033</td>
<td>General Pathology</td>
<td>54</td>
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<tr>
<td>OPT 3122</td>
<td>Ocular Physiology</td>
<td>36</td>
<td>0</td>
<td>2</td>
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<tr>
<td>OPTC 3244</td>
<td>General Pharmacology I</td>
<td>72</td>
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<tr>
<td>OPT 3344</td>
<td>Psychophysics/Monocular Sensory Processes</td>
<td>72</td>
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<tr>
<td>OPT 3434</td>
<td>Ophthalmic Optics I</td>
<td>54</td>
<td>36</td>
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<tr>
<td>OPT 3533</td>
<td>Ocular Disease I: Anterior Segment</td>
<td>54</td>
<td>0</td>
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<tr>
<td>OPT 3624</td>
<td>Optometric Theory &amp; Methods III</td>
<td>36</td>
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<td>Vision Screening I</td>
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**Winter Semester**

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<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>OPTC 4022</td>
<td>General Pharmacology II</td>
<td>27</td>
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<tr>
<td>OPT 4122</td>
<td>Ocular Pharmacology</td>
<td>27</td>
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<td>1.5</td>
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<td>OPT 4234</td>
<td>Ophthalmic Optics II</td>
<td>54</td>
<td>36</td>
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<tr>
<td>OPT 4322</td>
<td>Introduction to Binocular Vision</td>
<td>36</td>
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<tr>
<td>OPT 4434</td>
<td>Anomalies of Binocular Vision I</td>
<td>54</td>
<td>36</td>
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<tr>
<td>OPT 4524</td>
<td>Optometric Theory &amp; Methods IV</td>
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<td>54</td>
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<td>OPT 4633</td>
<td>Ocular Disease II: Posterior Segment</td>
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<td>Course Name</td>
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<td>Laboratory</td>
<td>Semester Hours</td>
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<tr>
<td>OPT 4722</td>
<td>Public Health III: Health Care Systems and Agencies</td>
<td>36</td>
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<tr>
<td>OPT 4811</td>
<td>Public Health IV: Epidemiology</td>
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<td>0</td>
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<td>OPT 4941</td>
<td>Vision Screening II</td>
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<td>16</td>
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**Third Year**

<table>
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<tr>
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<tr>
<td>Summer Semester</td>
<td>OPT 7111</td>
<td>Primary Care Clinic I</td>
<td>0</td>
<td>80</td>
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<tr>
<td>Fall Semester</td>
<td>OPT 5023</td>
<td>Anomalies of Binocular Vision II</td>
<td>36</td>
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<tr>
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<td>OPT 5123</td>
<td>Contact Lenses I</td>
<td>36</td>
<td>30</td>
<td>3</td>
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<td>OPT 5233</td>
<td>Ocular Disease III: Ocular/Systemic Eye Disease</td>
<td>54</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>OPT 5323</td>
<td>Clinical Medicine/Physical Diagnosis Laboratory</td>
<td>36</td>
<td>36</td>
<td>3</td>
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<td>Practice Management I</td>
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<td>Primary Care Clinic II</td>
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**Winter Semester**

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<td>Ocular Disease IV: Neuro-Optometry</td>
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<td>Rehabilitative Optometry: Low Vision</td>
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<td>OPT 6522</td>
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**Fourth Year**

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<th>Semester Hours</th>
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<td>OPT 7146</td>
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<td>OPT 7214</td>
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*The curriculum is frequently being revised and modified to meet the demands of the profession. These courses are representative of the overall requirements of the program at the time of publication.*
College of Optometry Courses

Please note that all optometry students are required to obtain a University computer account at the beginning of the first semester of the first academic year. (Note: Listed to the right of each entry are lecture hours, laboratory hours, and semester hours.)

Medical Sciences

(Courses listed are taught by College of Medical Sciences faculty)

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

OPTC1134 (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 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.

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.

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.

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.

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.

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.

Optometric Sciences

OPT 1445 (72-0-4)
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.
OPTL 1445  (0-36-1)
Geometrical Optics Lab
Applications and demonstration of concept and material presented in the Geometrical Optics lecture OPT 1445.

OPT 1511  (18-0-1)
Psychophysical Methodology in Vision Science
Principles of classical psychophysical methodologies are detailed, including demonstrations and exercises performed by the students. The fundamentals of signal detection and Fourier analysis are introduced in terms of their application to the clinical practice of optometry.

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 1724  (36-0-2)
Optometric Theory & Methods I
Concepts of refractive disorders, binocularity and ocular diseases. Performing an eye examination, patient histories, use of terminology, data collection.

OPTL 1724  (0-72-2)
Optometric Theory & Methods I Lab
Application and skills necessary to perform ocular examinations stressed in OPT 1724.

OPT 2223  (36-0-2)
Physical Optics
Wave and quantum optics, applications, principles, examples. Wave equations, interference, diffraction, coherence, polarization, dispersion, photometry, spectroscopy, lasers and holograms.

OPTL 2223  (0-18-0.5)
Physical Optics Lab
Applications and demonstration of concept and material presented in the Physical Optics lecture OPT 2223.

OPT 2323  (36-0-2)
Visual Optics
The eye as optical system: optical and physical components of the eye. Schematic eye models, refractive error correction, diptics of the eye, stimulus to accommodation, retinal image size and quality, purkinje images, entoptic phenomena, presbyopia, aphakia, intra-ocular implants, ocular radiation effects.

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.

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
The ocular motor systems and the laws relating to them are detailed in terms of normal neuro-physiology and anatomy. The aim of this course is to provide a strong theoretical competence in normal eye movement physiology and the ability to differentiate it from pathology in order to lead the student to adept and confident clinical performance.

OPT 2724  (36-0-2)
Optometric Theory & Methods II
Concepts of near and distance vision, vision testing. Evaluative techniques, use of binocular indirect ophthalmoscopy.
OPTL 2724 (0-54-1.5)  
Optometric Theory & Methods II Lab  
Application and skills necessary to perform ocular examinations stressed in OPT 2724.

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 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.

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

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.

OPT 4234 (54-36-4)  
Ophthalmic Optics II  
Design and construction of multifocal 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 4322 (36-0-2)  
Introduction to Binocular Vision  
Sensory aspects of binocular vision, neurophysiological foundations. Visual direction, the horopter, binocular fusion, rivalry, stereopsis, aniseikonia, motion in depth, binocular visual neurophysiology, normal development of binocular vision, strabismic and anisometropic amblyopia, normal and anomalous retinal correspondence. Clinical, research-oriented tests and treatments for abnormal binocular visual function.

OPT 4434 (54-36-4)  
Anomalies of Binocular Vision I  
Introduces the use of vision therapy to treat accommodative, heterophoria and eye move-
ment disorders. Discusses vision development, accommodative, convergence mechanisms, binocular vision testing, diagnosis and management of anomalies of non-strabismic ocular dysfunction.

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

**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 5123 (36-30-3)**  
**Contact Lenses I**  
Introduces contact lenses, explores historical, technical, clinical aspects of lens materials, terminology, care systems, lens design, fitting, problem solving.

**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 5323 (36-36-3)**  
**Clinical Medicine/Physical Diagnosis Laboratory**  
Clinical overview of pathophysiologic process of various systemic diseases and their diagnosis and management. Laboratory testing, physical diagnosis, neurological screening, injection techniques.

**OPT 5411 (18-0-1)**  
**Clinical Gerontology**  
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 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 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 6123 (36-30-3)
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 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 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 workplace from flying objects, radiation, sparks, etc. Sports vision, protective eyewear for recreational activities, industrial and ANSI standards, effects of special environments.

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.

Optometry Clinical Education

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.

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.

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.
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.
Administration

Richard E. Davis, P.A.-C., Ed.D., Interim Dean
Julie Keena, B.A., M.M.S., P.A., Acting Director, Physician Assistant Program
Steve Cohen, M.P.A.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 Director and Professor, Occupational Therapy Program
Christopher Mitchell, B.A., M.S., Executive Director for Administration

College of Allied Health

The College of Allied Health is committed to preparing the highest quality rehabilitative and mid-level providers for a role in tomorrow's health care team. In keeping with the Health Professions Division's mission of interdisciplinary education, many of the college's faculty members participate in instructional and other educational activities throughout the university, and the various programs of the College of Allied Health draw faculty from other colleges, schools and centers.

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

The Occupational Therapy Program opened in 1994, became accredited in 1995, and graduated its charter class of 49 master-level students in winter, 1997. In 1995, students were enrolled in the Doctor of Occupational Therapy (O.T.D.) Program, one of the only professional/clinical O.T. doctoral programs in the nation. The Occupational Therapy Program also offers a Doctor of Philosophy (Ph.D.). Its first two Ph.D. students graduated in 1999.

The Master of Physical Therapy Program opened in 1994, graduated its charter class of 58 students in summer, 1996, and became accredited in fall, 1996. The Ph.D. program in Physical Therapy, the first to be delivered in a distance education format, admitted its first students in September 1999.

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 ap-
proximately $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: A Guide to Student Financial Assistance.

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 PA students will be required to have a computer with the following minimum specifications, and all OT and PT students are required to have a computer with the following recommended 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. 28.8 speed modem;
8. Internet connection with private Internet Service Provider (ISP) for home access to Internet;
9. Windows 95/98, NT, or higher;
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/center/allied-health/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 College of Allied Health programs, other than the M.M.S.; O.T.D.; Ph.D., O.T.; or Ph.D., P.T., 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.
PHYSICIAN ASSISTANT PROGRAM

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

The PA profession is one of the fastest growing health care professions. The U.S. Department of Labor projects that the number of jobs for PAs 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 or equivalent quarter hours of specified course work of which 30 semester hours or equivalent quarter hours must be upper division courses (upper division is defined as a course number preceded by a 3 or a 4), exclusive of physical education, from a regionally accredited college or university, with a minimum cumulative 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:

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<th>Semester Hours</th>
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<tr>
<td>English Composition</td>
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<tr>
<td>English Literature</td>
<td>3</td>
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<tr>
<td>Humanities/Arts</td>
<td>3</td>
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<tr>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9</td>
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<tr>
<td>General Chemistry,</td>
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<td></td>
</tr>
<tr>
<td>Microbiology,</td>
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<td>including laboratory</td>
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<tr>
<td>General Biology,</td>
<td>3</td>
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Accreditation

The Physician Assistant Program is accredited by the Accreditation Review Commission for Physician Assistants, Inc (CAAHEP). The NSU Physician Assistant Program received continuing accreditation for a five-year period in 1999. This program is a member of the Association of Physician Assistant Programs.
or Zoology, including laboratory

Human Anatomy and Human Physiology
(or combined Human anatomy/physiology)

Biochemistry Electives

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<td>Electives</td>
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**Other Recommended Courses:**

Organic Chemistry

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<td>Organic Chemistry Laboratory</td>
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<td>Anatomy Laboratory</td>
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<td>Physiology Laboratory</td>
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<td>Medical Terminology</td>
<td>1</td>
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<tr>
<td>Biochemistry Lab.</td>
<td>1</td>
</tr>
</tbody>
</table>

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 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 scores.

Testing information for the GRE may be obtained from:

http://www.gre.org

or by telephoning (609) 921-9000

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. 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**

For the 2002 entering class, the Physician Assistant Program participates in the Centralized Application Service for Physician Assistants (CASPA) for the receipt and processing of all applications. CASPA takes no part in the selection of students. CASPA application packets may be obtained online at www.casponline.org, by calling (240) 497-1895, or by writing to:

CASPA
PO Box 70958
Chevy Chase, MD 20813-0958

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

1. Official college transcripts from all undergraduate, graduate and professional institutions attended must be sent directly from the institutions.

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 or supervi-
sor. Two letters of evaluation must be from a health care professional, one of which must be from a physician or a PA.

3. Official Graduate Record Examination (GRE) scores.

The applicant must mail the following materials to the Office of Admissions, College of Allied Health-PA Program by January 31 to be considered for admission in June:

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 31 in order to be considered for admission in June.

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

Interview

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

Those applicants who are invited for an interview will be required to write a brief spontaneous essay as part of the interview process. The topic of the essay will be chosen by the College of Allied Health.

Notice of Acceptance or action by the Committee on Admissions will be on a "rolling" or periodic schedule; therefore, early completion of the application is in the best interest of the student. Inquiries should be directed to:

Office of Admissions
College of Allied Health-PA Program
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, FL 33328
Tel.: (954) 262-1109 or (800) 356-0026, ext. 1109

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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 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.

**Tuition and Fees**

1. Anticipated tuition for 2002-2003 (subject to change by the Board of Trustees without notice): $18,995 for Florida residents and $19,750 for out-of-state residents. A student activities fee of $125 each year is 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 - $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 27 months of professional education. This should include tuition, living expenses, books, equipment, and miscellaneous expenses.

Each student is required to 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 to graduate from the Physician Assistant Program, 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 90 semester hours of undergraduate course work of which 30 hours must be upper division (course numbers preceded by a 3 or a 4). 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 15 months of study consists of basic sciences and clinically related didactic courses. 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 primary care 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 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, 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: Autumn

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Weeks/Contact Hrs</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ANA 5420</td>
<td>Anatomy</td>
<td>55</td>
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<tr>
<td>PHS 5400</td>
<td>Physiology</td>
<td>54</td>
<td>3</td>
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<tr>
<td>PAC 5400</td>
<td>Clinical Pathophysiology</td>
<td>64</td>
<td>4</td>
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<tr>
<td>PAC 5000</td>
<td>Physical Diagnosis I</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>PAC 5002</td>
<td>Medical Terminology</td>
<td>4</td>
<td>1</td>
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<tr>
<td>PCO 5300</td>
<td>Biomedical Principles</td>
<td>18</td>
<td>1</td>
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<tr>
<td>PAC 5001</td>
<td>Introduction to the PA Profession</td>
<td>15</td>
<td>1</td>
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<tr>
<td>PUH 5212</td>
<td>Rural &amp; Underserved Medicine</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>PUH 5110</td>
<td>Culture, Ethnicity and Health</td>
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<td><strong>Total Hours</strong></td>
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### Second Semester: Fall I (Sept.-Dec.)

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<thead>
<tr>
<th>Lecture</th>
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<th>Semester Hours</th>
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<tbody>
<tr>
<td>MIC 5400</td>
<td>Microbiology</td>
<td>45 0 3</td>
</tr>
<tr>
<td>PUH 5520</td>
<td>Legal and Ethical Issues in Public Health</td>
<td>45 0 3</td>
</tr>
<tr>
<td>PAC 5100</td>
<td>Physical Diagnosis II</td>
<td>20 36 2</td>
</tr>
<tr>
<td>POC 5400</td>
<td>Pharmacology I</td>
<td>38 0 2</td>
</tr>
<tr>
<td>PAC 5110</td>
<td>Clinical Medicine &amp; Surgery I</td>
<td>112 0 6</td>
</tr>
<tr>
<td>PAC 5130</td>
<td>Clinical Laboratory Medicine</td>
<td>36 4 2</td>
</tr>
<tr>
<td>PUH 5430</td>
<td>Epidemiology</td>
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<td><strong>Total Hours</strong></td>
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### Third Semester: Winter 1: I (Jan.-Mar.)

<table>
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<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>PAC 5205</td>
<td>Clinical Problem Solving</td>
<td>22 18 2</td>
</tr>
<tr>
<td>PUH 6001</td>
<td>Social and Behavioral Sciences Applied to Health</td>
<td>45 0 3</td>
</tr>
<tr>
<td>PAC 5229</td>
<td>Electrocardiology</td>
<td>26 15 2</td>
</tr>
<tr>
<td>PUH 5303</td>
<td>Women's Health</td>
<td>15 0 1</td>
</tr>
<tr>
<td>PAC 5311</td>
<td>Clinical Psychiatry</td>
<td>24 0 1</td>
</tr>
<tr>
<td>PAC 5310</td>
<td>Clinical Medicine &amp; Surgery III</td>
<td>105 0 6</td>
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<tr>
<td><strong>Total Hours</strong></td>
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### Fourth Semester: Summer 2 (June-Aug)

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<tr>
<th>Lecture</th>
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<tr>
<td>PAC 5340</td>
<td>Life Support Procedures &amp; Skills</td>
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<td>PAC 5510</td>
<td>Clinical Procedures &amp; Surgical Skills</td>
<td>36 24 3</td>
</tr>
<tr>
<td>PUH 5512</td>
<td>Health Policy, Planning, &amp; Management</td>
<td>45 0 3</td>
</tr>
<tr>
<td>PAC 5129</td>
<td>Health Promotion &amp; Disease Prev.</td>
<td>16 0 1</td>
</tr>
<tr>
<td>PUH 5006</td>
<td>Health Care Delivery Systems</td>
<td>15 0 1</td>
</tr>
<tr>
<td>PUH 5220</td>
<td>Environmental &amp; Occup. Health</td>
<td>45 0 3</td>
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<tr>
<td>PUH 6604</td>
<td>Research Methods in Public Health</td>
<td>30 30 3</td>
</tr>
<tr>
<td>PUH 5214</td>
<td>Publication Skills</td>
<td>15 30 2</td>
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<tr>
<td><strong>Total Hours</strong></td>
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### Clinical Year Curriculum: Fall 2; Winter 2; Summer 3 (Sept.-Aug.)

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<thead>
<tr>
<th>Course #</th>
<th>Rotation Title</th>
<th>Weeks/Contact Hrs</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PAC 6304</td>
<td>Obstetrics &amp; Gynecology</td>
<td>6/270 6</td>
<td></td>
</tr>
<tr>
<td>PAC 6311</td>
<td>Internal Medicine</td>
<td>6/270 6</td>
<td></td>
</tr>
<tr>
<td>PAC 6313</td>
<td>Surgery</td>
<td>6/300 6</td>
<td></td>
</tr>
</tbody>
</table>

116
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 (55-38-5)**
*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 (38-0-2)
*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 (72-0-4)
*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  (42-20-3)
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.

PAC 6100  (16-0-1)
PA Professional Issues
This course builds upon PAC 5001, Introduction to the PA Profession, and focuses on the current status of the physician assistant profession within the context of the U.S. medical system and today's health work force. This course will focus on the professional issues faced by graduates of accredited PA programs, including role delineation and issues, reimbursement issues, political and legal factors that affect physician assistant practice, intraprofessional factors, licensing issues, and the physician assistant's role in relation to physicians and other providers. Other topics include preparation of a professional resume and management/contract negotiations. Prerequisite: PAC 5001 Introduction to the PA Profession.

PAC 5129  (16-0-1)
Health Promotion and Disease Prevention
Focus on wellness through preventive interventions and services. Emphasizes responsibility for one's own health, the community's efforts to protect against disease and environmental hazards. Epidemiology, risk factors, screening tests and community resources are identified with each health issue presented.

PAC 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, gastro-
enterology, 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**

**PAC 5310 (105-0-6) Clinical Medicine & Surgery III**
 Continuation of Clinical Medicine & Surgery II. 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 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**
 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 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, and 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 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, and newborn screening.

**PUH 5212 (15-0-1)**  
**Rural and Underserved Medicine**  
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 5303 (15-0-1)**  
**Women's Health**  
This course addresses disease and disorders of women with public health significance, as well as public health issues of women such as domestic violence, breast cancer.

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

**PUH 5213 (32-0-2)**  
**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 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 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 (30-30-3)**  
**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 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 outpatient and inpatient 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 and 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 outpatient and inpatient settings. Students learn to diagnose, treat and manage the surgical patient. Emphasizes surgical entities commonly encountered in the primary care setting.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
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<tr>
<td>PAC 6317</td>
<td><strong>Pediatrics</strong></td>
<td>Required six-weeks rotation in outpatient and inpatient 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.</td>
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<tr>
<td>PAC 6318</td>
<td><strong>Family Medicine</strong></td>
<td>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.</td>
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<tr>
<td>PUH 6011</td>
<td><strong>Primary Care Internship</strong></td>
<td>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.</td>
</tr>
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MASTER OF MEDICAL SCIENCE
PROGRAM FOR HEALTH PROFESSIONALS

The Master of Medical Science (M.M.S.) Program is a distance education program designed to provide non-physician providers and allied health professionals the theoretical and clinical training necessary to enhance career mobility and professional advancement.

Non-physician providers 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 the clinical segment of the program must have graduated from an entry-level professional training program. 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.

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 the following prior to matriculation:

- Official transcripts from all previously attended undergraduate, professional, and graduate institutions sent directly to the Office of Admissions, Master of Medical Science Program (students must have a cumulative grade point average of 2.5 or higher on a 4 point scale)
- Copy of proof of completion from an accredited professional allied health program
- Notarized copy of a national professional certification or licensure if applicable
- Copy of current state license, registration or certification (if applicable)
- One "Evaluation Form" from a supervising physician (clinical concentrations) or manager (non-clinical concentrations). This form is supplied with the application package.

A Personal interview with the Committee on Admissions MAY be required.
in some cases. (Phone interview may be substituted.)

All interview expenses are the responsibility of the applicant.

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, 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.

No-Bachelor’s Admission Option

This option is for individuals who do not possess a bachelor’s degree. Professional education and knowledge may be applied toward demonstrating the student’s ability to complete the program. All applicants are individually evaluated for qualification.

The applicant must supply documentation in the form of a portfolio to be considered for this option. It is essential to provide as much information as possible to show professional and educational history. Minimally include:

- Evidence of all completed college, university and professional school coursework,
- Copies of certificates and diplomas,
- Professional work history including resume or curriculum vitae,
- Letters of recommendation attesting to your capacity to complete graduate education,
- Program brochures, catalog pages and descriptions as necessary,
- Copies of certificates of continuing medical education (CME) programs and courses.

The applicant must create a cover letter addressed to the M.M.S. Program petitioning for admissions under the “No Bachelor’s” option and submit with portfolio to the M.M.S. Program Director.

Tuition and Fees

Tuition for this program is $250 per credit hour. The NSU student activity fee is waived for individuals enrolled in the M.M.S. program alone. Tuition waivers and discounts for NSU students, staff, and faculty members will be in accordance with published policy 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 M.M.S. program provides admission opportunities throughout the year. Applications can be sent at any time. Once accepted, a start date will be assigned to the student after personal advisement. There are two start dates per year: January and September. The student has two years from the start date to complete the degree course of study and apply for the M.M.S. degree. Before the applicant can be reviewed for possible admission, the following must be submitted:

- A completed M.M.S. application form.
- $50 non-refundable application fee.
- 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.
- One "Evaluation Form" 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,
- Official copies of all professional certifications, registrations, licenses, or relevant credentialing materials.
- If applying to a specialty track: a letter of interest sent to the program director and track coordinator, describing the rationale and interest in that track. (separate from the application narrative)
- Complete resume or CV.
- If the applicant does not have a bachelor’s degree, a portfolio of evidence must be submitted to the program director.

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

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 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
  (305) 358-6688
  www.wes.org

- Josef Silny and Associates, Inc.
  International Education Consultants
  P.O. Box 248233
  Coral Gables, FL 33124
  (305) 273-1616
  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:
Be of good moral character;
- Satisfactorily complete the program of 36 hours (minimum) of study required for the degree with a numerical GPA of 80 or;
- Successfully complete the M.M.S. Graduate Project; and,
- 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. This includes six didactic courses of 3 credits each, 2 clinical courses of 6 credits each, and one professional project valued at 6 credits.

The project is an investigation, problem-solving, or research paper suitable for publication. Clinical work can be based in the professional specialty or employment area of the student. No thesis is required. All students require individualized curriculum advisement upon acceptance.

Transfer of up to 6 credit hours of acceptable graduate study is permitted upon approval. 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 accepted distance learning designs and formats.

CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>DIDACTIC CORE COMPONENT COURSES</th>
<th>Lecture</th>
<th>Lab.</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMS 5205  Writing for Medical Publication</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5501  Intro. to Epidemiology and Biostatistics</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5510  Research Methods</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5521  Ethical Issues in Health Care</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5610  Computer Applications in Health Care</td>
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<table>
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<tr>
<th>ELECTIVE COURSES</th>
<th>Lecture</th>
<th>Lab.</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>MMS 5201  Current Concepts in Clinical Medicine</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5203  Contemporary Health Care Business Principles</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5204  Clinical Preventive Medical Services</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5208  Medical Grand Rounds I</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5211  Contemporary Issues in Nutrition</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5213  Stress Management: Concepts and Practice</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5103  Principles of Advanced Life Support 1</td>
<td>45</td>
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<td>3</td>
</tr>
<tr>
<td>MMS 5214  Principles of Advanced Life Support 2</td>
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<table>
<thead>
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<th>REQUIRED CLINICAL COMPONENTS</th>
<th>Lecture</th>
<th>Lab.</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMS 5106  Advanced Clinical I</td>
<td>20</td>
<td>240</td>
<td>6</td>
</tr>
<tr>
<td>MMS 5206  Advanced Clinical II (Continuation of 5106)</td>
<td>20</td>
<td>240</td>
<td>6</td>
</tr>
<tr>
<td>MMS 5306  Graduate Project</td>
<td>20</td>
<td>240</td>
<td>6</td>
</tr>
</tbody>
</table>
Master of Medical Science Courses
(Note: Listed to the right of each entry are lecture hours, laboratory hours, and semester hours.)

Didactic Core Component Courses

**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 5501 (45-0-3)**
*Introduction to Epidemiology and Biostatistics*
The ability to understand the conceptual and practical aspects of biostatistics and epidemiology in health care is critical to understanding research and analyzing population data about disease. This survey course will improve the ability of the student to understand and apply these concepts.

**MMS 5510 (45-0-3)**
*Research Methods*
This course is designed to enable participants to develop skills in reading and critically evaluating published research, by using the scientific model. The advantages and disadvantages of quantitative and qualitative research methods will be compared and contrasted. Research articles will be collaboratively analyzed to develop an appreciation of potential methodological problems and their implications for evidence-based professional practice.

**MMS 5521 (45-0-3)**
*Ethical Issues in Healthcare*
The student will examine the ethical issues that confront health care provid-
ers and patients. The medical scientific, moral, and socioeconomic bases of these issues and the decision-making processes that providers and patients engage in are analyzed. Topics will include informed and voluntary consent, the role of Institutional Review Boards, euthanasia, the allocation of scarce resources.

**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 for professionals that can use and master the technology for the good of the practice and the patient. This course will expose the student to general concepts of computer operation and allow the student to explore a wide variety of technologies in medicine.

Elective Courses

**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 5203 (45-0-3)**
*Contemporary Health Care Business Principles*
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 used in non-healthcare industries. Course focus is on application of topics to the healthcare industry.

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

**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 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 the patient counseling and advisement healthcare professionals are asked to perform.

**MMS 5213** *(45-0-3)*  
**Stress Management: Concepts and Practice**  
Covers a variety of general concepts and contemporary discussions in the area of stress and stress management for the healthcare professional. Attention is paid to research, assessment, interventions, the environment, and other related issues in this increasingly important area of healthcare.

**MMS 5103** *(45-0-3)*  
**Principles of Advanced Life Support**  
Introduction to the accepted principles of the advanced life support measures used 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 5214** *(45-0-3)*  
**Principles of Advanced Life Support 2**  
Continuation of MMS-5103 to advance skills and knowledge in the area of advanced life support.

### Required Clinical Components

**MMS 5106** *(20-240-6)*  
**Advanced Clinical 1**  
The student will gain advanced clinical expertise through study within the student’s area of medical interest. The student and his or her faculty advisor define medical topics and specific learning objectives. Oral and written presentations will represent an integral segment of the course. The MMS-5106 through MMS-5306 clinical sequence is required for the MMS degree.

**MMS 5206** *(20-240-6)*  
**Advanced Clinical 2**  
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. May be taken consecutively with MMS 5106: Advanced Clinical 1.

**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 postgraduate residency
programs in public or private facilities. Can be completed simultaneously with MMS 5106 and MMS 5206.

M.M.S. Specialty Tracks

Child Development Track

A Child Developmental Specialist is a new type of professional who has an in-depth knowledge of both typical and atypical development, and who is able to function as a member of a medical or early intervention team.

A Child Developmental Specialist is described as holding a Masters Degree and being proficient in the developmental assessment of young children, and having the ability to help parents learn intervention strategies.

Admission Requirements

The Child Development Track of the Master of Medical Science Program is open to all students admitted to the M.M.S. Program and who possess a Bachelor's Degree. To be admitted into the track, the student must complete a full M.M.S. application and write a letter of interest to the program director and track coordinator. The student will be notified of acceptance into the track upon consideration of the letter by the admissions team.

Upon acceptance into the track, the student must complete the course requirements for the track. Essentially, the M.M.S. student will "trade" his/her electives for track courses listed below.

Course of Study

Core Track

MMS 5701 (45-0-3) Developmental Psychology & Child Development

This course reviews child growth and development and individual differences in brain development, temperament and biology. Physical, social, emotional, intellectual, and language developmental sequences with special focus on the early years will be emphasized. Major theories of development will be reviewed.

MMS 5702 (45-0-3) Infant and Toddler Care

This course focuses on ways of helping parents and caregivers with child-rearing concerns, including sleeping, eating, discipline, toilet learning, sibling rivalry, stranger anxiety, selecting child care, and developing cognitive, physical, language, and school readiness skills. Cultural sensitivity skills will be emphasized. In addition, this course will address intervention challenges such as medical intervention for fragile infants and toddlers, treatment strategies for medically fragile children or those with chronic illnesses.

MMS 5703 (45-0-3) Mental Health and Developmental Psychopathology

This course reviews the major theories of personality and psychopathology from a developmental and systems perspective. The course will also focus on psychosocial development across ethnicity, SES, gender and culture. Implications for appropriate interventions will be discussed.

MMS 5704 (45-0-3) Assessment and Intervention in Children and Families

This course includes observing infants and toddlers at play, identifying red flags, recognizing 0-3 diagnostic classifications, administering developmental screening tests, and interpreting results. The course also describes interventions with parents following the diagnosis of their child. This course will also focus on the early development of communi-
cation. Beginning in the infancy period with a study of non-verbal language, it traces the development of receptive and expressive language in the toddler and preschool year, with special emphasis on language function and pragmatics.

**MMS 5705 (45·0·3)**

*Play-Based Interventions in Children*

This course focuses on infant and toddler play techniques for typically developing and developmentally at risk infants and toddlers. It describes “touch points” for intervention, ways of establishing connections, selecting toys and activities, developing language, social skills, imitation, and symbolic thinking. Cultural sensitivity skills will be emphasized. In addition, this course will address Intervention Challenges - Medical intervention for fragile infants and toddlers, treatment strategies for medically fragile children or those with chronic illnesses.

**Advanced Didactic Core**

**MMS 5501 (45-0-3)**

*Introduction to Epidemiology and Biostatistics*

**MMS 5521 (45-0-3)**

*Ethical Issues in Health Care*

**MMS 6140 (45-0-3)**

*Ethnocultural Issues in Health Care*

Overview of the 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 effect the practitioner-patient interaction and enhance compliance.

**Clinical Core**

**MMS 5106 (10-120-3)**

*Advanced Clinical Segment 1*

**MMS 5206 (10-120-3)**

*Advanced Clinical Segment 2*

**MMS 5306 (10-120-3)**

*Graduate Project*

**Tuition and Fees for Child Development Track**

Courses designated MMS 57XX (Track Core Courses) incur a $25 per credit surcharge. Each credit hour within the MMS 57XX series is $275.

**Sports Medicine Track**

The M.M.S. Sports Medicine Track didactic curriculum provides education in a variety of clinical and non-clinical areas. The program will also assist the student in the preparation for the Certified Strength and Conditioning Specialist Exam. The classes will focus on the various components of the sports industry, ranging from specific classes discussing the physical demands and biomechanics of each sport, the fundamentals of training principles and coaching techniques to the nutritional and psychological implications. The clinical component will be conducted in medical clinics, rehabilitation centers, or within organized sports at the high school, college, or professional level.

**Admission Requirements**

All students accepted into the M.M.S. program are eligible to pursue this track upon approval by the M.M.S. Program Director and Sports Medicine Track Coordinator.
Course of Study

Didactic Core Required Courses

**MMS 5211**  
*(45-0-3)*  
Contemporary Issues in Nutrition

**MMS 5510**  
*(45-0-3)*  
Research Methods or  
**MMS 5501**  
*(45-0-3)*  
Introduction to Epidemiology and Biostatistics

**MMS 5801:**  
*(45-0-3)*  
Applied Anatomy for Kinesiology  
This course will address medical terminology and anatomy as they pertain to the kinesiology of each joint. The course lays the foundation for understanding the relevant anatomical and physical biomechanics of sports.

**MMS 5803**  
*(45-0-3)*  
Biomechanics of Sports  
This course breaks sports down into major components and examines their biomechanics. The coursework will cover proper performance techniques, flexibility and strength necessary to safely and correctly perform each task.

**MMS 5802**  
*(45-0-3)*  
Sports Injury Rehabilitation Principles  
This course will utilize the knowledge of biomechanics to understand the nature of traumatic and overuse injuries in athletes. Rehabilitation concepts as well as specific programs for athletes will be covered.

**MMS 5810**  
*(45-0-3)*  
Certified Strength & Conditioning Specialist (CSCS) Preparation  
This course is a review of the material and preparation for necessary this national certification examination. CPR is a prerequisite.

Clinical Core

**MMS 5106**  
*(20-240-6)*  
Advanced Clinical Segment 1

**MMS 5206**  
*(20-240-6)*  
Advanced Clinical Segment 2

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

Public Health Track

With approval of the M.M.S. Program Director, it is possible to substitute courses offered by the Master of Public Health Program for M.M.S. courses toward completion of the M.M.S. degree requirements.

Please consult the master of Public Health program and catalog for course descriptions.

Education Technology Track

The M.M.S. Education Technology Track is designed for Allied Health Professionals and Educators to promote effective use of instructional technology in the classroom, on the job, and online. This track was developed in collaboration with the Instructional Technology and Distance Education (ITDE) Program in the College of Education. Please consult the ITDE catalog or website for course offerings.

An academic advising session with, and approved by the MMS Program Director is necessary before starting this track of study.

For more information about the Master of Medical Science, consult our website:  
http://www.nova.edu/mms  
or contact us by phone:  
(800) 356-0026 ext. 1260  
or via e-mail:  
mms@nova.edu

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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, including laboratory 4 semester hours
Theories of Personality 3 semester hours
Sociology/Anthropology 3 semester hours
Logic 3 semester hours
Physiology 3 semester hours

Additional Requirements
For all Applicants:

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

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

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

1. A completed application form along with a $50 non-refundable application fee;
2. Three letters of evaluation from 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
an invitation to appear for an interview should not be construed by the applicant as evidence of final acceptance. Notice of acceptance or other action by the Committee on Admissions will be on a "rolling" or periodic schedule. Early completion of the application is, therefore, in the best interest of the student.

**Foreign Course Work**

Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence by one of the services below. You should contact 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
  - (305) 358-6688
  - www.wes.org

- **Josef Silny and Associates**
  - International Education Consultants
  - P.O. Box 248233
  - Coral Gables, FL 33124
  - (305) 273-1616
  - 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 2002-2003 (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 $125 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-
tion of didactic courses; and,
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</th>
<th>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></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></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>102</td>
<td>96</td>
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<tr>
<th>First Year</th>
<th>First Semester</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANA 5516</td>
<td>Gross Anatomy</td>
<td>114</td>
<td>57</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>OCT 5013</td>
<td>Creative Occupations</td>
<td>19</td>
<td>38</td>
<td></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></td>
<td>4</td>
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<tr>
<td>OCT 5822</td>
<td>Occupational Evaluation I</td>
<td>38</td>
<td>114</td>
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<td><strong>Total Hours</strong></td>
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<td>247</td>
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<tr>
<th>First Year</th>
<th>Second Semester</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANA 5533</td>
<td>Neuroanatomy</td>
<td>36</td>
<td>18</td>
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<td>3</td>
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<tr>
<td>OCT 5015</td>
<td>Applied Occupations</td>
<td>19</td>
<td>38</td>
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<td>2</td>
</tr>
<tr>
<td>OCT 5123</td>
<td>Human Disorders Across the Lifespan II</td>
<td>76</td>
<td>0</td>
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<tr>
<td>OCT 5395</td>
<td>Psychiatry</td>
<td>33</td>
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</tr>
<tr>
<td>OCT 5824</td>
<td>Occupational Evaluation II</td>
<td>38</td>
<td>76</td>
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<td><strong>Total Hours</strong></td>
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<td>202</td>
<td>132</td>
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<td>15</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester</th>
<th>Hours</th>
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<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>
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</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>
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<tr>
<td>OCT 5343</td>
<td>Occupational Therapy Mental Health 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>
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<tr>
<td>OCT 5963</td>
<td>Fieldwork Issues I</td>
<td>0</td>
<td>16</td>
<td>1</td>
</tr>
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<td>OCT 5964</td>
<td>Fieldwork Issues II</td>
<td>0</td>
<td>16</td>
<td>1</td>
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<td><strong>Total Hours</strong></td>
<td></td>
<td>504</td>
<td>168</td>
<td>53</td>
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<table>
<thead>
<tr>
<th>Third Year (6 months)</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 5981</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>1055</td>
<td>605</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>118</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>Equivalent of entry-level master's program, including six months of internship</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 6005</td>
<td>Self-Directed Learning</td>
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</tr>
<tr>
<td>OCT 6010</td>
<td>Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6103</td>
<td>Occupation-Centered Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCT 6860</td>
<td>Creative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

(Selected with advisory committee approval to complement stated practice focus.)

TOTAL 72

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

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Transferred Credits</th>
<th>OCT 6005 Self-Directed Learning</th>
<th>3</th>
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<tr>
<td></td>
<td></td>
<td>OCT 6010 Theory Development for Models of Practice</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>OCT 6103 Occupation-Centered Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCT 6860 Creative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

(Selected with advisory committee approval to complement stated practice focus.)

TOTAL 72

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>Transferred Credits</th>
<th>OCT 6005 Self-Directed Learning</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>OCT 6010 Theory Development for Models of Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCT 6103 Occupation-Centered Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCT 6860 Creative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

(Selected with advisory committee approval to complement stated practice focus.)

TOTAL 72

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 dissertation. 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:

### Semester Hours
Equivalent of entry-level master's program, including 6 months of internship 36

- **OCT 6005** Self-Directed Learning 3
- **OCT 6010** Theory Development for Models of Practice 3
- **OCT 6103** Occupation-centered Practice 3
- **OCT 6170** Research Methods I 3
- **OCT 6171** Research Methods II 3
- **OCT 6173** Statistical Measures for Occupational Therapists 3
- **OCT 7930** Research Seminar 1
- **OCT 7940** Proposal Seminar 3
- **OCT 6860** Creative Leadership 3
- Electives 9-18
  (Selected with advisory committee approval to complement stated practice focus.)
- **OCT 7950** Research Residency 6-12
- **OCT 7970** Doctoral Dissertation 6-12

**Total** Minimum 90

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:

### Semester Hours

- **OCT 6103** Occupation-Centered Practice 3
- **OCT 6170** Research Methods I 3
- **OCT 6171** Research Methods II 3
- **OCT 6173** Statistical Measures for Occupational Therapists 3
- **OCT 7930** Research Seminar 1
- **OCT 7940** Proposal Seminar 3
- **OCT 6860** Creative Leadership 3
- Electives 9-18
  (Selected with advisory committee approval to complement stated practice focus.)
- **OCT 7950** Research Residency 6-12
- **OCT 7970** Doctoral Dissertation 6-12

**Total** Minimum 90

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:

### Semester Hours

- **OCT 6005** Self-Directed Learning 3
- **OCT 6010** Theory Development for Models of Practice 3
- **OCT 6103** Occupation-Centered Practice 3
- **OCT 6170** Research Methods I 3
- **OCT 6171** Research Methods II 3
- **OCT 6173** Statistical Measures for Occupational Therapists 3
- **OCT 7930** Research Seminar 1
- **OCT 7940** Proposal Seminar 3
- **OCT 6860** Creative Leadership 3
- Electives 9-18
  (Selected with advisory committee approval to complement stated practice focus.)
- **OCT 7950** Research Residency 6-12
- **OCT 7970** Doctoral Dissertation 6-12

**Total** Minimum 90

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:

### Semester Hours

- **OCT 6170** Research Methods I 3
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 examination;
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 uses 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 coursework 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) 273-1616 (www.jsilny.com); or 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 coursework 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 2002-2003 (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 $125 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**

*Human Occupation Across the Life Span*

Introduces activities that influence engagement, motivation, health, independence of
individuals from infancy to old age. Perception, observation, appreciation, analysis, prediction, selection, presentation of occupations that exhibit appropriateness for individuals as determined by age or interest are included.

**OCT 5013**  
*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**  
*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. Assesses environmental adaptations, assistive devices, social networks, and cultural influences for occupational therapy intervention.

**OCT 5101**  
*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**  
*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 pathophysiological dysfunction. Class parallels content presented in *Gross Anatomy* and OCT 5822.

**OCT 5123**  
*Human Disorders Across the Lifespan II*  
Continuation of OCT 5121, Course parallels OCT 5824.

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

**OCT 5133**  
*Current Issues in Occupational Therapy II*  
Continuation of *Current Issues in Occupational Therapy I*.

**OCT 5174**  
*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**  
*Research Methods for Occupational Therapy II*  
Continuation of *Research Methods for Occupational Therapy I*.

**OCT 5243**  
*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**  
*Occupational Therapy Mental Health Practice*  
The practice of occupational therapy in mental health/psychiatry, including appli-
cation of evaluation techniques, treatment, discharge planning, working in community, acute care environments. Lecture, laboratory, fieldwork level I experiences. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015

OCT 5395 (33-0-2)

Psychiatry

Presents psychiatric interview, personality development, somatic therapies and 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 5824 (38-76-4)

Occupational Evaluation II

A continuation of Occupational Evaluation 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 6006 (45-15-3)

Research: Process of Discovery

Exploration of the research methods applicable to the evidence-based practice of occupational therapy.

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.

**COLLEGE OF ALLIED HEALTH**

**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 others. Students learn theory, instructional techniques and forefront educational media.

**OCT 6103 (45-0-3)**

**Occupation-Centered 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 6130 (45-0-3)**

**Genetics: Issues for Occupational Therapy**

This course will address the principles and practice of genetics. It will then examine the ethical, legal and social implications of genetics in occupational therapy practice.

**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, and 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)**

**Research Methods I**

**OCT 6171 (45-0-3)**

**Research Methods II**

These two courses present an overview of qualitative and quantitative research methodologies and their application to occupational therapy research and practice. Theoretical and philosophical perspectives, data gathering techniques, data storage and retrieval, data analysis, as well as interpretative
tion and presentation of data are addressed. Students explore proposal development through practice. Implications for preparation of research proposals for institutional review board and institutional approval are discussed and practiced.

**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 Foundations of Occupational Performance I**
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 6181 (45-15-3)**
**Neurosciences Foundations of Occupational Performance II**
This course builds upon OCT 6180, with emphasis on cognitive and emotional aspects of occupational performance.

**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 (45-0-3)**
**Occupational Therapy Practice with Autistic Spectrum Disorders**
Focuses on current findings regarding autistic spectrum disorders and how they affect occupational performance. Includes a review of relevant research and readings from multiple related fields. Specific programs for working with children and adolescents with autism will be examined.

**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  (45-0-3)
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  (45-0-3)
Community Program Development II
(continuation of OCT 6767)

OCT 6769  (45-0-3)
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  (45-0-3)
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  (45-0-3)
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  (45-0-3)
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  (45-0-3)
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  (30-15-2)
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, and principles of occupational therapy consultation in various practice areas. Students address system diagnosis, assessment, team building, and 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, Occupation 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 7930  (15-0-1)
Research Seminar
Presentation and discussion of current topics in research.

OCT 7940  (45-0-3)
Proposal Seminar
Students are guided in development of proposals for dissertation research. Proposals in progress are presented for critique, feedback and discussion.

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

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, perform, and supervise 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, interview score, written application and letters of evaluation.

1. A bachelor's degree from a regionally accredited college or university is preferred. A minimum of 90 semester hours of accepted work will be considered for admission. A minimum of 30 semester credit hours must be upper division work.

2. Applicants must achieve a minimum 2.5 cumulative grade point average (GPA) on a four-point scale.

3. 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, evidence of ability to communicate verbally in a foreign language (Spanish is recommended) through course work, self-study, or CLEP examination, and knowledge of medical terminology.

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.

Entering students may be required to undergo background checks based on clinical education site requirements.

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 2002-2003 (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 $125 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 95 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 and required attendance 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 the on-campus work. While on campus, student learning experiences occur in a modified problem-based format that combines traditional teaching and learning and 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

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, sup-
porting club and class activities, and working to improve the quality of life for Physical Therapy students. 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

## CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>First Year</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>First Nine Weeks</strong></td>
<td></td>
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<tr>
<td>PHT 5613</td>
<td>Case Studies I-A</td>
</tr>
<tr>
<td>SPC 5614</td>
<td>Professional Development I-A</td>
</tr>
<tr>
<td>CLE 5610</td>
<td>TIER I Clinical Education I-A</td>
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<tr>
<td><strong>Second Nine Weeks</strong></td>
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<tr>
<td>PHT 5615</td>
<td>Case Studies I-B</td>
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<tr>
<td>SPC 5624</td>
<td>Professional Development I-B</td>
</tr>
<tr>
<td>CLE 5611</td>
<td>TIER I Clinical Education I-B</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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| **Winter/Spring Semester** | |
| **First Nine Weeks** | |
| PHT 5622 | Case Studies I-C | 7 |
| SPC 5634 | Professional Development I-C | 2 |
| CLE 5612 | TIER I Clinical Education I-C | 1 |
| **Second Nine Weeks** | |
| PHT 5624 | Case Studies I-D | 7 |
| SPC 5644 | Professional Development I-D | 2 |
| CLE 5613 | TIER I Clinical Education I-D | 1 |
| **Total** | **20** |

| **Summer Semester - Nine Weeks** | |
| PHT 6610 | Case Studies I-E | 7 |
| **Total** | **7** |

| **Second Year** | |
| **Fall Semester** | |
| **First Nine Weeks** | |
| PHT 6612 | Case Studies II-A | 7 |
| MPT 6612 | Professional Development II-A | 2 |
| CLE 6612 | TIER I Clinical Education II-A | 1 |
| **Second Nine Weeks** | |
| PHT 6622 | Case Studies II-B | 7 |
| MPT 6622 | Professional Development II-B | 2 |
| CLE 6622 | TIER I Clinical Education II-B | 1 |
| **Total** | **20** |

| **Winter/Spring Semester** | |
| **First Nine Weeks** | |
| PHT 6632 | Case Studies II-C | 7 |
| MPT 6632 | Professional Development II-C | 2 |
| CLE 6632 | TIER I Clinical Education II-C | 1 |
| **Total** | **10** |

| **Second Nine Weeks** | |
| INT 6619 | Tier II-A Clinical Internship | 9 |
| **Total** | **9** |

| **Summer Semester - Nine Weeks** | |
| INT 6629 | Tier II-B Clinical Internship | 9 |
| **Total** | **9** |
Physical Therapy Courses (Master's Degree)
(Note: Listed to the right of each entry are lecture clock hours, laboratory clock hours, and semester hours.)

PHT 5613 (63-63-7)
Case Studies I-A
With movement science as the theoretical framework, introduction to history taking, patient interviewing, and patient screening of normal adults and a patient with a systemic disease. Lecture, case studies, 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. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

CLE 5610 (0-15[clinical]-1)
Tier I Clinical Education I-A
Experiential clinical practice in therapeutic presence, patient screening, patient examination including history and interview, basic goal setting, evaluation, documentation. Includes introduction to wellness oriented intervention skills, teamwork and interdisciplinary care and communication.

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 IA. Students complete Chapter I of their research proposal to prepare for graduation thesis requirements. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

CLE 5611 (0-15[clinical]-1)
Tier I Clinical Education I-B
Continuation of CLE 5610

PHT 5622 (63-63-7)
Case Studies I-C
Continues musculoskeletal case studies, introduces neurological cases following clinical decision-making, movement science models. Inquiry seminars, 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. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

CLE 5612 (0-15[clinical]-1)
Tier I Clinical Education I-C
Continuation of CLE 5611

PHT 5624 (63-63-7)
Case Studies I-D
Continuation of neurological case studies. Inquiry seminars, 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. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks)

**CLE 5612 (0-15[clinic]-1)**  
**Tier I Clinical Education I-D**  
Continuation of CLE 5612

**PHT 6610 (63-63-7)**  
**Case Studies I-E**  
Continuation of neurological case studies. Inquiry seminars, case studies, small-group discussions, laboratory practice, panels. (22 hours discussion lab/week for nine 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. Inquiry seminars, 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 ladder 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. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks.)

**CLE 6612 (0-15[clinic]-1)**  
**Tier I Clinical Education II-A**  
Continuation of Tier IA-ID skills. In addition to basic wellness oriented treatment planning and goal setting, students will practice wellness oriented intervention, teaching and learning in the clinical setting, mentoring, consultation, and referral.

**PHT 6622 (63-63-7)**  
**Case Studies II-B**  
Continuation of Case Studies II-A includes interventions to be delegated to supportive personnel. Inquiry seminars, 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 ladder cases. Research project continues with data collection. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks.)

**CLE 6622 (0-15[clinic]-1)**  
**Tier I Clinical Education II-B**  
Continuation of CLE 6612

**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. Inquiry seminars, 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 ladder with re-
flection in action used for issues facing the profession and the professional. Thesis presentation is completed with this course. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion/week for 9 weeks.)

CLE 6632 (0-15-1)
Tier I Clinical Education II-C
Continuation of CLE 6622

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 one additional on-campus week for review and wrap-up of activities.

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 health care 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 health care 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 health care services;
• Address health care issues of patients through the life cycle;
• Educate patients, students, peers and other health care providers in order to accomplish treatment goals and the goals of the program;
• Consult with organizations for the development of health care services;
• Contribute to physical therapy practice through clinical research.

Accreditation
The Nova Southeastern University Doctoral Program in Physical Therapy is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (telephone number 404-679-4501).

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 motivated and self-directed;

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.

**Foreign Course Work**

Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence. For more information, please call the HPD Admissions Office at (954) 262-1110.

**Doctoral Tuition and Fees**

1. Anticipated tuition for 2002-2003 (subject to change by the Board of Trustees without notice): $465 per credit hour.

2. A student activities fee of $125 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 6.5 to 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:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required core courses</th>
<th>Specialty courses</th>
<th>Elective courses</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
<td>minimum of 6</td>
<td>9</td>
<td>22</td>
</tr>
</tbody>
</table>

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**
**Ethnocultural 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 7010**
**Professional Issues in Physical Therapy and Health Care**
Current issues facing the physical therapy profession. Students participate in group discussions and complete a written project on a selected topic.

**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  
3  
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  
4  
The course build on statistical techniques presented in PHT 6100. It includes the following topics: research design, multiple regression analysis, advanced ANOVA, MANOVA, Non-parametric 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  
3  
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  
4  
Students are required to evaluate research literature in a scientific and systematic way. Knowledge gained in this course will help in developing research proposals using different designs.

*PHT 7130  
Scientific Writing  
3  
Students learn how to write for scientific journals and practice proposal and grant writing. Students may collect and analyze data using various statistical techniques. Students will have the opportunity to develop research proposals using different designs.

*PHT 7140  
The Therapist and Cultural Diversity  
3  
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  
3  
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  
3  
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 independent study as needed.  
Prerequisite: PHT 7200.

PHT 7300  
Consulting Skills  
3  
The roles and skills of consultants. Students complete a paper on selected topics in consultation.

PHT 7310  
Consulting as a Physical Therapist  
3  
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 Technology 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 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 will be completed under the supervision of the Dissertation Committee.
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.
Administration
Harold E. Laubach, B.S., M.S., Ph.D., Dean
Howard S. Hada, B.A., M.S., Ph.D, Assistant Dean for Academic Affairs

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.
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 2002-2003: $22,485. A student activities fee of $125 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 during any semester;
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, R.K. Yip; Associate Professor: R. Casady; Assistant Professor: D. Hermey, J. Kalmey; 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;  
Assistant Professor: W.G. Campbell

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;  
Assistant Professor: B.C. Jones

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. Panavelil, L. Gorman
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.

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.

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.
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, 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, prostodontics, public health dentistry, or oral radiology.

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, advanced education in general dentistry, endodontics, orthodontics and dentofacial orthopedics, periodontics, pediatric dentistry, and prostodontics 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 auditorium, and offices of the Dean,
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 2.75 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, 2002, for the class entering August 2002. Applications are available from:

American Association of Dental Schools Application Service (AADSAS)
1625 Massachusetts Ave., NW
Suite 600
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.

Final official transcripts, 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 2002-2003 (subject to change by the Board of Trustees without notice): $28,100 for Florida residents and $28,995 for out-of-state students. A student activities fee of $125 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 to submit their acceptance fee within 15 days. Applicants accepted after July 15 must pay their acceptance fee.
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.

**International Dental Graduate Program**

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 International Dental Graduate Program**

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 International Dental Graduate Program, a D.M.D., D.D.S., or their equivalent, from a non-U.S. dental school.

**Application Procedure for International Dental Graduate Program**

The applicant should mail the following materials to the Office of Admissions, College of Dental Medicine by March 15, 2002:

1. The completed College of Dental Medicine application form for the International Dental Graduate Program;
2. A non-refundable application fee of $50; and
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, 2002:

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
     (305) 358-6688
     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
It is the applicant's responsibility to have this course work evaluated, and an official evaluation must be sent to the Office of Admissions;

2. Official National Board scores. Please request the secretary of the National Board of Dental Examiners to forward to the Office of Admissions the applicant's scores for Part I and 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

4. 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 applicant.

International Dental Graduate Program Tuition and Fees

1. Anticipated tuition for 2002-2003 (subject to change by the Board of Trustees without notice): $28,600. A student activities fee of $125 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 pay-

ment 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 International Dental Graduate Program Students

Students should anticipate the following approximate expenses:

For books:
- First year $1200
- Second year $1200
- Third year $500
- Fourth year $500

For instruments and equipment:
- First year $7000
- Second year $4000
- Third year $1000
- Fourth year $1000
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: A Guide to Student Financial Assistance.

Opportunities for a limited number of part-time work assignments are 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. 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, 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 to allow for management and delivery of quality 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.)

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College of Dental Medicine Courses

Anatomy
Chairman and Professor: G.R. Conover; Professor Emeritus: F.H. Higginbotham; Professors: L. Dribin, A. Mariassy, R.K. Yip; Associate Professors: R.L. Casady, D. Hermey; Assistant Professors: J. Kalmey, K. Tu; Adjunct Professor: S. Barry

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 Lecture/Lab
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 Lecture/Lab
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; Adjunct Associate Professor: C. Gotthelf; 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

CDM 2050
Endodontic Technique Lecture
An 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 teaching 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 endodontic knowledge and understanding beyond the basic concepts. 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
Chair and Associate Professor: J. Tabak; Professors: S. Kelner, S. Zucker; Associate Professor: J. Jacobs; Assistant Professors: D. Ede-Nichols, Director of Geriatric and Special Care Dentistry, AEGD Director, K. Douglas; Adjunct Faculty: R. Ames, C. Brown, R. Dumbaugh, R. Foster, S. Kamen; Visiting Lecturer: S. 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 97) and file management, Internet hook-up, standard Internet and literature searches using MEDLINE. This course also covers Excel spreadsheets that may be utilized to manage a dental office.

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  
This 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 3140  
Geriatric Dentistry  
Introduces the students to trends and general concepts in gerontology, special dental management problems, the development of a comprehensive knowledge base, and treatment planning for 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 1110  
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; Professor: H. Remnick; Adjunct Professor: P. Pullon; Associate Professors: W. Balton, I. Goldstein; Assistant Professors: S. Caplan, W. Hupp; Adjunct Assistant Professor: J. Bloch

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 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 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 Radiology and Pathology**  
Chairman and Professor: A. Ponce;  
Assistant Professors: F. Eraso, I. Velez;  
Adjunct Professor: D. Stern

**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, periapical disturbances, and other anomalies.

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

**Oral and Maxillofacial Surgery**  
Chairman and Professor: S. Kaltman;  
Professors: P. Bradley, S. Mintz, B. Recant;  
Visiting Professors: S. Bahn, H. Dym, S. Guttenberg, C. Kates, R. Marx, M. Pikos;  
Associate Professors: E. Epstein, M. Krohn, J. McCain;  
Assistant Professors: M. Boyer, D. Rubin;  
Adjunct Assistant Professors: E. Blanck, L. Garvar, K. Kaner, P. Richmond, P. Seider, J. Stevens, S. Stewart, L. Sultan;  
Adjunct Professor: C. Tomoe.
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. Students will also be exposed to more complex and modern practices in oral and maxillofacial surgery. This includes orthogenic surgery, TMJ surgery, pathology and reconstruction surgery.

CDM 2040
Anesthesia I
Didactic course which reviews the anatomy of the head and neck in relation to administration of local anesthesia. Topics covered include the pharmacology of local anesthetics and vasoconstrictors. Delivery and alternative anesthesia techniques are covered in this course. Clinical practice includes demonstration and hands-on experience in administering local anesthesia.

CDM 2170
Anesthesia II
Didactic course which reviews the anatomy and physiology of respiration in relation to inhalation anesthetic agents and the pharmacology of nitrous oxide oxygen analgesia and its use in the management of anxiety. Other topics covered include intravenous sedation/general anesthesia and pain and anxiety control.

Orthodontics

CDM 2200
Orthodontics Lecture/Laboratory
The orthodontics lecture course is designed to teach students to assess normal and abnormal growth and development, diagnosis and classification of malocclusion, and differentiation between limited and comprehensive orthodontic treatment.

The orthodontics laboratory course is designed to teach principles and concepts used in treatment in orthodontics and dentofacial orthopedics. Laboratory skills are taught in orthodontic mechanics, enabling students to engage in active participation in the clinical experience.

Pediatric Dentistry
Chairman and Assistant Professor: D. Vedrenne; Associate Professor and Postdoctoral Program Director: M. Donaldson; Assistant Professors: J. Galvez, J. Larumbe, R. Ocanto; Adjunct Associate Professors: E. Nacht, Y. Gomez-Ruane, J. Klein; Adjunct As-
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
Human Physiology
Physical and chemical factors and processes responsible for the development, progression and procreation of life, organ systems approach, cell function, membrane function, membrane transport, electrophysiology, muscle physiology, neurophysiology, and cardiovascular, renal, respiratory, gastrointestinal, endocrine and nervous systems.

Periodontics

Chairman and Associate Professor: C. Galin; Professor: S. Stahl; Associate Professors: A. DeCarlo, A. Gargiulo, J. Henkin, M. Rosenberg; Assistant Professors: S. Galperin, J. Sekler; Adjunct Assistant Professors: J. Allen, N. DeTure, R. Eisenberg, M. Forrest, I. Freedman, R. Gage, J. Ganeles, I. Garazi.

**CDM 1070**
*Periodontology 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 1185**
*Periodontology 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**
*Periodontology 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**
*Periodontology IV*

**CDM 3030**
*Periodontology 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**  
*Periodontology 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**

**Chairman and Professor:** T. Hottel;  
**Professors:** J. Antonelli, S.W. Askinas, R. Brandt, P. Hunt, F. Kohler;  
**Associate Professors:** M. Berger, A. Brodie, A. Gotlieb, R. Hirsch, P. Keller, L. Kransne, I. Niditch, J. Warren;  
**Instructor:** F. Ahmed;  
**Adjunct Instructors:** R. Cecchini, S. Devack, C. Friedman, H. Kellner, N. Nyayapathi, Z. Staller;  
**Visiting Instructors:** H. Kay, B. Keough, M. Kuttler, A. Ordonez;  
**Volunteer:** S. Mueller-Punga;

**CDM 1100**  
*Dental Materials*
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 restora-
tions 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
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
Cosmetic Dentistry
This course provides formal lecture presentations and practical laboratory projects to help prepare and familiarize students with esthetic dental procedures commonly performed by General Dentists.
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.

CDM 4120
Regional Board Preparation Course
This course consists of a lecture and laboratory series that presents an overview of useful clinical techniques for students who will be taking various Regional Board dental examinations. The course presents didactic material, as well as hands-on clinical simulation of examination parameters for procedures included in various Regional Board exams. Successful completion of this course should assist students taking Regional Board exams, but does not guarantee a passing grade on any Regional Board examination taken by a student.

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, Prosthodontics, and Advanced Education in General Dentistry.
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 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 and hospital-based training program includes significant hospital and extramural affiliations in the Miami and Ft. Lauderdale areas.

Lectures, seminars and multidisciplinary 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 Department of Periodontics offers a 36-month postdoctoral program that is designed to prepare the student for the American Board of Periodontology exam. The program 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 seminars in periodontics and implant dentistry, literature review seminars, and periodontal prosthetics. Students will participate as clinical instructors in the predoctoral periodontics clinic. 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 addition, individual research projects are strongly 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.

**Advanced Education in General Dentistry**

The Department of Community Dentistry offers two programs in Advanced Education in General Dentistry (AEGD). The AEGD program at the Dade County Dental Research Clinic, established in 1985, includes a wide range of clinical experience in all phases of general practice. A new AEGD program began July 1, 2001, based at the College's new 28-chair clinic at the North Miami Beach (NMB) campus. The NMB AEGD is a multiposition program that includes a Special Needs Care track and another in Geriatric Dentistry that will lead to a second year of a fellowship in Geriatrics.

The didactic portion of the programs include a core science curriculum designed to provide all postdoctoral students with a basic interdisciplinary education and a detailed general practice curriculum. Various off-site rotations are included. Both programs pay a stipend and fringe benefits including health and professional liability insurance.

**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 postdoctoral 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, 2002:

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:
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 2002-2003 (subject to change by the Board of Trustees without notice): $28,820. A student activities fee of $125 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.
EMERITUS FACULTY

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
Kirksville College of Osteopathic Medicine
Fellow, American College of Pathologists

Carl L. Brumback
Emeritus Professor, Community Medicine
A.B. - 1936
University of Kansas
M.D. - 1943
University of Kansas
M.P.H - 1948
University of Michigan
Fellow, American College of Preventive Medicine

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 Professor, Osteopathic Principles & Practice
B.A. - 1939
Webster University
D.O. - 1939
University of Osteopathic Medicine and Health Sciences
M.S. - 1943
Kansas University
G.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 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

Arthur Snyder
Emeritus Professor, Osteopathic Principles & Practice
D.O. - 1944
Philadelphia College of Osteopathic Medicine
FACULTY MEMBERS

FULL-TIME FACULTY

Fawzia Ahmed
Instructor,
Restorative Dentistry
D.D.S. - 2000
University of Western Ontario

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

Rodolfo Acosta-Ortiz
Assistant Professor,
Restorative Dentistry
D.D.S. - 1992
University of del Valle

Sultan S. Ahmed
Assistant Professor,
Physician Assistant Studies
Assistant Professor,
Family Medicine
M.B.B.S. - 1978
Dacca University, Bangladesh
P.A. - 1988
Bayley Seton Hospital
Physicians Assistant Program
Fellow, American Academy of Physician Assistants

Colette Alea-Barroso
Assistant Professor,
Pharmacy Practice
B.S. - 1996
University of Florida
Pharm.D. - 2000
Nova Southeastern University

Laura M. Amon
Assistant Professor,
Physician Assistant Studies
B.S.P.A. - 1989
Saint Francis College
M.S. - 1995
Alderson-Broadus College
Fellow, American Academy of Physician Assistants

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. - 2001
Nova Southeastern University

John Antonelli
Professor,
Restorative Dentistry
D.D.S. - 1976
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<tr>
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<th>Title(s)</th>
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University of Puerto Rico
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Wayne State University School of Medicine

Sharon Cleveland
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<td>Clinical Assistant Professor, Orthodontics</td>
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<td>Clinical Assistant Professor, Pharmacy Practice</td>
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</table>
Douglas David  
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<thead>
<tr>
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<th>Title &amp; Department</th>
<th>Education</th>
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<tbody>
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Executive Director, Cooperative Feeding Program

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Mark Forrest
Clinical Associate Professor,
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<td></td>
<td>1967</td>
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<td>Collie Forrester</td>
<td>Clinical Assistant Professor, Pharmacy Practice</td>
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<td>D.D.S.</td>
<td>1962</td>
<td>University of Pennsylvania</td>
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<td>Rosebud Foster</td>
<td>Clinical Professor, Community Medicine, Professor, Public Health, Professor, Community Dentistry</td>
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<td>M.S.N.</td>
<td>1960</td>
<td>Wayne State University</td>
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<td></td>
<td>Ed.D.</td>
<td>University of Miami</td>
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<td>James D. Fotopoulos</td>
<td>Clinical Instructor, Osteopathic Principles &amp; Practice</td>
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<tr>
<td>B.S.</td>
<td>1961</td>
<td>University of Cincinnati</td>
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<td>College of Osteopathic Medicine</td>
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<td>Jonathan Fox</td>
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<td>B.A.</td>
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<td>1983</td>
<td>University of Osteopathic Medicine &amp; Health Sciences</td>
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<td>Kevin B. Fox</td>
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<td>1983</td>
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<thead>
<tr>
<th>Name</th>
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<th>Specialization</th>
<th>Education Details</th>
</tr>
</thead>
<tbody>
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### FACULTY MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Position</th>
<th>Education and Experience</th>
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<tr>
<td>Paul E. Kudelko</td>
<td>Clinical Associate Professor, Cardiology</td>
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<tr>
<td>Robert J. Kudelko</td>
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<tr>
<td>Sudhira A. Kulatunga</td>
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<td>Miles Kuttler</td>
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<td>Myron L. Kwan</td>
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<tr>
<td>K. Langland</td>
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<td>Luz Labrada</td>
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<tr>
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<td>Arthur Lane</td>
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<tr>
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<th>Name</th>
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<th>Specialty</th>
<th>Education</th>
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<td>Kimberly Mattox</td>
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<td>Clinical Assistant Professor</td>
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<td>D.M.D. - 1973 Tufts University School of Dental Medicine</td>
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Robert A. Norman
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<th>Name</th>
<th>Clinical Title</th>
<th>Pharmacy Practice</th>
<th>Medical School/University</th>
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<td>Kris Smith</td>
<td>Clinical Assistant Professor</td>
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<td>Leslie L. Smith</td>
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<td>Edward N. Smolar</td>
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<td>Samuel K. Snyder</td>
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<td>Kelly Soisson</td>
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<td>John M. Sortino</td>
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<td>Vincent Speranza</td>
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