Health Professions Division Catalog 2003-2004

Nova Southeastern University

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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.

Accreditation
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 associate's, bachelor's, master's, educational specialist, and doctoral degrees.

Notice of Nondiscrimination
Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying 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, scholarship and loan programs, and athletic and other school-administered programs.
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Nova Southeastern University is Florida's largest independent university based on enrollment and the 12th largest independent institution in the United States.

In 1967, NSU served an entire student body of 17 from one building. Today, our main campus has grown to 300 acres, and we have more than 21,000 students enrolled in 16 academic centers. We offer programs throughout Florida, in 24 states and many foreign countries. The university boasts more than 74,000 alumni throughout the world.

You will be coming to NSU at an exciting time. Recently our main campus has grown to include the Library, Research, and Information Technology Center, a joint-use facility with the Broward County Board of County Commissioners. This five-story, 325,000-square-foot facility offers much more than books, with space devoted to education, research, cultural events, technology, art, and social interaction. The building features 20 electronic classrooms (including one designed specifically for children); a 500-seat performing arts theater; 1,000 user seats with Internet access; 700 computer workstations; a children’s reading area and story room, a café, and much more.

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.
President
Letter from the Chancellor

If you wish to be a leader in the health professions, Nova Southeastern University can help you reach your potential.

The Health Professions Division is unique in that it has been developed as an interdisciplinary educational center from its inception. The division was founded on the concept that the interdisciplinary approach to education is beneficial to students of all professions, and by preparing students to work effectively with health care providers from different fields, barriers are broken and patient care is enhanced.

In less than two decades, NSU's Health Professions Division has developed into a multidisciplinary academic health center of international stature. Comprised of the Colleges of Osteopathic Medicine, Pharmacy, Dentistry, Optometry, Allied Health, and Medical Sciences, the health professions division has redoubled its commitment to academic excellence, innovation, and community service, while expanding its mission in research and scholarship. Together, as a team, the distinguished faculty prepares students for an exciting career on tomorrow's dynamic health care team.

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Health Professions Division
Nova Southeastern University

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Nova Southeastern University

Nova Southeastern University Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through 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.
Health Professions Division Mission Statement

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.
2003–2004 Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 4–8, 2003</td>
<td>Fall orientation and registration week</td>
</tr>
<tr>
<td>August 10, 2003</td>
<td>Official orientation/registration (family)</td>
</tr>
<tr>
<td>August 11, 2003</td>
<td>Freshman classes begin</td>
</tr>
<tr>
<td>September 1, 2003</td>
<td>Labor Day, university closed</td>
</tr>
<tr>
<td>September 27, 2003</td>
<td>Rosh Hashanah, university closed</td>
</tr>
<tr>
<td>October 6, 2003</td>
<td>Yom Kippur, university closed</td>
</tr>
<tr>
<td>November 27 and 28, 2003</td>
<td>Thanksgiving Holiday, university closed</td>
</tr>
<tr>
<td>December 1, 2003</td>
<td>Classes resume</td>
</tr>
<tr>
<td>December 19, 2003</td>
<td>Winter recess begins at 5:00 p.m.</td>
</tr>
<tr>
<td>December 24, 2003</td>
<td>Christmas Eve, university closed 1/2 day</td>
</tr>
<tr>
<td>December 25 and 26, 2003</td>
<td>Christmas Holiday, university closed</td>
</tr>
<tr>
<td>December 31, 2003</td>
<td>New Year's Eve, university closed 1/2 day</td>
</tr>
<tr>
<td>January 1 and 2, 2004</td>
<td>New Year's Day Holiday, university closed</td>
</tr>
<tr>
<td>January 5, 2004</td>
<td>Classes resume</td>
</tr>
<tr>
<td>January 19, 2004</td>
<td>Martin Luther King Day, university closed</td>
</tr>
<tr>
<td>April 2, 2004</td>
<td>Spring recess begins at 5:00 p.m.</td>
</tr>
<tr>
<td>April 5–9, 2004</td>
<td>Spring recess, no classes</td>
</tr>
<tr>
<td>April 9, 2004</td>
<td>Good Friday, university closed</td>
</tr>
<tr>
<td>April 12, 2004</td>
<td>Classes resume</td>
</tr>
<tr>
<td>May 27, 2004</td>
<td>Senior Day and Graduation rehearsal*</td>
</tr>
<tr>
<td>May 29, 2004</td>
<td>Senior award dinner*</td>
</tr>
<tr>
<td>May 30, 2004</td>
<td>Graduation*</td>
</tr>
<tr>
<td>May 31, 2004</td>
<td>Memorial Day, university closed</td>
</tr>
</tbody>
</table>

Note: Individual college schedules may be obtained from the college offices. All dates are subject to change by the administration.

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

University History
Sustained growth and unity has made Nova Southeastern University (NSU) 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.

From 1987 to 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 300-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 more than 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 Sanford L. Ziff Health Care 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 Terry Administration Building, with the departments 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 amphitheater-classrooms, all equipped with computerized audio/visual 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 70,000-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 added a 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 Coursework
Undergraduate 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 one of the following:

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

- Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsihny.com
  info@jsihny.com

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

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

Provisional Conditional Admissions Policy
Students are provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admissions requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admissions requirements have been approved by the college/program admissions office).

Voluntary Withdrawal Tuition Refund Policy
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 class days..............70 percent
- Fourth or fifth class day..........60 percent
- Sixth or seventh class day........40 percent
- Eighth, ninth, or tenth class day ....20 percent

No refunds will be made after the tenth class day

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, Fort Lauderdale, Florida 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 residential facilities are also located near campus. Information concerning housing may be obtained from the Office of Residential Life at 3301 College Avenue, Fort Lauderdale, Florida 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. Students must wear their white consultation jackets with their names and appropriate college designation embroidered over or on the left breast pocket. A white jacket is to be worn daily over the prescribed attire.

2. Shirt, tie, slacks, socks, 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.

3. Matching scrub sets, socks, and shoes. In addition to the above attire, students must wear their white clinical jacket.

4. 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.

Students may not wear the following:
- shorts
- cut-offs
- mini-skirts (higher than mid-thigh)
- jeans
- see-through clothing or halter-tops
- beach/flip-flop sandals, thongs, or sneakers
- t-shirts (as the outer shirt)
- jogging or exercise clothing
- 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.

Health Insurance
It is required that each Health Professions Division 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 before 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 Department of Veterans Affairs (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 recertified after one evaluation period has elapsed. The school may recertify 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.

Grade/Progress Reports
Each student who has VA benefits will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester). A copy of each report will be placed in the student's permanent file maintained by the school. The university periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, plus grades for all courses in which the student is currently enrolled.

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 receiving veterans' benefits who has previous postsecondary 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 can not 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 forgery 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 videotapes, slides, 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 Web site, which allows for access to several health-related and other electronic databases, including MEDLINE and MDCoutl. 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 Shepard Broad Law Center Library, and the Oceanographic Center Library. In addition, the university has recently opened a $43 million Library, Research, and Information Technology Center in conjunction with the Broward County Board of County Commissioners.

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 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 state-of-the-art dental center, a comprehensive optometric clinic and optical dispensary to serve the community.

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

- Eye Institute of Fort Lauderdale
The Eye Institute at Fort Lauderdale located in the North Broward Hospital District building at 1111 West Broward Boulevard provides primary eye care and pediatric/binocular vision services to the urban community in the downtown area as well as the hospital district patients. Along with routine and emergency eye care, services for early detection and monitoring and treatment of glaucoma and other eye diseases are provided by students supervised by experienced faculty members in
this state-of-the-art facility. Specialty care, including vision training for children up to twelve years of age, is offered by the Eye Institute's pediatric section. A wide selection of frames and lenses for both children and adults are available at reasonable cost on-site.

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 that 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 required of health professions students and personnel in performing common functions.

The holders 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 Communication

Candidates and students should be able to interact with and 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 to some health care professionals are cardiopulmonary resuscitation (CPR), 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 teaching the teaching the functions involving gross and fine movements. Physical therapy and occupational therapy students must have sufficient motor skills to weight 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 to move sufficiently 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 in a variety of settings and to position and move patients when required.

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 positions 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 medicine, optometry, and physician assistant students must have sufficient visual ability 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 medicine 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 using high technology equipment such as dental drills and surgical instruments.

Sensory
Osteopathic students and physician assistants are required to have an enhanced ability to use their sensory skills. These enhanced tactile and proprioceptive sensory skills are essential for appropriate osteopathic evaluation and treatment of patients.

Behavioral and Social Attributes
Candidates and students must possess the emotional health required for full use 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 relationship with patients. Candidates and students must be able to physically tolerate taxing workloads, 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 process.
College of Osteopathic Medicine

Mission Statement
We, the faculty and staff of NSU College of Osteopathic Medicine, are committed to the uniqueness and importance of our osteopathic philosophy and heritage. Working together, we educate and train future osteopathic physicians who will succeed in meeting the needs of tomorrow’s diverse patients in an evolving health care system. We are committed to producing competent, compassionate physicians who are holistic, self-directed, and life-long learners. This is accomplished by

- providing medically superior and committed faculty as role models
- delivering state-of-the-art and relevant education, training, and research support that realigns with the needs of our communities (local, national, and international)
- demonstrating quality patient care and education through increased clinical experience
- performing ongoing self-evaluations

We listen to and consider the recommendations and needs of our partners in the public and professional communities and the educational needs of our students and residents.

We will continually express the importance of our mission.

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 using 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—more than 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.

Administration
Anthony J. Silvagni, D.O., Pharm.D., M.Sc., FACOPF Department Chairman
Lawrence E. Jacobson, D.O.
Vice Dean
A. Alvin Greber, D.O., FACOI Associate Dean for Program Development
Leonard Levy, D.P.M., M.P.H.
Associate Dean for Education, Planning, and Research
Ronnie Martin, D.O., FACOPF Associate Dean for Medical Affairs
Howard Neer, D.O., FACOPF Associate Dean for Alumni Affairs
Thomas Parrino, M.D.
Associate Dean for Veteran Affairs
Steven Zucker, D.M.D., M.Ed.
Associate Dean for Community Affairs
Joseph DeGaetano, D.O., FAAFP Director of Clinical Curriculum and Graduate Medical Education (GME)

Lauritz A. Jensen, D.A.
Director of Pre-Clinical Education
Albert W. Whitehead, D.M.D., M.Ed., M.B.A.
Director for Student and Administrative Services
Margaret Wilkinson, Ph.D.
Executive Director of Consortium for Excellence in Medical Education (CEME)
Cyril Blavo, D.O., M.S., M.P.H. and T.M., FACOP Director, Public Health Program

Admission to the College of Osteopathic Medicine
Requirements for Admission
Applicants for the first-year class must meet the following requirements prior to matriculation:

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

2. completion, with a minimum grade of 2.0 or better on a four-point scale, of
   - eight semester hours of each of the following courses:
     a. general biology, including laboratory
     b. organic chemistry, including laboratory
     c. general chemistry, including laboratory
     d. physics, including laboratory
   - three semester hours of each of the following courses:
     a. English literature
     b. English composition

(Note: These are minimum academic requirements for admission. Students are encouraged to take additional courses such as embryology, genetics, behavioral sciences, and the humanities. Preference will be given to students with a cumulative grade point average (GPA) of 3.0 or higher. However, the dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.)

3. All applicants are required to take the Medical College Admission Test (MCAT). Applications for the MCAT may be obtained from your college's preprofessional advisor's office, or by writing directly to:
   Medical College Admission Program Office
   2501 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 more than 3,500 applications a year, from which only 200 students are chosen. These students have varied backgrounds, and while some 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 applications packets may be obtained directly from AACOMAS by calling (301) 968-4190, or writing to

5550 Friendship Blvd., Suite 310
Chevy Chase, MD 20815-7231.

For quick results, applicants may also submit applications electronically through AACOMAS online, an interactive Web-based application that 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 applicant 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, which will be sent to the applicant by the college on receipt of the ACOMAS application
• a nonrefundable 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 applicant because of the limited number of spaces available in each class.

After acceptance, final and official documents and requirements must be received by the Office of Admissions within 90 days following the start of the first term. If these final and official documents are not received, or other requirements are not met by that time, the student will not be able to continue his or her enrollment. Financial aid will not be disbursed to anyone until he or she has been fully admitted as a regular student (all admissions requirements have been approved by the program office).

Tuition and Fees
1. The anticipated tuition for 2004-2005 (subject to change by the board of trustees without notice): $23,267 for Florida residents and $29,358 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 their 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 is $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. Applicants accepted between January 15 and June 14 will have two weeks to pay this acceptance fee.

Those accepted on or after June 15 may be asked for immediate payment of the fee.

3. Deposit is $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. Applicants accepted after this date will have a due date following the date of acceptance.

4. Preregistration fee is $1,000, due May 15, under the same terms as the deposit. Applicants accepted after this date will have a due date following the date of acceptance.

5. University technology fee is 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 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 Assistance 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 separate university publication: A Guide to Student Financial Assistance.

Academics
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 coursework comparable to that of the College of Osteopathic Medicine.

- 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.
- Transfers from an LCME-accredited medical school or college shall require that no less than the last 50 percent of instruction be completed within the College of Osteopathic Medicine.
- Transfer credits shall be given only if the student is eligible for readmission to the previously attended college of osteopathic medicine or other medical school.
- Credit is only given for completed courses with grades of 70 percent (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
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.

Advanced Placement
Request for advanced placement for any course at Nova Southeastern University College of Osteopathic Medicine must be declared and all supporting documentation must be submitted by the student no later than the first day of classes of the first year. The student must present all supporting documents to the Nova Southeastern University Office of the Associate Dean for Medical Education.

The student will be required to attend all classes and take all examinations until the disposition of the advanced placement request is finalized.

A student must have taken a course judged to be equivalent by the appropriate academic department, within two years prior to the first day of classes. The involved academic department will also have the option of requiring a comprehensive examination given for the purpose of determining the student's competency in the subject matter involved.

The passing requirement for this examination will be determined by the department.

The decision regarding the request for advanced standing will be transmitted in writing to the student by the dean. The Office of the Registrar will be appropriately notified. Courses for which advanced standing is granted will be designated as advanced placement on the student's transcript and will not show a grade or contribute to the student's grade point average.

Promotion, Suspension, Dismissal, and Readmission
The policies for promotion, suspension, dismissal and readmission 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

- 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
- has completed all academic requirements in no more than six years from the date of matriculation, excluding leaves of absence
- has complied with all the curricular, legal, and financial requirements of the university
- 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
- has passed Level I and Level II of the examination administered by the National Board of Osteopathic Medical Examiners
- has reached at least 21 years of age
- has demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine
- has demonstrated suitability for the practice of medicine as evidenced by professional behavior and displaying responsibility for patient care and exhibits integrity in the conduct of clinical and academic activities
- 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 estab-
lished affiliations with medical centers, hospitals, and health care systems; a nationally recognized rural medicine program; and a mission to educate the finest osteopathic physicians possible. We place our students and residents at the nation's fourth largest public hospital system—the North Broward Hospital District—or at one of our regional academic centers throughout the state to improve continuity and coordination of clinical education within our vast and growing clinical training network.

Our innovative curriculum is designed to fulfill our mission of training primary-care physicians. The design of the curriculum is based on successful academic models—carefully developed and integrated. It emphasizes interdisciplinary collaboration, guiding students to develop a holistic, and more importantly, 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.

This clinical exposure continues into the second year when students have increased opportunity to interact with standardized patients on campus as well as be involved, under physician supervision, with real patients in the office and hospital setting.

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 members and campus facilities with NSU's pharmacy, dental, optometry, physician assistant, physical therapy, occupational therapy, public health, nursing, and medical science students.

Curriculum Outline

**FIRST YEAR**

**First Semester Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ANA 5114</td>
<td>Medical Histology</td>
<td>2.0</td>
<td>3.0</td>
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<tr>
<td>ANA 5218</td>
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<td>Medical Biochemistry I</td>
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<tr>
<td>FME 5105</td>
<td>Basic Life Support</td>
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<tr>
<td>FMO 5112</td>
<td>OP&amp;P I</td>
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<tr>
<td>IDC 5112</td>
<td>Clinical Practicum I</td>
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<td>IMX 5105</td>
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**Total Hours** 16.5 13.5 24.0

**FIRST YEAR**

**Elective Courses**

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<th>Credit Hours</th>
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<tr>
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<td>Community Service I</td>
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<tr>
<td>IDC 5513</td>
<td>Research I</td>
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<td>Guided Study I</td>
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**SECOND YEAR**

**Second Semester Core Courses**

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<th>Course Code</th>
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College of Osteopathic Medicine
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**College of Osteopathic Medicine Course Descriptions**

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

**Anatomy**
Chair and Professor: G. R. Conover
Professor Emeritus: F. H. Higginbotham
Professors: L. Dribin, A. Mariass, R. K. Yip
Associate Professors: R. L. Casady, D. Herney
Assistant Professors: J. Kalney, S. Purvis
Visiting Professor: S. Barry

**Biochemistry**
Chair and Professor: R. E. Block
Professor: E. E. Grossclosse
Associate Professor: K.V. Venkatachalam
Assistant Professor: W. G. Campbell

**BCH 5113/5116—**
Medical Biochemistry I and II
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. (108-0-6)

**Pathology**
Chair and Professor: M. A. Khin
Professor Emeritus: D. C. Bergman
Professor: K. Khin
Assistant Professor: B. C. Jones
PTH 6113—Principles of Pathology
Basic concepts and principles of pathology needed for the applied clinical courses to follow during the semester. (36-0-3)

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

MIC 5127—Medical Microbiology
Basic principles of infectious agents and their application to disease states. Includes study of immunology. (126-0-7)

Pharmacology
Chair and Associate Professor: C. Reigel
Assistant Professors: T. Panavelil, L. Gorman, C. Powell

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

Physiology
Chair and Professor: S. Taraskevich
Associate Professor: H. Mayrovitz
Assistant Professors: Y. Zagvazdin, D. King

PHS 5123/5127—Medical Physiology I and II
Study of general physiology (cell function, membrane translocation, electrophysiology, muscle physiology, cardiovascular, renal, gastrointestinal, respiratory, endocrine, and neurophysiology. (133-0-7)

Psychiatry
Chair: M. Fiorella
Clinical Assistant Professor: F. Lewis

PSY 6112—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. (36-0-2)

Division of Medical Humanities
Chair and Professor: S. Cohen

Family Medicine
Chair and Professor: R. Martin
Associate Professors: M. Howell, S. Simpson

FMC 5221—Medical Epidemiology
Basic concepts of epidemiology and biostatistics as they pertain to public health and disease processes. (18-0-1)

FMC 6421—Medical Jurisprudence
Seminars and lecture series covering physician-attorney relationships, legal terminology, and principles.

Emphasizes medical risk management. (18-0-1)

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

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

FME 6312—Pediatric Advanced Cardiac Life Support (0-18-1)
American Heart Association-approved pediatric advanced cardiac life support course, taken prior to clinical rotations. (0-18-1)

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

Division of Geriatrics
Chair and Associate Professor: N. Pandya
Assistant Professors: S. Ledbetter, M. Warhaftig

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

Division of Physical Medicine and Rehabilitation
Chair and Clinical Assistant Professor: R. Tochin

Preventive Medicine
Chair and Clinical Associate Professor: J. Malecki
Assistant Professor: R. McFee
Clinical Assistant Professor: R. Treschel

PRM 5121—Preventive Medicine and Public Health Preparedness
This course will present the role of the physician in population-based medicine and community health. The course will teach the student physician the fundamentals of preventive medicine and public health, including bioterrorism preparedness. Special emphasis will be made on the concept of separating patients from risk. (18-0-1)

Department of Rural Medicine
Chair and Professor: J. Howell
Professor Emeritus: M. Goldstein

FMR 6205—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. (10-0-0.5)

Division of Correctional Medicine
Chair and Professor: D. Thomas

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

FMO 5112—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. (18-36-2)

FMO 5222—Osteopathic Principles and Practice II
Covers principles and techniques on a regional basis. Stresses the neuro-physiological aspects of muscle dysfunction and pain mechanisms. Treatment modalities include counterstrain, myofascial release, indirect technique, and muscle energy techniques. (18-36-2)

FMO 6112—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. (18-36-2)

FMO 6422—Osteopathic Principles and Practice IV
Development of the osteopathic approach to systemic diseases, using skills learned in previous semesters. Cranial osteopathic technique is included. Interdisciplinary clinical correlation is emphasized. (18-36-2)

FMO 8148—
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 and research experience. (0-960 [Clinic]-48)

FMO 8248—
Osteopathic Principles and Practice Fellowship II
A continuation of the first practicum, this rotation builds on the OMM Fellows' patient care responsibilities and stresses a more intense teaching and research load. (0-960 [Clinic]-48)

Internal Medicine
Chair and Professor: A. A. Greber
Professors: M. M. Aye, M. Terry
Assistant Professors:
A. Morrison, A. Noble,
J. Spalter, G. Hill, G. Merlino

Division of Cardiovascular Medicine
Chair and Professor: A. A. Greber
Clinical Professor: R. Kaufman
Clinical Assistant Professors:
C. Vogel, E. Naccarato

Division of Dermatology
Chair and Clinical Associate Professor: H. A. Schwartzberg
Clinical Associate Professor:
Professor and Residency Program Director: S. E. Skopit
Clinical Assistant Professors:
B. Portnoy, L. Longwill

Division of Endocrinology
Chair and Clinical Professor: L. Chaykin
Clinical Assistant Professor: C. Coelho

Division of Gastroenterology
Chair: vacant
Clinical Associate Professor: A. Levine
Clinical Assistant Professors:
G. Cowan, M. Lamet, M. Carp

Division of Hematology/Oncology
Chair and Clinical Assistant Professor: vacant
Associate Professor: J. Leslie;
Assistant Professors:
J. Krathen, S. Rozin

Division of Infectious Diseases
Chair and Assistant Professor: J. Spalter

Division of Nephrology
Chair and Clinical Assistant Professor: S. Snyder
Clinical Assistant Professor:
J. Waterman

Division of Neurology
Chair and Clinical Assistant Professor: H. M. Todd
Professor: L. Jacobson
Assistant Professors: M. Swerdloff, T. Hammond, J. Harris

Division of Pulmonary Medicine
Chair and Clinical Professor: E. Bolton, Jr.
Clinical Assistant Professor:
D. Saltzman

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

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

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

Obstetrics and Gynecology
Chair and Professor: D. R. Barkus
Assistant Professor: K. Johnson
Instructor: R. Alexis

Pediatrics
Chair and Associate Professor: E. Packer
Professors: C. Blavo,
D. Muligan-Smith
Assistant Professor: H. DeGaetano

Surgery
Chair and Professor: D. Thomas
Professor: M. Morris
Professor Emeritus: S. Kaye

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

Division of General Surgery
Chair and Clinical Associate Professor: M. Grossman
Division of Ophthalmology
Chair and Clinical Professor: W. Bizer

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

Division of Otorhinolaryngology
Chair: R. Condrucci

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

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

Interdisciplinary Courses

PSY 5105—Substance Abuse I: Tobacco Cessation
Emphasizes development of knowledge and skills valuable in assisting patients to change attitudes and behaviors regarding the cessation and prevention of tobacco use. (6-8-0.5)

PSY 6112
This course introduces the major clinical concepts of psychiatry and behavioral medicine. It emphasizes the biopsychosocial model as it relates to the recognition, sensitivity, assessment, diagnosis, and management of mental illness and relevant psychosocial issues. (54-0-3)

IDC 5505—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. (8-0-0.5)

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

IDC 6705—Introduction to Complementary and Alternative Medicine
Concepts and practices of alternative and complementary medicine. (8-0-0.5)

IDC 6105—Medical Ethics
Discusses and explores important issues in medical ethics, especially those involving physician/patient relationships. (10-0-0.5)

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

IDC 5122—Community Service II
A continuation of Community Service I. (0-36-2)

IDC 6212—Community Service III
A continuation of Community Service II. (0-36-2)

IDC 6522—Community Service IV
A continuation of Community Service III. (0-36-2)

IDC 5513—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. (0-54-3)

IDC 5213—Research II
Continuation of Research I. (0-54-3)

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

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

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

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

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

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

IDC 5112—Clinical Practicum I
Introduces medical history taking and physical examination techniques. Emphasizes communication skills and physician/patient interactions. (21-36-2)

IDC 5522—Clinical Practicum II
Develops history and physical examination skills using simulated patient examinations. (24-18-2)

IDC 6112—Clinical Medicine I
Assessment of clinical problems through multiple formats incorporating interactive small group discussions, standardized patient assessments, and computer assisted instruction. (36-0-2)

IDC 6122—Clinical Medicine II
Continuation of Clinical Medicine I. (36-0-2)

IDC 6911—Clinical Procedures I
Introduces common procedures encountered in clinical practice. Emphasizes proper technique. (7-12-1)

IDC 6221—Clinical Procedures II
Continuation of Clinical Procedures I. (4-6-1)

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

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

IDC 6312—Guided Study III
Continuation of Guided Study II. (0-36-2)
IDC 6022—Guided Study IV
Continuation of Guided Study III. (0-36-2)

IDC 5105—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 NSU-COM library database and Internet. (5-0-0.5)

IDC 6905—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, and educational resources. (8-0-0.5)

IDC 8821—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. (20-0-1)

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. (8-0-0.5)

IDC 5211—IGC Preceptorship I
4-24-1

IDC 5421—IGC Preceptorship II
3-28-1

IDC 6512—IGC Preceptorship III
7-52-2

IDC 6722—IGC Preceptorship IV
5-52-2

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. (53-0-3)

IDC 6212—Hematopoietic and Lymphoreticular System
Diagnosis, management of hematopoietic, lymphoreticular system diseases, disorders, hemostasis, platelets, white blood cells, and myeloproliferative, lymphoproliferative, immunoproliferative and oncologic disorders. (36-0-2)

IDC 6215—Cardiovascular System
Pathophysiology, diagnosis, and management of common cardiovascular disorders. Teaches electrocardiography, and includes training in the use of “Harvey.” (82-0-5)

IDC 6613—Reproductive System
Pathophysiology, diagnosis, treatment of common gynecologic and obstetric disorders and diseases of the breast. Special issues are discussed, such as domestic violence. (56-0-3)

IDC 6413—Respiratory System
Pathophysiology; diagnosis; management of common respiratory disorders, infectious disorders, neoplasms of the respiratory system, ventilatory functions; and management of respiratory failure. (53-0-3)

IDC 6324—Nervous System
Pathology of the nervous system, neurologic dysfunctions, pathophysiologic mechanisms of neurologic diseases, pharmacotherapeutics, and rehabilitative aspects of nervous system dysfunctions. Addresses the application of osteopathic manipulative medicine to nervous system disorders. (65-0-4)

IDC 6412—Endocrine System
Pathophysiology, diagnosis, management of hormonal disorders; diseases of the pituitary, thyroid, adrenal, pancreas, parathyroid; neoplasms, and infectious diseases affecting the endocrine system. (28-0-2)

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. (50-0-3)

IDC 6524—Gastrointestinal System
Pathophysiology, diagnosis, management of gastrointestinal diseases, disorders; infectious, neoplastic diseases affecting the gastrointestinal system. (71-0-4)

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, and cutaneous manifestations of systemic disorders. (27-0-2)

IDC 6813—Renal/Urinary System
Renal pathophysiology, glomerular, tubulointerstitial diseases, renal failure, congenital disorders, metabolic disorders, neoplasms of the renal/urinary system, and urology. (56-0-3)
Affiliated Hospitals
Atlantic Shores Healthcare, Inc.
South Florida State Hospital
Pembroke Pines
D.M.E.: Deborah Kirsh, M.D.

Bay Pines Veteran Affairs Medical Center
Bay Pines

Broward General Medical Center
Fort Lauderdale
Associate Medical Education
Director: Glenn R. Singer, M.D.
CEO: Wil Trower
D.M.E.: Myron Howell, D.O.

Columbia Hospital
West Palm Beach
CEO: Valerie Jackson
D.M.E.: Bradley Feuer, D.O., J.D.

Coral Springs Medical Center
Coral Springs
Hospital Administrator:
Debra Muluhiill
Associate Medical Education
Director: Daniel Hurwitz, M.D.
D.M.E.: Myron Howell, D.O.

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

Gulf Coast Hospital
Fort Myers
CEO: Anne O'Brien
President: Denny W. Powell
D.M.E.: Nick Centafront, D.O.

Imperial Point Medical Center
Fort Lauderdale
CEO: Dotti Macini
Associate Medical Education
Director: Robert S. Meigs, M.D.
D.M.E.: Myron Howell, D.O.

Kendall Regional Medical Center
Miami
D.M.E.: Alberto Caban, M.D.

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

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

Miami Children's Hospital
Miami
CEO: Thomas Ruszek
Chief of Staff: Christian
C. Patrick, M.D., D.O.
D.M.E.: Marco Danon
Osteopathic Program Director:
Ilan Niroomand-Rad, D.O.

Miami Heart Institute
Miami
D.M.E.: Gary Melino, D.O.

Mount Sinai Medical Center
Miami Beach
CEO: Steven Sonenreich
D.M.E.: Paul Katz, M.D.

North Broward Medical Center
Pompano Beach
CEO: Pauline Grant
Associate Medical Education
Director: H. Murry Todd, M.D.

Northwest Medical Center
Margate
D.M.E.: Adam Thau, M.D.

Palmetto General Hospital
Hialeah
CEO: Ralph Aleman
D.M.E.: Marc Mongastine, D.O.

Palms West Hospital
Loxahatchee

CEO: Alex M. Marceline
D.M.E.: Bradley Feuer, D.O., J.D.

Parkway General Hospital
North Miami Beach
CEO: Paul Walker

Sacred Heart Women's Hospital
Pensacola
CEO: Bill McLaughlin
Administrator: Steve Norse

Sun Coast Hospital
Largo
CEO: Jeffrey A. Collins
D.M.E.: James Eutel, D.O.
Regional Dean: Anthony Ottaviani,
D.O., M.P.H.

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

West Palm Beach Veterans Affairs Medical Center
West Palm Beach
Chief of Staff: Thomas Parino, M.D.
Administrator: John Ribnikar
D.M.E.: Shanta Loungani, M.D.

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

The Interdisciplinary Generalist Curriculum (IGC) Program

The IGC Program exposes medical students to primary care clinical settings from the beginning of their first year, with the long-term goal of increasing the numbers of graduates who will pursue careers in family medicine, general internal medicine, and general pediatrics. The premise of the program is that exposure to professional role models is a significant determinant of medical students’ career choices, and that an early clinical experience is an essential learning component for medical students to begin to correlate classroom knowledge with actual patient encounters. The IGC Program is composed of three components: (1) the IGC Physician Mentor Program, (2) the IGC Business of Medicine/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 and are required to switch primary care disciplines and mentors after their first 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 composed of physicians in the three primary care disciplines; they are located throughout the tri-county area.

IGC Business of Medicine/Managed Care Program

Students learn the business aspects of practice as well as the various components of managed care organizations (MCOs). Each student is either assigned an MCO teaching partner, or attends a special conference or seminar on health care systems, policies, and access. Students learn how a managed care organization operates by participating in seminars and small group discussions and by rotating through various departments and 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, homeless assistance centers, migrant farmworker clinics, and other subsidized community clinics. The COM²Serve partner organizations provide health care and other needed services to medically underserved, minority, and at-risk populations.

Osteopathic Principles and Practice 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 evaluations, diagnosis, and treatment of the musculoskeletal system.

The development of palpatory skills is taught in the first- and second-year osteopathic principles and practice (OPP) 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 palpation 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 services 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 nearly 20,000 square mile area of South and Central Florida. Our first AHEC center—the Everglades AHEC—reaches underserved areas within a 10-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 established 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 is an alliance of affiliated clinical sites linked through electronic networks; teaching, research, and community health collaborations; and a shared commitment to excellence in the education of tomorrow's physicians. CEME partners are joining forces on postgraduate clinical education, research initiatives, and public health and preventative medicine programs to benefit Florida's elderly, indigent, and minority patient populations. The CEME creates a unified medical education system composed of Nova Southeastern University College of Osteopathic Medicine and 17 teaching hospitals and hospital systems spanning the state of Florida and includes ambulatory centers, county health departments, and social service agencies. Four additional affiliated programs are located in Georgia, Louisiana, and North Carolina.

The CEME, as a dynamic network of affiliated regional academic training centers, uses distance learning systems to strengthen teaching, research, and community health collaboration while also nurturing a shared commitment to excellence in the education of tomorrow's physicians.

**West Palm Beach Veterans Affairs Medical Center**

The College of Osteopathic Medicine has a major affiliation with the West Palm Beach Veterans Affairs Medical Center (VAMC). 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, a shared residency training program in preventive medicine, 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 ensure the selection of appropriate drugs for 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 underserved 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 West Palm Beach Veterans Affairs Medical Center, and leading 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 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
- bioterrorism
- 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. Toward 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 requires a didactic geriatric course in the M-2 year, which addresses "successful aging." Attention is given to 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 second-year family medicine residents from its Palmetto Family Medicine Residency during a one-month rotation. The College of Osteopathic Medicine, along with the North Broward Hospital District, sponsors a geriatric fellowship training program for family medicine physicians who successfully complete an American College of Osteopathic Family Physicians (ACOPF) approved family medicine residency program. This will prepare the physician for a Certificate of Added Qualifications (CAQ) in geriatrics. We are excited about what we are doing in geriatrics and are looking for ways to expand 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 College of Arts and Sciences 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 seven-year or eight-year period.

Candidates must maintain a specified grade point average (GPA) and attain an acceptable SAT score to be eligible for the Dual Admission Program and also achieve acceptable scores on the Medical College Admission Test (MCAT).

In the seven-year program, students will be awarded a B.S. degree from the Farquhar College of Arts and Sciences 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 College of Arts and Sciences, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

**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 H. Wayne Huizenga School of Business and Entrepreneurship administers the M.B.A. degree. Students may contact the Huizenga School program representative 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. Program**

The Master of Public Health Program 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 NSU-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 of 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 intended 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 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 master of education degree program is being planned for career medical faculty in order for them to become master facilitators of the learning process in which medical students and residents are involved. This will also enhance their ability to train future educators of medical students, develop curriculum, and evaluate education and training programs.

**Student Organizations**

The College of Osteopathic Medicine 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:

- Association of Military Osteopathic Physicians and Surgeons (AMOPS)
- Association of Orthopedic Surgery and Sports Medicine
- Atlas Fraternity
- Christian Medical Society
- DOCARE
- Emergency Medicine Society
- Hispanic Osteopathic Medical Student Association (HOMSA)
- Jewish Association of Medical Students (JAMS)
- Journal Club
- Lambda Omicron Gamma (LOG)
- National Osteopathic Women Physician Association (NOWPA)
- Neurology Club
- Psi Sigma Alpha
- Public Health Student Association (PHSA)
- Rural Medicine Club
- Sigma Sigma Phi
- Student Associate Auxiliary (SAA)
- Student Association of Obstetrics and Gynecology
- Student Dermatological Association
- Student Medical Informatics Association
- Student National Medical Association (SNMA)
- Student Osteopathic Internal Medicine Association
- Student Osteopathic Medical Association (SOMA)
- Student Osteopathic Surgical Association
- Student Pediatric Association
- The Undergraduate American Academy of Osteopathy (UAAO)
- Undergraduate Florida Osteopathic Medical Association
Master of Public Health Program

The Master of Public Health (M.P.H.) Program is a generalist graduate level program designed to prepare students to define, critically assess, and resolve public health problems. The program provides training in the theories, concepts, and principles of public health and their application. To meet the rapidly changing needs of health service professionals, including preventive medicine specialists, the curriculum is structured to accommodate a diversity of backgrounds and individual career goals.

The demand for public health professionals is increasing as a result of emerging and re-emerging diseases, environmental health concerns, health care reform, health care system, sociopolitical factors affecting our nation’s health, and expansion of health issues that are global in scope. Professionals with the M.P.H. degree may hold positions of responsibility in a variety of settings including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, universities, and community-based health education and health promotion settings, non-governmental organizations, governmental agencies, international health organizations, and the corporate world. 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

To improve the health of the population through education, research, and service.

Goal: Education
To provide quality education in public health

Goal: Research
To contribute to the discovery and application of knowledge in public health

Goal: Service
To provide public health leadership and service in the community

Course of Study
The M.P.H. Program offers a master of public health (M.P.H.) degree, which requires a minimum of 40 semester hours of study. This consists of 27 semester hours of required core courses including a public health practicum (6 semester hours) which is a field-based practice experience, and a minimum of 13 semester hours of public health elective courses. Coursework may be taken on a full-time or part-time basis. M.P.H. students are required to complete their course of study within five years of matriculation. A full-time student may be able to complete all core requirements within two years or less. Students may select from a wide variety of electives. Faculty members use a variety of teaching and learning methodologies and modalities. Classes are offered in the evenings. Most classes are one evening per week. Additional classes are available on weekends and online, although on a limited basis. Students may take up to 12 semester hours of online classes towards their degree. There are supervised field-experience courses available to students.

Accreditation
The M.P.H. Program is accredited by the Council on Education for Public Health (CEPH) (www.ceph.org).

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

Admission to the Master of Public Health Program

Admission Requirements
The M.P.H. Program evaluates the overall quality of its applicants, including academic achievement, personal motivation, knowledge about the public health profession, health care experience, life experiences, and recommendations. Criteria for admission are the following:

- The applicant must hold a bachelor's, master's, or a doctoral degree from an accredited college or university.
- A cumulative grade point average (GPA) of 3.0 and above, on a four-point scale, is preferred.
- Evidence of appropriate public health related or health care related experience is desirable.
- Evidence of having taken one of the following standardized tests: GRE, PCAT, OAT, AHPAT, MCAT, DAT, GMAT, or LSAT, if the applicant does not hold a health-related graduate or professional degree. The scores must be no more than five years old. Applicants with a health-related graduate or professional degree may be required to submit official test scores upon evaluation of their application.
- Applicants enrolled in another area of study within Nova Southeastern University must be in good academic standing, must provide a letter of recommendation from the dean or program director of the other college or program, and must meet the M.P.H. admission requirements.
- All application materials must be received in a timely manner to enable the Office of Admissions and the admissions committee to process the application promptly.

Application Procedures
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 at (954) 262-1111 or access the M.P.H. Program Web site (www.nova.edu/ph) for the exact deadline and start dates. All application materials should be sent to

Nova Southeastern University
Enrollment Processing Services (EPS)
College of Osteopathic Medicine
M.P.H. Admissions
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, Florida 33329-9905

Applicants must provide the following:
1. a completed application, along with a $50 nonrefundable application fee
2. official transcripts of all coursework 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 one of the following standardized tests taken by the applicant: GRE, PCAT, OAT, AHPAT, MCAT, DAT, GMAT, or LSAT, if the applicant does not hold a health-related graduate or professional degree. The scores must be no more than five years old. Applicants with a health-related graduate or professional degree may be required to submit official test scores upon evaluation of their application.

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 advisers, professors, coworkers, 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 Committee on Admissions will review the application and make recommendations to the program director. A personal interview with members of the committee or other M.P.H. faculty will be required. The applicant's file is, subsequently, reviewed by the Committee on Admissions, which submits a recommendation to the program director. The director submits his or her recommendation on admission to the dean.

The final decision on admission is made by the dean of the College of Osteopathic Medicine.

Nondegree-seeking Students
A nondegree-seeking student is one who wishes to take a course in the public health program, but does not intend to pursue the M.P.H. degree at the time of application.

The nondegree-seeking student must meet the following admission requirements in order to take classes in the M.P.H. Program:
- completed application
- application fee of $50
- one letter of recommendation (academic)
- 3.0 overall GPA, with at least 90 hours of undergraduate courses, 30 of which are upper level coursework, with official transcript supporting this coursework.

Non-degree seeking students are limited to a maximum of 10 semester hours of public health courses. Enrollment in these courses does not guarantee acceptance into the Master of Public Health Program.

If, after taking classes in the M.P.H. Program, a nondegree-seeking student decides to pursue the M.P.H. degree, the student must resubmit an application to the program as a degree-seeking student and must meet all the requirements for admission to the M.P.H. Program.

A nondegree-seeking student who, after taking classes in the M.P.H. Program, decides to apply to be a degree-seeking student may request a transfer of credits taken as a nondegree-seeking student in accordance with the transfer/waiver policy of the M.P.H. Program.

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

Financial Aid
The purpose of the Student Financial Assistance Program at Nova Southeastern University is to help as many qualified students as possible to complete their educational pursuit. Various loans, scholarships, and grants are available to qualified students to help ease the high cost of their education. These financial assistance programs are described in a separate University publication: A Guide to Student Financial Assistance.

Transfer/Waiver of Credits
Applicants to the M.P.H. Program, or matriculated students in the program, may petition for transfer of credits to the NSU M.P.H. Program. Up to, and not to exceed, 10 credit hours may be considered for transfer from a regionally accredited graduate program. These courses must have been successfully completed with the grade of B or better, and must not have been applied to another degree. Only courses completed within five years prior to the M.P.H. graduation will be counted toward the M.P.H. degree. 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 of or against accepting the transfer/waiver of credits. The program director makes the final decision. Transfer of credit is not granted for coursework that is counted toward another degree. The program does not give a waiver of credit for prior work experience.

Graduation Requirements
To be eligible for the M.P.H. degree, the student must fulfill the following requirements:
- satisfactorily complete, within five years of matriculation, the course of study required for the M.P.H. degree: 40 semester hours of courses (27 hours of required core courses—including the public health practicum—and 13 hours of electives)
- satisfactorily meet all financial and library obligations
- upon satisfactory completion of degree requirements, attend, in person, the rehearsal and commencement program at which time the degree is conferred

**Curriculum Outline**

<table>
<thead>
<tr>
<th>Core Courses (required)</th>
<th>Lecture</th>
<th>Practice</th>
<th>Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>PUH 5220 Environmental and Occupational Health</td>
<td>45</td>
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<td>PUH 5301 Biostatistics</td>
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<td>PUH 5430 Epidemiology</td>
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<td>PUH 5512 Health Policy, Planning, and Management</td>
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<td>PUH 5520 Legal and Ethical Issues in Public Health</td>
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<tr>
<td>PUH 6001 Social and Behavioral Sciences Applied to Health</td>
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<tr>
<td>PUH 6002 Public Health Practicum</td>
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<tr>
<td>PUH 6604 Research Methods in Public Health</td>
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**Elective Courses**

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<thead>
<tr>
<th>Elective Courses</th>
<th>Lecture</th>
<th>Practice</th>
<th>Semester Hours</th>
</tr>
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<tr>
<td>PUH 5002 Health Promotion and Disease Prevention</td>
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</tr>
<tr>
<td>PUH 5004 Public Health Grant Writing</td>
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<td>60</td>
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</tr>
<tr>
<td>PUH 5006 Health Care Delivery Systems</td>
<td>45</td>
<td>0</td>
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<tr>
<td>PUH 5007 Public Health Seminar I</td>
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<td>1</td>
</tr>
<tr>
<td>PUH 5008 Public Health Seminar II</td>
<td>15</td>
<td>0</td>
<td>1</td>
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<tr>
<td>PUH 5009 Public Health Seminar III</td>
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<tr>
<td>PUH 5014 Principles and Practice of Clinical Trials</td>
<td>45</td>
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**Program Faculty**

Director and Professor: C. Blavo
Professors: R. Foster, R. Cuadrado
Associate Professors: J. Lou
Assistant Professors: A. Perez, C. Lewis, A. Godreau-Atiles, J. Dodds

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>PUH 5101</td>
<td>Introduction to Public Health</td>
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<tr>
<td>PUH 5102</td>
<td>Community-Based Experience I</td>
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<tr>
<td>PUH 5103</td>
<td>Community-Based Experience II</td>
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<tr>
<td>PUH 5104</td>
<td>Community-Based Experience III</td>
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</tr>
<tr>
<td>PUH 5110</td>
<td>Culture, Ethnicity, and Health</td>
<td>30</td>
</tr>
<tr>
<td>PUH 5111</td>
<td>Public Health Issues of the Elderly</td>
<td>45</td>
</tr>
<tr>
<td>PUH 5112</td>
<td>Weapons of Mass Destruction and Bioterrorism</td>
<td>45</td>
</tr>
<tr>
<td>PUH 5210</td>
<td>Public Health Communications</td>
<td>15</td>
</tr>
<tr>
<td>PUH 5211</td>
<td>Alternative and Complementary Medicine</td>
<td>15</td>
</tr>
<tr>
<td>PUH 5312</td>
<td>Genetics in Public Health</td>
<td>45</td>
</tr>
<tr>
<td>PUH 5313</td>
<td>Vaccines and Vaccine-Preventable Diseases</td>
<td>45</td>
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<tr>
<td>PUH 5420</td>
<td>Epidemiology of Diseases of Major Public Health Importance</td>
<td>45</td>
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<tr>
<td>PUH 5500</td>
<td>School Health</td>
<td>45</td>
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<tr>
<td>PUH 5502</td>
<td>Children's Health</td>
<td>45</td>
</tr>
<tr>
<td>PUH 5503</td>
<td>Women's Health</td>
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</tr>
<tr>
<td>PUH 5510</td>
<td>Maternal and Child Health</td>
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<tr>
<td>PUH 5513</td>
<td>Public Health Nutrition</td>
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<tr>
<td>PUH 5610</td>
<td>Computer Applications in Public Health</td>
<td>15</td>
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<tr>
<td>PUH 5802</td>
<td>Epidemiologic Surveillance and Outbreak Investigation</td>
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<td>PUH 6005</td>
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<td>PUH 6006</td>
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<td>PUH 6007</td>
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<td>PUH 6008</td>
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<tr>
<td>PUH 6009</td>
<td>Disaster Management</td>
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<td>Public Health Internship III</td>
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<tr>
<td>PUH 6017</td>
<td>Special Studies in Public Health I</td>
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</tr>
</tbody>
</table>
Master of Public Health Program Courses

(Not: Listed at the end of each entry is lecture hours, laboratory hours, and semester hours, also note prerequisites)

PUH 5002—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. (45-0-3)

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

PUH 5006—Health Care Delivery Systems
Introduction to health care delivery systems in the United States, including private practice, managed care, and health department clinics. This will be compared and contrasted with the health care delivery systems of other countries. Health care payment systems such as Medicare, Medicaid, and private health insurance will be discussed. (45-0-3)

PUH 5007—Public Health Seminar I
This course requires attendance at a minimum of 15 public health special lectures arranged by the program or preapproved by the course director. A written report is required for each lecture. (15-0-1)

PUH 5008—Public Health Seminar II
This course requires attendance at a minimum of 15 public health special lectures arranged by the program or preapproved by the course director. A written report is required for each lecture. Prerequisite: PUH 5007 (15-0-1)

PUH 5009—Public Health Seminar III
This course requires attendance at a minimum of 15 public health special lectures arranged by the program or preapproved by the course director. A written report is required for each lecture. Prerequisite: PUH 5008 (15-0-1)

PUH 5014—Principles and Practice of Clinical Trials
This course introduces students to the principles and practice of clinical trials and their application to public health. Ethical issues and the role of the institutional review board will also be addressed. Prerequisites: PUH 5430, PUH 5301 (45-0-3)

PUH 5101—Introduction to Public Health
An introduction to the history, concepts, values, principles, and practice of public health. It provides an overview of the essential areas of public health including biostatistics, epidemiology, social and behavioral sciences, environmental and occupational health; and health policy, planning, and management. (45-0-3)

PUH 5102—Community-Based 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 that 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. (0-30-1)

PUH 5103—Community-Based Experience II
This elective course is a continuation of PUH 5102. The 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 that 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. Prerequisite: PUH 5102 (0-30-1)
PUH 5104—Community-Based Experience III
This elective course is a continuation of PUH 5103. The 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 that 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. **Prerequisite:** PUH 5103 (0-30-1)

PUH 5110—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, access to health care, and use and cost of health care services. The course also explores traditional modalities of health maintenance among various populations. (30-0-2)

PUH 5111—Public Health Issues of the Elderly
Examines important determinants of morbidity and mortality among the aged population. Emphasizes social, cultural, economic, behavioral, and physical characteristics of importance in the design and development of appropriate prevention efforts directed at the elderly. (45-0-3)

PUH 5112—Weapons of Mass Destruction and Bioterrorism
Students will review the effects of warfare and bioterrorism on populations, with emphasis on low-intensity conflict and dispersion of chemical and biological weapons in populated areas. Discussions will be devoted to the ecological, sociological, environmental, and general health effects. (45-0-3)

PUH 5210—Public Health Communications
This course provides an overview of basic principles of communication as applied to health behaviors. Attention will be given to the theories, design, and implementation of health communication used to reach the public. It involves practice and feedback to students in the effective use of major modes of communication in public health work. Skills acquired in this course include written reports, public speaking, and application of various media to presentations. (15-30-3)

PUH 5211—Alternative and Complementary Medicine
This course will address concepts and procedures in alternative and complementary medicine. (15-0-1)

PUH 5220—Environmental and Occupational Health
Investigates environmental and occupational factors that contribute to the development of health problems in industrialized and developing 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. (45-0-3)

PUH 5301—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. (45-0-3)

PUH 5312—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. (45-0-3)

PUH 5313—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. (45-0-3)

PUH 5500—School Health
Study of the development and enhancement of school level health education and health service programs that support student health and academic achievement. (30-0-2)

PUH 5502—Children's Health
This course addresses disease and disorders of children that public health significance as well as public health issues in children such as child safety, child abuse, and newborn screening. (30-0-2)

PUH 5503—Women's Health
This course addresses disease and disorders of women that public health significance as well as public health issues of women such as domestic violence and breast cancer. (30-0-2)

PUH 5420—Epidemiology of Diseases of Major Public Health Importance
In-depth study of the distribution and determinants of specific infectious, non-infectious, and chronic diseases of public health importance. **Prerequisites:** PUH 5430, PUH 5301 (45-0-3)

PUH 5430—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 tests, and investigate disease outbreaks and epidemics. (45-0-3)

PUH 5510—Maternal and Child Health
This course addresses public health services and health care resources for mothers and children in the United States and abroad, public health issues affecting mothers and children, and public health practices that impact their well-being. (45-0-3)

PUH 5512—Health Policy, Planning, and Management
Discusses principles and logic involved in health policy, planning, and management. Addresses history, political, and environmental contexts, and their incorporation into population research. (45-0-3)
PUH 5513 — 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. (45-0-3)

PUH 5520 — Legal and 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. (45-0-3)

PUH 5610 — Computer Applications in Public Health
Hands-on computer analysis of data using existing statistical software. Demonstrates computer applications to existing public health problems and issues, includes data presentation using tables, graphs, and charts. Prerequisites: PUH 5430, PUH 5301 (15-60-3)

PUH 5802 — 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 as indicators for assessing the effectiveness of such programs. Prerequisites: PUH 5430, PUH 5301 (30-30-3)

PUH 6001 — Social and 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. (45-0-3)

PUH 6002 — Public Health Practicum
The practicum is a culminating experience for all M.P.H. students. This required course (200 hours of structured activities) takes place at a public health agency or public health-related institution. The student will work under the supervision of a site-based preceptor and a faculty adviser, who identify the appropriate educational objectives for the experience. The student is expected to acquire skills and experiences in the application of basic public health concepts and specialty knowledge to the solution of community health problems. A comprehensive written assignment and oral presentation will be required upon completion of the practicum. Prerequisites: PUH 5430, PUH 5301, PUH 5512, PUH 5220, PUH 6001, PUH 6604 (0-200-6)

PUH 6005 — Public Health Research I
Students conduct supervised research in any of the major areas of public health. The student and the faculty adviser define the project and its objectives. Prerequisites: PUH 5430, PUH 5301 (0-90-3)

PUH 6006 — Public Health Research II
This course may be a continuation of PUH 6005 or new research project. The student will conduct supervised research in an area of public health significance. The student and the faculty adviser will define the project and its objectives. Prerequisite: PUH 6005 (0-90-3)

PUH 6007 — Public Health Research III
This course may be a continuation of PUH 6006 or a new research project. The student will conduct supervised research in an area of public health significance. The student and the faculty adviser will define the project and its objectives. Prerequisite: PUH 6006 (0-90-3)

PUH 6008 — Public Health Advocacy
This course will enable students to develop tools and skills to influence the political processes at the national, state, and community levels to enhance the public's health and welfare. A number of faculty and guest lecturers will share their insights and strategies. Speakers will include elected officials, public health leaders, and community advocates. Students will analyze their own attitudes and insights and enhance their political advocacy skills. Case study methods will be used with emphasis on communication, marketing, and education. (30-0-2)

PUH 6009 — Disaster Management
Addresses the immediate effects and short-term management of natural and man-made disasters, the impact on resources of the affected region and the roles of relief organizations. Emphasis is put on the public health implications of disasters. (30-30-3)

PUH 6014 — Public Health Internship I
This course is designed for students who, upon completion of their required course of study, wish to gain further in-depth field-based training in a specialized area of public health. The student will be assigned to a preceptor at a public health facility. The student's progress will be monitored by a faculty adviser. Prerequisite: PUH 6002 (0-90-3)

PUH 6015 — Public Health Internship II
This course may be a continuation of PUH 6014 or a new internship assignment. The course is designed for students who, upon completion of their required course of study, wish to gain further in-depth field-based training in a specialized area of public health. The student will be assigned to a preceptor at a public health facility. The student's progress will be monitored by a faculty adviser. Prerequisite: PUH 6014 (0-90-3)

PUH 6016 — Public Health Internship III
This course may be a continuation of PUH 6015 or a new internship assignment. The course is designed for students who, upon completion of their required course of study, wish to gain further in-depth field-based training in a specialized area of public health.
health. The student will be assigned to a preceptor at a public health facility. The student's progress will be monitored by a faculty adviser.

Prerequisites: PUH 6016 (0-90-3)

PUH 6017—Special Studies in Public Health I
This elective is a guided study course designed to address a specific area of public health interest to the student, which is not specifically or significantly addressed in other courses. The course director and faculty adviser will guide the student to define the objectives of the course and to fulfill the desired expectations. This course is didactic, not original research, or field experience. 

Prerequisites: PUH 6018 (0-90-3)

PUH 6020—Special Studies in Public Health III
This course is either a continuation of PUH 6017 or a new assignment, and must be approved by the course director. It is a guided study course designed to address a specific area of public health interest to the student, which is not specifically or significantly addressed in other courses. The course director and faculty adviser will guide the student to define the objectives of the course and to fulfill the desired expectations. This course is didactic, not original research, or field experience.

Prerequisites: PUH 6017 (0-90-3)

PUH 6021—Health Care Economics
An in-depth study of major topics in health care economics, including the principles of health care management, demand for medical care and health insurance, different regulatory approaches, cost-containment, cost-benefit and cost-effectiveness analyses, theories of non-profit behavior, and alternative delivery systems.

Prerequisites: PUH 5512 (45-0-3)

PUH 6018—Special Studies in Public Health II
This elective course is either a continuation of PUH 6017 or a new assignment, and must be approved by the course director. It is a guided study course designed to address a specific area of public health interest to the student, which is not specifically or significantly addressed in other courses. The course director and faculty adviser will guide the student to define the objectives of the course and to fulfill the desired expectations. This course is didactic, not original research, or field experience.

Prerequisites: PUH 6017 (0-90-3)

PUH 6022—Managed Care
This course outlines the historical development of managed care and reviews 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 highlight the challenges that the future holds.

Prerequisites: PUH 5430, PUH 5512 (45-0-3)

PUH 6101—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.

Prerequisites: PUH 5512 (45-0-3)

PUH 6102—Health Care Methods
An in-depth study 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. 

Prerequisites: PUH 5430, PUH 5301 (30-30-3)
College of Pharmacy
Mission Statement
The College of Pharmacy of Nova Southeastern University is dedicated to educating students to assume roles as competent and ethical professionals in a dynamic health care environment. The curriculum provides professional degree students with knowledge, skills, and attitudes essential to the delivery of pharmaceutical care while promoting dedication to lifelong learning. Graduate programs cultivate the research and leadership skills necessary for students to attain successful careers in academia, industry, or government agencies. Educational opportunities are provided to a diverse group of students on campus and at distant sites through the use of innovative technology. The college will serve the profession and the public interest through excellence in teaching, research, scholarship, and service thereby achieving distinction as a premier College of Pharmacy.

Administration
William D. Hardigan, B.S., M.S., Ph.D.
Dean
H. John Baldwin, B.Sc. (Pharm), M.S., Ph.D.
Associate Dean for Academic Affairs

Paul Magalian, B.S.
Associate Dean Emeritus
Andres Malave, B.S., M.S., Ph.D.
Associate Dean, Puerto Rico Program
Dean L. Arneson, Pharm.D., M.S., Ph.D.
Chair, Pharmacy Administration
Mark L. Glover, B.S., Pharm.D.
Acting Chair, Pharmacy Practice
Appu Rathinavelu, B.S., M.S., Ph.D.
Chair, Pharmaceutical Science
Lisa Deziel-Evans, B.S., Pharm.D., Ph.D.
Assistant Dean for Educational Innovation and Technology
Carsten Evans, B.S., Pharm., M.S., Ph.D.
Assistant Dean for Professional Affairs
Cesar Alvarez, B.S., Pharm.D.
Assistant Dean for Pharmacy Services
Tracy Hunter, B.S., M.S., Ph.D.
Assistant Dean for Special Projects
Anthony Madpak, Pharm.D.
Assistant Dean for Development
Director, Postbaccalaureate Pharm.D. Program
Jose Rey, Pharm.D.
Director, West Palm Beach Program
Leanne Lai, B.S., Ph.D.
Director, International Program
Andrew Robeson, B.A., M.Ed. Ed.D.
Director of Administrative Operations
Margaret H. Brown, B.A.
Director of Student Affairs

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 expanded rapidly from drug compounding and distribution to a more patient-oriented role. The College of Pharmacy is educating 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 more than 1,370 professionals with either bachelor of science in pharmacy or doctor of pharmacy (Pharm.D.) degrees. The college now only offers the Pharm.D. 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 the patient has the right drug, in the right amount, for the right length of time, and with 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, 20 North Clark Street, Suite 2500, Chicago, IL 60601-5109, (312) 664-3575, 800-533-3606; Fax (312) 664-4652, Web site: www.acpe-accredit.org, 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. Experiential sites are located throughout Central and South Florida, and elsewhere, such as the Centers for Disease Control (CDC) and Puerto Rico.

In the fall of 2000, the NSU College of Pharmacy opened a West Palm Beach program on RCA Boulevard near I-95 and PGA Boulevard. In the fall of 2001, a full-time program on the campus of Pontificia Universidad Catolica de Puerto Rico in Ponce, Puerto Rico was opened. The only distinction between the Fort Lauderdale campus-based degree and the distance degree is geography. Each location has a team of site coordinators, administrators, and faculty and staff members. 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, test, and texts are used. Communication through telephone, fax, and email are available, just as with the Fort Lauderdale-based students. All students have access to the Health Professions Division Library, computer labs, online learning resources, and the vast technological innovations provided by NSU, which has been a leader in distance education programs for many years.

The pharmaceutical care center and pharmacy is adjacent to the clinic in Fort Lauderdale. 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 Centers meet a pressing demand among health care professionals for accurate, up-to-date information on medications, their adverse effects, incompatibilities and potential for interactions.

Financial Aid

The purpose of the Student Financial Assistance 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 health professions education. Approximately 90 percent of College of Pharmacy students receive some form of financial assistance. These financial assistance programs are described in a separate university publication: A Guide to Student Financial Assistance. First-year pharmacy students will be classified as graduate students for financial aid purposes. Students who matriculate with less than 90 semester hours and students in the dual-admission program will be classified as undergraduates for the 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 the dean of the previously attended college of pharmacy send a letter of recommendation directly to: Dean, College of Pharmacy, Nova Southeastern University, 3200 South University Drive, Fort Lauderdale, Florida 33328-2018.
Students entering the College of Pharmacy with advanced standing may be given credit for courses that 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 coursework and a minimum of five advanced experience rotations (four for post-baccalaureate students) must be completed at NSU.

**Class Cancellation Policy**
The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, students will receive a full refund of tuition paid for the cancelled class. If the student registered for only one class, then the registration fee would be refunded as well.

**Suspension/Dismissal**
- Failure to complete successfully any course upon repeating it may result in automatic suspension and may lead to dismissal—regardless of the student's GPA.
- Failure to complete successfully any advanced practice experience upon repeating it may 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 advanced practice experiences, regardless of remediation status, may result in automatic suspension and may lead to dismissal.

Any student falling in any of the above categories may be required to repeat courses (at his or her expense) at the discretion of the dean's office. Unprofessional conduct may result in dismissal. Any student with a GPA below 70 percent for two semesters will be suspended and may be dismissed. Additional information about suspension and dismissal may be found in the *Student Handbook*.

**Readmission Policy**
Students may reapply for admission no sooner than one calendar year from the date of dismissal. Readmission will be at the discretion of the dean. The applicant is required to present adequate evidence that the conditions and/or factors that caused the prior poor academic performance have changed significantly so 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 readmission 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 readmission process:

1. If a student seeking readmission has attended another college or university since leaving, an official transcript from that institution must be submitted as part of the readmission request.

2. If a student returns to the College of Pharmacy, the requirements of the curriculum that are in force at the time of the return must be met, not the requirements that 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.

**Entry-Level Program**

**Doctor of Pharmacy Degree**

**Requirements for Admission**
The College of Pharmacy selects students based on pre-pharmacy academic performance, 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 62 semester hours of coursework at a regionally accredited college or university, including the following required courses:
   - general biology, including microbiology—two semester hours
   - general chemistry, including laboratory—six semester hours
   - organic chemistry, including laboratory—eight semester hours
   - calculus (for science majors)—three semester hours
   - English—six semester hours
   - statistics—three semester hours
   - microeconomics—three semester hours
   - macroeconomics—three semester hours
   - social/behavioral sciences and humanities—fifteen semester hours
   - Students must have at least three semester hours of social/behavioral sciences and at least three semester hours of humanities. The remaining nine semester hours can be in either discipline.
   - (It is strongly recommended that courses taken outside of these requirements be in biochemistry and physiology)

2. Students must have a GPA of 2.75 or higher on a four-point scale. To ensure 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, chemistry, and mathematics courses. We recommend courses taken outside these requirements be in the sciences, which may include biochemistry, anatomy and physiology, and microbiology.

3. Applicants are required to submit official scores from the Pharmacy College Admission Test (PCAT).
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 January prior to the expected date of matriculation.

Candidates should schedule pre-pharmacy coursework so 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 United States and Canada, including Tampa, Gainesville, and 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, NSU College of Pharmacy, or by forwarding a written request to:

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

Foreign Coursework
Undergraduate coursework taken at a foreign institution must be evaluated for U.S. institution equivalence. Foreign coursework must be evaluated by one of the three services listed below.

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

- Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com

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

It is the applicant's responsibility to have this coursework evaluated, and an official course-by-course evaluation must be sent to the Office of Admissions directly from the evaluating service.

Application Procedure

Primary Application Process
The college participates in the Pharmacy College Application Service (PharmCAS) for the receipt and processing of all applications. PharmCAS takes no part in the selection of students.

Applicants may submit applications electronically through PharmCAS Online, an interactive Web-based application that can be accessed through www.pharmcas.org. Applicants choosing to submit a paper application may contact PharmCAS directly for an application packet at:

PharmCAS
19 Main Street
Watertown, Massachusetts 02472
(617) 612-2050

Listed below are the steps necessary to complete the primary application process.

The applicant should submit the following materials to PharmCAS:
- a completed PharmCAS application
- an official transcript from the registrars of all colleges and universities attended (This must be mailed directly to PharmCAS by the college or university.)
- PCAT scores that are no more than five years old

The PharmCAS application process takes four to six weeks.

The deadline for submitting a PharmCAS application for NSU-COP is February 1.

Secondary Application Process
Nova Southeastern University requires the completion of a secondary application. Upon receipt of the PharmCAS Application, NSU-COP will forward a secondary application.

Listed below are the steps necessary to complete the secondary application process.

The applicant should submit the following materials to Nova Southeastern University:
- a completed secondary application
- a nonrefundable application fee of $50
- a letter of evaluation from the preprofessional committee, (if such a committee does not exist, letters of evaluation from two science professors and a liberal arts professor are necessary)
- a letter of evaluation from a pharmacist is highly recommended and may substitute for a letter from a professor

The deadline date for submitting the secondary application for NSU-COP is April 1.

All admission materials sent to Nova Southeastern University should be sent to:
Nova Southeastern University
Enrollment Processing Services (EPS)
College of Pharmacy
Office of Admissions
3301 College Avenue
P.O. Box 290000
Fort Lauderdale, Florida 33329-9905

Interview Process
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
Notice of acceptance or other action by the committee on admissions will be on a "rolling" or periodic schedule.

Early completion of the application process is in the best interest of the applicant.

Transcripts
After acceptance, final and official transcripts from all colleges and universities attended, and/or final and official documents must be received within 90 calendar days from the start of the term. If these final and official transcripts and/or documents are not received by that time, the student will not be allowed to continue class
attendance. In addition, financial aid will not be disbursed to a student until he or she provides all the necessary documents required to be fully admitted as a regular student.

Tuition and Fees

- **Tuition**—Fort Lauderdale and West Palm Beach, Florida Program
  Anticipated tuition for 2004–2005 (subject to change by the board of trustees without notice) is $16,520 for Florida residents and $19,305 for out-of-state students. A student activities fee of $125 each year is required from all students.

  Eligible students must request in-state tuition on the 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.

- **Tuition**—Ponce, Puerto Rico Program
  Anticipated tuition for 2003–2004 (subject to change by the board of trustees without notice) is $8,260 (U.S.) per semester with a College of Pharmacy contract and $9,652.50 (U.S.) for noncontract pharmacy students. A student activities fee of $125 each year is required from all students. Students must be a citizen of the Commonwealth of Puerto Rico in order to be eligible for the contract rate.

- **Acceptance Fee** is $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.

- **Deposit** is $400.
  This is due March 15, under the same terms as the acceptance fee.

- **Preregistration fee** is $500.
  This is due May 15, under the same terms as the acceptance fee.

- **University technology fee** is 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 permitted to register until their financial obligations have been met. The financial ability of applicants to complete their training at the college is important because of the limited number of positions available in each class. Applicants should have specific plans for financing four years of professional education. This should include tuition, living expenses, books, equipment, and miscellaneous expenses.

**Dual-Admission Program:**

- **Undergraduate/Pharm.D. Program**
  Nova Southeastern University Farquhar College of Arts and Sciences and with Pontificia Universidad Catolica de 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 Admissions Test (PCAT). Students will spend two years in the undergraduate school and then will be awarded a B.S. degree upon successful completion of the second year at Nova Southeastern University College of Pharmacy. Students will receive the doctor of pharmacy degree after successfully completing the four-year Pharm.D. program at Nova Southeastern University College of Pharmacy.

  For information and requirements, contact the Office of Admissions, Farquhar College of Arts and Sciences, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796 or Office of Admissions, Pontificia Universidad Catolica de Puerto Rico, 2250 Avenida Las Americas, Suite 584, Ponce, Puerto Rico 00717-0777.

**Internship**

An internship is a requirement for licensure but not for graduation from the College of Pharmacy. The 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 internship programs provides assistance and guidance to students regarding internships.

**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, professionalism, and academic expectations.

The curriculum is designed so courses integrate information and build on one another in order to provide students with the knowledge and skills necessary to be successful in the profession. The didactic component 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 sciences courses including Pharmacuetics, Pharmacokinetics, and Nonprescription Therapies are designed to provide students with a strong understanding of the principles of drug therapy. The innovative curriculum also includes the integration of medicinal chemistry and pharmacology into one course titled Pharmacodynamics, which runs four semesters. Insight into the business, human relation, communication, marketing, and legal aspects of phar-
macy and the health care system are also provided.

The third year of the curriculum includes courses that focus on application of material learned during the first two years. Therapeutics is integrated with pathophysiology to address the use of drugs in the disease process and physical assessment provides the students with hands-on opportunities to develop skills essential to monitoring drug therapy. Students hone their analytical skills with courses in research design and statistics, pharmacoepidemiology, pharmacoeconomics, and drug literature evaluation.

Unique aspects of the first three years of the curriculum include an early experience program and an integrated laboratory. Opportunities for the students to experience pharmacy practice first hand are provided beginning with the first semester. Students complete two semesters in community settings, two semesters in a service-learning environment, and one semester each in a hospital setting and pharmacy service setting. An integrated laboratory is initiated during the third year. This 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 experiential coursework. The first semester includes four 160-hour experiences in prearranged practice areas. During the second semester, students typically choose four elective experiences in specialty areas. It is expected 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 advanced practice experiences are full-time commitments for the students (a minimum of 40 hours per week). Students are assigned to approved off-campus facilities and must arrange their own transportation. Experiences may be taken in any sequence, however students may not enroll in rotations until all didactic work has been satisfactorily completed. There are no advanced practice sites in Puerto Rico for the entry-level students at this time. Students must anticipate use of Florida sites. The curriculum is designed so that knowledge gained in one semester becomes the foundation for material covered in subsequent semesters. Therefore, if students do not successfully complete the coursework specified for one semester, it will impede their ability to take courses in the future semesters. (Students have 60 days after the end of the semester to resolve any grade disputes; after that, the instructor may discard all materials from the semester.) This may lead to a delay in graduation. The program must be completed within seven years from the date of matriculation.

**Graduation Requirements**

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

- be of good moral character
- pass all required examinations
- complete a minimum of 139 semester hours of coursework in the College of Pharmacy within seven years for the Entry-Level Program
- 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 percent or above
- satisfactorily meet all financial and library obligations
- if transferring, the student must complete a minimum of 16 credit hours of didactic coursework in addition to five advanced experiences (or four for postbaccalaureate students)
- 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
- all entry-level Pharm.D. candidates must attend the special eighth semester
- attend in person the rehearsal and commencement program

College of Pharmacy—Entry-Level Program
### Entry-Level Curriculum Outline

#### FIRST YEAR—Fall Semester

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<td>BCH 5200</td>
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<td>PHA 4100</td>
<td>Pharmacoeconomics I</td>
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<td>PHA 4120</td>
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<td>PHA 5211</td>
<td>Anatomy and Physiology I</td>
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#### FIRST YEAR—Winter Semester

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<td>PHA 4130</td>
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<td>PHA 4580</td>
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<td>PHA 5221</td>
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**Total:** 19

#### SECOND YEAR—Fall Semester

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<td>PHA 5100</td>
<td>Clinical Pharmacokinetics</td>
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<tr>
<td>PHA 5220</td>
<td>Pharmacodynamics III</td>
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</tr>
<tr>
<td>PHA 5300</td>
<td>Social and Behavioral Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>PHA 5380</td>
<td>Pharmacy Law</td>
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</tr>
<tr>
<td>PHA 5580</td>
<td>Early Practice Experience: Community</td>
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<tr>
<td></td>
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**Total:** 19

#### SECOND YEAR—Winter Semester

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PHA 5150</td>
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<td>PHA 5230</td>
<td>Pharmacodynamics IV</td>
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</tr>
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<td>PHA 5330</td>
<td>Communication Skills</td>
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</tr>
<tr>
<td>PHA 5580</td>
<td>Early Practice Experience: Community</td>
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<tr>
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<td>Therapeutics/Pathophysiology I</td>
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<tr>
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**Total:** 16

#### THIRD YEAR—Fall Semester

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<td>PHA 6300</td>
<td>Research Design and Statistics</td>
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</tr>
<tr>
<td>PHA 6440</td>
<td>Pharmacy Management</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6580</td>
<td>Early Practice Experience: Hospital</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6620</td>
<td>Patient Care Management I</td>
<td>2</td>
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<tr>
<td></td>
<td>Suggested Electives</td>
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**Total:** 17

#### THIRD YEAR—Winter Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHA 6410</td>
<td>Pharmacoeconomics and Pharmacoeconomics</td>
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<tr>
<td>PHA 6560</td>
<td>Physical Assessment*</td>
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<tr>
<td>PHA 6610</td>
<td>Drug Literature Evaluation</td>
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</tr>
<tr>
<td>PHA 6630</td>
<td>Patient Care Management II</td>
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</tr>
<tr>
<td>PHA 6650</td>
<td>Therap./Pathophysiology III</td>
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</tr>
<tr>
<td>PHA 6680</td>
<td>Early Practice Experience: Pharmacy Service</td>
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<td>Suggested Electives</td>
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</tbody>
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**Total:** 18

#### FOURTH YEAR—Fall Semester

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PHA 7620</td>
<td>Advanced Practice Experience: Internal Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PHA 7640</td>
<td>Advanced Practice Experience: Ambulatory Care</td>
<td>4</td>
</tr>
<tr>
<td>PHA 7660</td>
<td>Advanced Practice Experience: Select Community</td>
<td>4</td>
</tr>
<tr>
<td>PHA 7680</td>
<td>Advanced Practice Experience: Select Hospital</td>
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**Total:** 16

#### FOURTH YEAR—Winter Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHA 7610</td>
<td>Advanced Practice Experience: Elective I</td>
<td>4</td>
</tr>
<tr>
<td>PHA 7630</td>
<td>Advanced Practice Experience: Elective II</td>
<td>4</td>
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<tr>
<td>PHA 7650</td>
<td>Advanced Practice Experience: Elective III</td>
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<tr>
<td>PHA 7670</td>
<td>Advanced Practice Experience: Elective IV</td>
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<tr>
<td>PHA 7800</td>
<td>Eighth Semester</td>
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**Total:** 16

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.

* PHA 6560 is taught as an institute, schedule to be announced.
Postbaccalaureate Program
Doctor of Pharmacy Degree

Nova Southeastern University College of Pharmacy offers a nontraditional program for baccalaureate-level pharmacists seeking a Pharm.D. degree. This program offers many distinct advantages over other external degree programs. Courses are taught by the same highly qualified faculty who teach the entry-level 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, Tuesdays and Thursdays, 6:00 p.m.–10:00 p.m., in Fort Lauderdale and broadcast live by compressed interactive video to Fort Myers, Jacksonville, Miami, Orlando, Tampa, and West Palm Beach, Florida, as well as 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, ensuring communication among students and faculty members at all sites. Additional communications are provided through online technologies including email, bulletin boards, and live online classrooms. The curriculum stresses innovative teaching, delivery, and assessment methods. This approach provides flexibility for the students. The emphasis of all courses is on problem solving and case study management. The doctor of pharmacy degree is awarded after successful completion of the required professional curriculum.

Students are provided an initial orientation during which they are exposed to library and online resources and academic expectations. An average part-time student takes two to three courses a semester. At that rate, the didactic portion of the curriculum would be completed in 18 months. Students must then be prepared to complete clinical rotations on a full-time basis. The curriculum requires completion of four, four-week advanced practice experiences. Licensure as a Florida pharmacist or intern is required for advanced experiences.

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

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 international pharmacy programs must have a current valid state 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 licensed and in good standing with a U.S. board of pharmacy.

Candidates for admission must submit a completed application form, all supporting documents (college transcripts and a copy of a pharmacists license), and a nonrefundable fee of $60. The deadline for the fall semester is March 15 and the deadline for the winter semester is September 15.

Official transcripts of all work completed at all colleges and universities must be forwarded, by the institutions attended, to Nova Southeastern University, Enrollment Processing Services (EPS), College of Pharmacy, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent.

Students must also submit a copy of their pharmacists' license(s). If a license has not been issued, then a copy of the internship license must be submitted.

Program 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 student must provide the ISP account. Information to guide students in this area will be provided by the college.

Students must also provide their own transportation to clinical sites.

Tuition and Fees
The board of trustees has established the following tuition and fees for 2004–2005, which is subject to change at any time at the board's discretion:

- Application fee is $60 and is nonrefundable.
- Tuition: $400 per credit hour.
- Acceptance fee is $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 is not refundable in case of withdrawal. It is payable within two weeks of the applicant's acceptance.

- Preregistration fee is $150, due within 30 days of the applicant's acceptance under the same terms as the acceptance fee.

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 permitted to register until their financial obligations have been met.

Students will be required to preregister for classes. A $50 late fee will be charged for any student registering one week after classes are scheduled to begin.

Curriculum
The entering student is required to attend an orientation program at the College of Pharmacy in Fort Lauderdale. Students entering in the
fall will be able to attend orientation in July or August. Students entering in the winter will be able to attend orientation in October or January. During 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.

Physical Assessment is offered in July and October each year. Therefore, it is possible for students to meet the orientation and Physical Assessment requirement simultaneously. Orientation and Physical Assessment are the only on-campus requirements for the program, with the exception of Puerto Rican students, who must complete most advanced practice experiences in Florida.

The emphasis of all courses is problem solving and case study management. Upon completion of the 31 hours of required coursework, including a project of publishable quality, students are eligible to pursue the advanced practice experience component of the curriculum. Licensure as a pharmacist or intern is required for practice experiences.

Institutes

Certain courses will be provided in an institute format. Essentially this means the coursework will be provided in a more flexible, compressed format although course expectations and outcomes will be similar to those established in 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 postbaccalaureate student.

Advanced Practice Experiences

The College of Pharmacy provides innovative practice experiences to its students through the use of off-campus pharmacy practices. Most affiliated practice sites are based in South Florida with several in the Tampa Bay, Fort Myers, and Orlando areas, as well as very limited areas in Puerto Rico. Hospital, community, and chain pharmacies, plus nursing homes 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 practice faculty members. Four advanced experiences are required, including acute and chronic care as well as two electives that allow students flexibility in directing their individual educational experience.

Graduation Requirements

Graduation requirements for the Postbaccalaureate Program are the same as for the Entry-Level Program, except postbaccalaureate students must complete a minimum of 47 credit hours of coursework in the College of Pharmacy within five years.

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### Postbaccalaureate Curriculum Outline

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Credits</th>
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<tr>
<td>PHA 7720 Physical Assessment*</td>
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**FIRST YEAR—Fall Semester**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>PHA 7700 Research Design and Statistics</td>
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<td>PHA 7740 Drug Literature Evaluation</td>
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<td>PHA 7750 Disease Management I</td>
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**FIRST YEAR—Winter Semester**

<table>
<thead>
<tr>
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<tr>
<td>PHA 7710 Pharmacoeconomics</td>
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<td>PHA 7760 Disease Management II</td>
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<td>PHA 7780 Health Care Systems</td>
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**FIRST YEAR—Summer Semester**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>PHA 7790 Research Project</td>
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**SECOND YEAR—Fall Semester**

<table>
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<tbody>
<tr>
<td>PHA 7730 Clinical Pharmacokinetics</td>
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<tr>
<td>PHA 7770 Disease Management III</td>
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**SECOND YEAR—Winter Semester**

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**SECOND YEAR—Summer Semester**

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* PHA 7720 is taught as an institute, schedule to be announced.
International Program
Doctor of Pharmacy Degree

In an effort to meet the growing demands of the pharmacy profession, the Nova Southeastern University College of Pharmacy has developed a program of study leading to the doctor of pharmacy (Pharm.D.) degree for international pharmacy graduates.

The program was designed exclusively for graduates of pharmacy degree programs outside of the United States jurisdiction, allowing them to build upon their pharmacy education and prepare them for clinical pharmacy practice.

The International Program educates students to achieve the same outcomes as the Entry-Level Pharm.D. Degree Program. Courses integrate information and build on one another to provide students with the knowledge and skills necessary to be successful in the profession. Pharmaceutics, Pharmacokinetics, and Nonprescription Therapies courses provide a strong understanding of the principles of drug therapy. The business, human relation, communication, marketing, and legal aspects of pharmacy and the health care system are also studied. Courses focus on application of material learned, the use of drugs in the disease process, and developing skills essential to monitoring drug therapy. Students hone their analytical skills with courses in Research Design and Statistics, Pharmacoepidemiology, and Pharmacoeconomics and Drug Literature Evaluation.

Practice experiences in community, hospital, service/learning, and traditional pharmacy settings facilitate real-life application of the material and provide opportunities to integrate information learned. Full-time practice experiences facilitate application of drug therapy monitoring with more independence.

The curriculum stresses innovative delivery and assessment methods. Courses will be on campus and will be taught by compressed interactive video; the college's clinical sites will be used extensively. All lectures, handouts, reading materials, and exams will be in English so as to prepare students for the national practice of pharmacy.

This is a full-time program requiring a student's full effort. Students are responsible for their own transportation to the experiential sites.

Admission Requirements

The College of Pharmacy selects students based on previous academic performance, TOEFL scores (if applicable), written applications, and letters of evaluation.

Prior to matriculation, College of Pharmacy applicants must complete and receive a bachelor of science degree in pharmacy from a program accredited by the country of residence.

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. The TOEFL, administered worldwide, measures the ability of non-native speakers to understand and use North American English. Preference will be given to students with scores of at least 550 on the paper-based exam and 213 on the computer-based exam. TOEFL scores must be no more than two years old at the time of application.

You can receive the TOEFL brochure from the Office of Admissions, by visiting TOEFL’s Web site (www.toefl.org), or by forwarding a written request to TOEFL/TSE Services P.O. Box 6153 Princeton, NJ 08541-6153 (609) 771-7100

Application Procedures

Candidates for admission are responsible for submitting an application form, application fee, a complete set of official transcripts, foreign coursework evaluation if applicable, official TOEFL scores if applicable, and letters of evaluation.

A completed international application form along with a $50 (U.S.) nonrefundable application fee must be submitted to the Office of Admissions no later than March 15 of the year of anticipated entry. An application is available online on our Web site (www.nova.edu) or by contacting the Office of Admissions.

In order to complete an application, a candidate must arrange to have his or her transcripts, test scores, and letters of evaluation forwarded to the Office of Admissions no later than April 15 of the year of anticipated entry.

Transcripts

Official college transcripts from all undergraduate and graduate institutions attended in the United States or U.S. territories must be forwarded directly from the institutions to Nova Southeastern University, Enrollment Processing Services (EPS), College of Pharmacy, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905. It is the applicant's responsibility to ensure that arrangements are made for these to be sent. Final transcripts of all of the applicant's coursework must be forwarded to the Office of Admissions prior to matriculation. Photocopies and facsimiles will not be accepted. A transcript is required for each college or university even though transfer credit from one institution may appear on another institution's transcript.

Foreign Coursework

Undergraduate coursework taken at a foreign institution must be evaluated for U.S. institution equivalence. Foreign coursework must be evaluated by one of the services listed below.

• World Education Services
  P.O. Box 745
  Old Chelsea Station
  New York, New York 10113-0745
  (212) 966-6311
  www.wes.org

• Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com

• Educational Credential Evaluators
  P.O. Box 514070
  Milwaukee, Wisconsin 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 Nova Southeastern University.

• Information Center
  P.O. Box 6153
  Princeton, New Jersey 08541-6153
  (609) 771-7100

• TOEFL
  P.O. Box 6153
  Princeton, New Jersey 08541-6153
  (609) 771-7100
  www.toefl.org

• College of Pharmacy-International Program
  Nova Southeastern University
  3301 College Avenue
  P.O. Box 6153
  Fort Lauderdale, Florida 33329-9905
  (954) 262-0100
  www.nova.edu

The curriculum stresses innovative delivery and assessment methods. Courses will be on campus and will be taught by compressed interactive video; the college's clinical sites will be used extensively. All lectures, handouts, reading materials, and exams will be in English so as to prepare students for the national practice of pharmacy.

This is a full-time program requiring a student's full effort. Students are responsible for their own transportation to the experiential sites.

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Prior to matriculation, College of Pharmacy applicants must complete and receive a bachelor of science degree in pharmacy from a program accredited by the country of residence.

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. The TOEFL, administered worldwide, measures the ability of non-native speakers to understand and use North American English. Preference will be given to students with scores of at least 550 on the paper-based exam and 213 on the computer-based exam. TOEFL scores must be no more than two years old at the time of application.

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Application Procedures

Candidates for admission are responsible for submitting an application form, application fee, a complete set of official transcripts, official TOEFL scores if applicable, and letters of evaluation.

A completed international application form along with a $50 (U.S.) nonrefundable application fee must be submitted to the Office of Admissions no later than March 15 of the year of anticipated entry. An application is available online on our Web site (www.nova.edu) or by contacting the Office of Admissions.

In order to complete an application, a candidate must arrange to have his or her transcripts, test scores, and letters of evaluation forwarded to the Office of Admissions.

To complete an application, a candidate must arrange to have his or her transcripts, test scores, and letters of evaluation forwarded to the Office of Admissions no later than April 15 of the year of anticipated entry.

Transcripts

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  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com

• Educational Credential Evaluators
  P.O. Box 514070
  Milwaukee, Wisconsin 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 Nova Southeastern University.
Tuition and Fees
The board of trustees has established the following tuition for 2004-2005, which is subject to change at any time at the board’s discretion:
- Anticipated tuition for 2004-2005 is $9,652.50 (U.S.) per semester for noncontract students, $8,260 (U.S.) per semester with College of Pharmacy contract. In addition, a student activities fee of $125 each year is required of all students.
- Acceptance fee is $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.
- Deposit is $400. This is due March 15, under the same terms as the acceptance fee.
- Pre-registration fee is $500. This is due May 15, under the same terms as the acceptance fee.
- University technology fee is not to exceed $100 when implemented.
- College laboratory fee is 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 permitted to register until their financial obligations have been met.

Graduation Requirements
Graduation requirements for the International Program are the same as the Entry-Level Pharm.D. Program, except international students must complete a minimum of 96 credit hours of coursework at the College of Pharmacy within five years.

International/Immigration Information
It is the responsibility of the applicant to contact the Office of International Students and Scholar Services for information on immigration regulations and student visa requirements. Inquiries can be directed to Nova Southeastern University Attention: International Students and Scholar Services 3301 College Avenue Fort Lauderdale, Florida 33314 (954) 262-7241 800-541-6682, ext. 7241 Fax: (954) 262-7265 Email: intl@nova.edu www.nova.edu/cwis/registrar/iss

International Curriculum Outline

**FIRST YEAR—Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 4300</td>
<td>Pharmacy and the Health Care System</td>
<td>2</td>
</tr>
<tr>
<td>PHA 5300</td>
<td>Social and Behavioral Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>PHA 5380</td>
<td>Pharmacy Law</td>
<td>2</td>
</tr>
<tr>
<td>PHA 5580</td>
<td>Early Practice Experience: Community</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6101</td>
<td>Clinical Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>PHA 7780</td>
<td>Clinical Pharmacokinetics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
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**FIRST YEAR—Winter Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHA 5330</td>
<td>Communication Skills</td>
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<tr>
<td>PHA 5580</td>
<td>Early Practice Experience: Community</td>
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<tr>
<td></td>
<td>(Continued from first semester)</td>
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<tr>
<td>PHA 5610</td>
<td>Therapeutics/Pathophysiology I</td>
<td>5</td>
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<tr>
<td>PHA 6410</td>
<td>Pharamcoepidemiology and Pharmacoeconomics</td>
<td>3</td>
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<td>PHA 6610</td>
<td>Drug Literature Evaluation</td>
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<tr>
<td>PHA 6630</td>
<td>Therapeutics/Pathophysiology III</td>
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<tr>
<td>FIRST YEAR—Summer Semester</td>
<td>Credits</td>
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<tr>
<td>PHA 6590 Advanced Practice Experience: Community</td>
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<th>SECOND YEAR—Fall Semester</th>
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<tr>
<td>PHA 5150 Nonprescription Therapies</td>
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<tr>
<td>PHA 6300 Research Design and Statistics</td>
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<tr>
<td>PHA 6440 Pharmacy Management</td>
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<tr>
<td>PHA 6560 Physical Assessment*</td>
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<td>PHA 6620 Therapeutics/Pathophysiology II</td>
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<td>PPS 4180 Prescription Practice</td>
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<th>SECOND YEAR—Winter Semester</th>
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<tr>
<td>PHA 6690 Advanced Practice Experience: Hospital</td>
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<td>PHA 6790 Advanced Practice Experience: General Clinical</td>
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<tr>
<td>PHA 7620 Advanced Practice Experience: Internal Medicine</td>
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<td>PHA 7640 Advanced Practice Experience: Ambulatory Care</td>
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<th>THIRD YEAR—Summer/Fall Semester</th>
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<tr>
<td>PHA 7610 Advanced Practice Experience: Elective I</td>
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<td>PHA 7650 Advanced Practice Experience: Elective III</td>
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<td>PHA 7670 Advanced Practice Experience: Elective IV</td>
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<td>PHA 7680 Advanced Practice Experience: Select Hospital</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.

* PHA 6560 is taught as an institute, schedule to be announced.

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### College of Pharmacy Course Descriptions

(Not: Listed at the end of each entry are lecture clock hours, laboratory clock hours, and credit hours.)

#### Pharmacy—Required Courses

**Orientation**

An overview of library and online resources, professionalism, and academic expectations. **Prerequisite:** Admission to the College of Pharmacy (10-0-0)

**Basic Medical Sciences**

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

**MIC 5200—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, and antibiotic testing. (48-0-3)

**PHA 4100—Pharmaceutics I**
Theory of physiochemical principles that apply to pharmaceutical systems and a study of liquid and dispersion systems. **Prerequisite:** P-1 standing (32-48-3)

**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. **Prerequisites:** Pharmaceutics I and Pharmacy Calculations (32-48-3)

**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. **Prerequisite:** P-1 standing (16-0-1)
PHA 4130—Pharmacokinetics
Mechanisms and 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. (64-0-4)

PPS 4180—Prescription Practice
Applies scientific, legal, and ethical principles to the compounding and dispensing of medicinal agents in modern medical practice. Analysis, interpretation, and evaluation of prescription products in various forms. (16-48-3)

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 absorption and distribution, physiological receptors and drug-receptor interactions, and drug metabolism and elimination. Prerequisite: P-1 standing (48-0-3)

PHA 4210—Pharmacodynamics II
Continuation of Pharmacodynamics I. Covers drugs which act in automatic nervous system, renal, cardiovascular, and gastrointestinal systems. (16-48-3)

PHA 4300—Pharmacy and 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. Prerequisite: P-1 standing (32-0-2)

PHA 4310—Pharmaceutical Marketing
Overview of the drug and pharmaceutical care development and distribution system. Prerequisite: P-1 standing (32-0-2)

PHA 4400—Dean’s Hour I
Introduction to the pharmacy profession and professionalism. Prerequisite: P-1 standing (16-0-0)

PHA 4410—Dean’s Hour II
Continuation of Dean’s Hour I. Prerequisite: P-1 standing (16-0-0)

PHA 4550—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. Prerequisite: P-1 standing (16-0-1)

PHA 4580—Early Practice Experience: Service Learning
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. Awareness also provides a deeper understanding of didactic instruction by calling attention to the humanistic care of patients. Prerequisite: P-1 standing (16-64-2)

PHA 5100—Clinical Pharmacokinetics
Applies the concepts and techniques of biopharmaceutics and pharmacokinetics to the rational design of the individualized drug dosage regimen, taking into consideration factors such as hepatic and renal impairment, effects of other diseases, and drug interactions. Prerequisite: Pharmacokinetics (48-0-3)

PHA 5150—Nonprescription Therapies
The use of nonprescription therapies including drug and non-drug treatments. Discusses patient education information, potential drug interactions, and recommended treatments. (48-0-3)

PHA 5220—Pharmacodynamics III
Continuation of Pharmacodynamics I and II. Covers drugs that are used in the treatment of pain and inflammation, CNS related disorders, and endocrine-mediated disorders. Prerequisite: Pharmacodynamics I (80-0-5)

PHA 5230—Pharmacodynamics IV
Continuation of Pharmacodynamics I, II, and 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 applications. Prerequisites: Pharmacodynamics I and Microbiology (64-0-4)

PHA 5300—Social and 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. (32-0-2)

PHA 5330—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. (32-0-2)

PHA 5380—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. Prerequisite: P-2 standing or permission of instructor (32-0-2)

PHA 5580—Early Practice Experience: Community
Provides a didactic component to the early rotation 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 rotation experience. On-site experiences
provides basic knowledge of the drug distribution process in a community setting. Processes in a pharmacy—legal issues, communication skills, confidentiality, first aid, and the role and responsibilities of the community pharmacist—will be covered. Prerequisite: P-1 standing (16-64-2)

PHA 5610—Therapeutics/Pathophysiology I
Combines pathophysiology of disease with the drug therapy. The 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 pharmacokinetics is required. Topics include geriatric, pediatric, cardiovascular, pulmonary, inflammatory, and GI diseases. Prerequisite: Pharmacodynamics I, II, and III (80-0-5)

PHA 6101—Clinical 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. (64-0-4)

PHA 6300—Research Design and 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. (48-0-3)

PHA 6410—Pharmacoepidemiology and Pharmacoeconomics
Overview of pharmacoepidemiology and pharmacoeconomics. Identifies principles, methodologies of pharmacoepidemiology/pharmacoeconomic analyses—the strengths and weaknesses of specific methods. Practical examples for successful implementation of these concepts are discussed. (48-0-3)

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

PHA 6560—Physical Assessment
Patient assessment for pharmacists in both ambulatory and inpatient settings. Demonstrates and explains clinical interview and physical examination techniques. Students practice techniques on one another under supervision. Charting, interpretation of findings, and evaluation of common clinical entities will be integrated into these activities. (15-48-2)

PHA 6580—Early Practice Experience: Hospital
Provides a didactic component to the early rotation 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 experimental coursework. 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. Prerequisite: P-1 standing (16-64-2)

PHA 6590—Advanced Practice Experience: Community
This advanced practice experience promotes expertise in outpatient care and enables students to develop skills as a clinical practitioner in a community setting. Students will be exposed to the role and responsibilities of the pharmacist, the importance of appropriate and effective communication in the process for developing appropriate individualized treatment plans, and follow-up evaluation to determine actual outcomes. Under supervision, students will be required to fill prescriptions and counsel patients according to federal, state, and local laws. Students will be assigned projects, topics, and activities that will expand the foundation of didactic coursework and enhance the experience.

PHA 6610—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. Prerequisites: Drug Information Resources and Research Design and Statistics (32-0-2)

PHA 6620—Therapeutics/Pathophysiology II
A continuation of Therapeutics/Pathophysiology I. Topics include psychiatric, neurological, endocrine, and infectious diseases. Prerequisites: Pharmacodynamics I, II, and III, and Clinical Pharmacokinetics (80-0-5)

PHA 6630—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. Prerequisites: Pharmacodynamics I, II, and III and Clinical Pharmacokinetics (64-0-4)

PHA 6680—Early Practice Experience: Pharmacy Service
Continuation of the experimental 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 homes, home health care, mail order, nuclear, hospice, and others. Exposure to these settings enhances students' awareness of the role and responsibilities of the pharmacist in...
the health care delivery system. Prerequisite: P-2 standing (0-64-2)

PHA 6690—Advanced Practice Experience: Hospital (0-160-4)

PHA 6710—Patient Care Management I
Sequence of laboratory-based courses use a case study method to draw on knowledge acquired from all other courses in the curriculum. Cases present patients with conditions that reflect real-life situations. The 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. Prerequisites: Clinical Pharmacokinetics, Pharmacodynamics I, II, and III; Therapeutics I (8-24-1)

PHA 6720—Patient Care Management II
Continuation of Patient Care Management I. Prerequisites: Pharmacodynamics II and III, Therapeutics/Pathophysiology I and II, and Clinical Pharmacokinetics. (8-24-1)

PHA 6790—Advanced Practice Experience: General Clinical
The activities of the course promote competence in the basic skills and knowledge required to practice as a general clinical pharmacist in a hospital setting. Students will be exposed to the everyday management of a hospital pharmacy, patient care, and administrative responsibilities of a clinical coordinator or director.

PHA 7610/7630/7650/7670/7690—Advanced Practice Experience: Electives
Four elective rotations that consist of four-week, full-time (40 hours per week), off-campus experiences in a supervised pharmacy practice in a specialty area will allow 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. Prerequisite: Successful completion of all didactic coursework. (0-160-4)

PHA 7620/7640/7660/7680—Required Advanced Practice Experiences
Each of the four required Advanced Practice Experiences consist of four-week, full-time (40 hours per week), off-campus experiences in a supervised pharmacy practice environment. In these settings, students apply didactic instruction, develop competencies, and enhance their knowledge of patient care management. These required experiences include Advanced Practice Experience: Internal Medicine, Advanced Practice Experience: Ambulatory Care, Advanced Practice Experience: Select Community, and Advanced Practice Experience: Select Hospital. Prerequisite: Successful completion of all didactic coursework. (0-160-4)

PHA 7620—Advanced Practice Experience: Internal Medicine
Presents common diseases: hypertension, congestive heart failure, diabetes, renal failure, etc. Students participate as members of a health care team to develop effective, least toxic, most economical pharmacological regimens for elderly patients. (0-160-4)

PHA 7640—Advanced Practice Experience: 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. (0-160-4)

PHA 7660—Advanced Practice Experience: Select Community
(0-160-4)

PHA 7680—Advanced Practice Experience: Select Hospital
The Advanced Practice Experience in Select Hospital is a full-time course (minimum eight-hour days/five days a week for four weeks) that promotes development of skills and application of knowledge in hospital settings. Students select one specialty from multiple offerings to complete this requirement. The multiple topics available for selection include advanced hospital, general clinical, internal medicine, infectious disease, nutritional support, oncology, critical care, pharmacokinetics, and cardiology. Students will be exposed to the role and responsibilities of a professionally oriented pharmacist. Students participate as active members of a health care team. Students will be assigned projects, topics, and activities that will expand the foundation of didactic coursework. (0-160-4)

PHA 7690—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. (0-160-4)

PHA 7700—Research Design and 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. (32-0-2)

PHA 7710—Pharmacoeconomics
Basic concepts and definitions involved in the fields of pharmacoepidemiology and pharmacoeconomics. Emphasizes identifying the principles and methodologies of pharmacoepidemiology/pharmacoeconomic analysis and the strengths and weaknesses of specific methods. Stresses application of relevant principles within critical pathways. Discusses practical examples for successful implementation of thesis concepts and methods for accessing data. This course will run half a semester. (32-0-2)

PHA 7720—Physical Assessment
Teaches patient assessment for pharmacists in both ambulatory and in-patient settings. Clinical interview and physical examination techniques will be explained and demonstrated. Students practice techniques on one another under supervision. Charting, interpre-
tation of findings, and evaluation of common clinical entities will be integrated into these activities. (15-48-3)

PHA 7730—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. (64-0-4)

PHA 7740—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. (32-0-2)

PHA 7750—Disease Management I
The disease management course will provide students with an overview of disease processes and treatment. The student will integrate information from discussion into their prior experience and knowledge base to expand their views and ideals to further the profession of pharmacy. This course incorporates the concepts of therapeutics and disease state management. Emphasis is placed on developing patient-based, problem-solving skills that include appropriate patient assessment, drug selection, and monitoring of drug therapy. The disease topics covered in this section include cardiovascular and endocrine. Pharmacoeconomic and administrative concerns, development of clinical services, and controversial issues related to these disease states are also discussed. This course is taught using WebCT and compressed video technology using live lectures, case studies, case presentations, and online exams. (32-0-2)

PHA 7760—Disease Management II
This course follows the same format as Disease Management I. The disease topics covered in this section include respiratory, pediatrics, gastro-enterology, psychiatry, and geriatrics. Pharmacoeconomic and administrative concerns, development of clinical services, and controversial issues related to these disease states are also discussed. This course is taught using WebCT and compressed video technology using live lectures, case studies, case presentations, and online exams. (32-0-2)

PHA 7770—Disease Management III
This course follows the same format as Disease Management I and II. The disease topics covered in this section include infectious disease, HIV/AIDS, and oncology. Pharmacoeconomic and administrative concerns, development of clinical services, and controversial issues related to these disease states are also discussed. This course is taught using WebCT and compressed video technology utilizing live lectures, case studies, case presentations, and online exams. (32-0-2)

PHA 7780—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 health care is organized, financed, and regulated. Examines the provision of drugs and pharmacy services in the context of the health care enterprises. Student interaction and participation will be encouraged. This course will run half a semester. (32-0-2)

PHA 7790—Research Project
Students are required to complete a research project that integrates principles learned in such courses as Research Design and 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. Prerequisites: Research Design and Statistics and Drug Literature Evaluation (16-96-4)

PHA 7800—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. Prerequisite: P-4 Standing (20-20-0)

PHA 7820/7840—Required Advanced Practice Experiences
Each of the four required Advanced Practice Experiences consist of four-week, full-time (40 hours per week), off-campus experiences in a supervised pharmacy practice environment. In these clinical settings, students participate as members of a health care team to develop optimum drug therapy regimens. Required experiences include both acute care and chronic care.
Prerequisite: Successful completion of all didactic coursework (0-160-4)

PHA 7820—Acute Care Rotation
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. Prerequisite: Successful completion of all didactic coursework (0-160-4)

PHA 7840—Chronic Care Rotation
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. Prerequisite: Successful completion of all didactic coursework (0-160-4)

PHA 7860/7880—Elective Advanced Practice Experiences
Two elective rotations 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 these elective rotations 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. **Prerequisite:** Successful completion of all didactic coursework (0-160-4)

**Elective Courses**

**PHA 4221—Introduction to Molecular Medicine**
Gene defects and diseases that originate at the molecular level, basic principles of gene expression, recombinant DNA derived pharmaceuticals, and modern diagnostic and therapeutic approaches that are currently used to fight genetically determined diseases. **Prerequisite:** Biochemistry (16-0-2)

**PHA 4241—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. **Prerequisites:** Pharmacodynamics I, II, and III (32-0-2)

**PHA 5101—Pharmaceutical Technology**
This course is designed to provide a more advanced understanding of pharmaceutical industry product and process development technology than that offered in Pharmaceutics I and II. Particular emphasis is placed on the physicochemical principles and formulation rationale used in the development and manufacturing of solid dosage forms. (32-0-2)

**PHA 5103—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. (32-0-2)

**PHA 5105—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. (48-0-3)

**PHA 5111—Current Topics in Pharmaceutical Sciences**
Special topics are covered by faculty members 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. **Prerequisite:** Topic dependent—see course coordinator for details (16-0-1)

**PHA 5113—Current 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 physicochemical properties of the therapeutic agent, polymer and biomaterials, and the mathematical relationships of drug disposition. (32-0-2)

**PHA 5119—Current Advances in Pharmaceutical Sciences**
The focus of this course is on an array of pharmaceutical science topics recently highlighted by the media. Working in groups, students will prepare and give oral presentations and written reports on groundbreaking changes in the discovery, development, manufacture, and dispensing of pharmaceuticals that will directly affect the practice of pharmacy. Topics selected by the instructor will be those that have recently appeared in scientific journals that may also have received attention from media. Active participation in class discussion is expected. (32-0-2)

**PHA 5201—Biochemistry for Pharmaceutical Sciences**
The focus of the first part of the course will be on 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. (64-0-4)

**PHA 5223—Drugs of Abuse**
This course covers 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. **Prerequisites:** Pharmacodynamics I and II (32-0-2)

**PHA 5225—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. (32-0-2)

**PHA 5331—Advanced 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. (32-0-2)

**PHA 5381—Ethical Issues in Pharmacy**
Due to 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. **Prerequisite:** P-1 standing (32-0-2)

**PHA 5383—Essentials of Managed Health Care**
Pharmacy is an essential component in managed health care systems. Pharmacy practitioners are currently influenced in more ways by managed care payers. This course introduces the concepts and skills needed by clinical practitioners or pharmacy administrators to function effectively in or
with managed care organizations. Prerequisite: P-2 standing (32-0-2)

PHA 5385—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. (32-0-2)

PHA 5387—Pharmacy Case Law
The course will consist of students presenting in-depth reviews of pharmacy law cases. The students will be required to research a pharmacy law case. The student will present the case as a live lecture to the class and be graded using criteria specified in the course syllabus. Prerequisite: Pharmacy Law (16-0-1)

PHA 5389—
Pharmacy Law of Puerto Rico
The course covers the laws, regulation, and administrative ordinance that regulate the practice of the pharmacy profession and of the manufacturing, distribution, and dispensing of medicine in Puerto Rico. (32-0-2)

PHA 5391—
The Nuclear Pharmacy Experience
This course covers and explains what a nuclear pharmacy is and the responsibilities, activities, and knowledge required in order to function as a nuclear pharmacist. The course places emphasis on radiopharmaceuticals (radioactive medication), their mechanisms of action, dose range, method of compounding, and ultimate role in diagnosis of disease and/or therapy. Prerequisite: P2 standing (32-0-2)

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

PHA 5410—Elective 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. (32-0-2)

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

PHA 5613—Advanced Pediatric Pharmacotherapy
Introduces the student to pharmacotherapy of common pediatric diseases. The course will expand on topics addressed in Therapeutics/Pathophysiology II and present more complex pharmacotherapy issues relating to pediatrics. Prerequisite: Therapeutics/Pathophysiology II (32-0-2)

PHA 5615—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 pregnancy, menopausal health, and eating disorders. The role of the pharmacist in the optimal provision of drug therapy and preventive health is emphasized. (32-0-2)

PHA 5617—Landmark Clinical Trials and Their Impact on Practice
The course will cover pivotal clinical trials that have influenced the way medications are used in clinical practice. Emphasis is placed on literature evaluation and interpretation. Students will have the opportunity to communicate this information through open discussion and formal presentations. Prerequisite: Therapeutics/Pathophysiology I Corequisite: Therapeutics/Pathophysiology II (32-0-2)

PHA 5619—Introduction to Geriatric Issues in Pharmacy
Students taking this course will become familiar with the changing demographics of the elderly population and the impact this will have on health care. Students will experience the challenges of the elderly by participating in various exercises such as interviewing an elderly patient, tasting nutritional supplements, preparing a living will, and sharing stereotypes of the elderly. (32-0-2)

PHA 5997—Independent Research in Pharmacy Administration II
Two or four semester credits are awarded on the basis of 48 laboratory hours per credit. Individual work by undergraduate students under the direction supervision of one or more faculty members. (0-[32-160]-[3-4])

PHA 5999—Research in Pharmaceutical Sciences
Three or four semester credits are awarded on the basis of 48 laboratory hours per credit. Individual work by undergraduate students under the direction and supervision of one or more faculty members. With the professor, students are involved in planning and executing an approved research project using basic techniques of scientific research. (0-[144-160]-[3-4])

PHA 6441—Health Care Entrepreneurship
This course will prepare students to compete as entrepreneurs in the health care sector of the economy. The goal of the course is to equip students with the background needed to evaluate business opportunities, form management teams, raise capital, compete in markets, and manage a new venture. This course will build on the concepts presented in Pharmaceutical Marketing and Pharmacy Management. Prerequisites: Pharmaceutical Marketing and Pharmacy Management (32-0-2)
PHA 6500—Externship I
Eight-week, off-campus rotation in supervised community pharmacy. Applies didactic knowledge in non-simulated environments, development of competency in pharmacy practice, and further development of communication skills. Full-time (40 hours per week) rotation emphasizes distributive, management aspects of pharmacy. Prerequisite: Successful completion of all didactic coursework (0.320-7)

PHA 6510—Externship II
Continuation of Externship I for hospital pharmacy experience. (0.320-7)

PHA 6701—Study of Medicinal Plants and Culture in 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. (0.160-4)

PHA 7699—Advanced Practice Experience: Ninth Course Option
An additional optional advanced practice experience. Additional depth or breadth of practice knowledge and skills. May also be used to meet college elective requirements.

Student Organizations

Student Council
Student Council is the official voice of all students. The organization is open for 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 Organizations
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

College of Pharmacy Faculty

Biochemistry
Chairman and Professor: R. E. Block
Professor: E. E. Groseclose
Associate Professor: K. V. Venkatrahalam
Assistant Professor: W. G. Campbell

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

Physiology
Chairman and Professor: S. Taraskevich
Professor: H. Mayrovitz
Assistant Professor: Y. Zagvazdin

Pharmacy Administration
Chair and Associate Professor: D. Arneson
Professors: H. J. Baldwin, M. S. Carvajal, W. D. Hardigan, E. S. Jaffrey
Associate Professors: D. L. Arneson, P. Hardigan, C. Harrington, T. Hunter, L. L. Lai
Assistant Professors: M. T. Assa, M. Droge, W. Marsh

Pharmaceutical Sciences
Chair and Associate Professor: A. Rathinavelu
Professor: A. Malave, L. Cubeddu, R. E. Lindstrom
Instructors: A. Castejon

Pharmacy Practice
Acting Chair and Associate Professor: M. Glover
Associate Professors: K. Graham, J. Rey
Clinical Professor: A. Silvagni
Instructors: J. Redwanski, S. Warburton
Experiential Sites
The following institutions are affiliated with the College of Pharmacy for experiential education:

- A.G. Holley State Hospital
  Lantana, Florida
- Alaska Native Medical Center
  Anchorage, Alaska
- Albertsons #4360
  Pembroke Pines, Florida
- Albertsons #4371
  Boca Raton, Florida
- Albertsons #4381
  Tamarac, Florida
- Albertsons #4439
  Pembroke Pines, Florida
- Albertsons #4440
  Cooper City, Florida
- Albertsons #4445
  Boca Raton, Florida
- Allen Drugs
  South Miami, Florida
- American Pharmaceutical Association
  Washington, D.C.
- American Pharmaceutical Services
  Palm Harbor, Florida
- American Pharmaceutical Services
  Weston, Florida
- ARC Broward
  Sunrise, Florida
- Arnold Palmer Hospital
  for Woman & Children
  Orlando, Florida
- Arthur’s Original Pharmacy
  Tamarac, Florida
- Atlantic Shores Health Care, Inc.
  Pembroke Pines, Florida
- AdventHealth
  Aventura, Florida
- Baptist St. Vincent’s Medical Center
  Jacksonville, Florida
- Bascom Palmer Eye Institute
  Miami, Florida
- Bay Pines VAMC
  St. Petersburg, Florida
- Boca Pharmacy & Home Health Center
  Boca Raton, Florida
- Boca Raton Community Hospital
  Boca Raton, Florida
- Brand Institute, Inc.
  Miami, Florida
- Broward General Medical Center
  Fort Lauderdale, Florida
- Cape Coral Hospital
  Cape Coral, Florida
- Caremark Prescription Services
  Fort Lauderdale, Florida
- CC City Pharmacy
  Fort Lauderdale, Florida
- Cedars Medical Center
  Miami, Florida
- Center Pharmacy
  St. Petersburg, Florida
- Centers for Disease Control
  Atlanta, Georgia
- Central Florida
  Family Health Center
  Sanford, Florida
- Charlotte Florida
  Family Health Center
  Sanford, Florida
- Charlotte Regional Medical Center
  Punta Gorda, Florida
- Children’s Diagnostic & Treatment Center
  Fort Lauderdale, Florida
- Cleveland Clinic Hospital
  Fort Lauderdale, Florida
- Clinical Pharmacology Services
  Tampa, Florida
- Columbia Blake Medical Center
  Bradenton, Florida
- Columbia Hospital
  West Palm Beach, Florida
- Columbia Medical Center
  Port St. Lucie
  Port St. Lucie, Florida
- Comprehensive Care Center
  Fort Lauderdale, Florida
- CompScript
  Boca Raton, Florida
- Cooperative Feeding Program
  Fort Lauderdale, Florida
- Coral Gables Hospital
  Coral Gables, Florida
- Coral Springs Medical Center
  Coral Springs, Florida
- Cullen Home Health Pharmacy
  Sunrise, Florida
- Deering Hospital
  Miami, Florida
- Delray Medical Center
  Delray Beach, Florida
- Doctor’s Hospital of Sarasota
  Sarasota, Florida
- Eckerd Drugs #2950
  Lake Worth, Florida
- Eckerd Drugs #3372
  North Palm Beach, Florida
- Eckerd Drugs #3820
  Opa Locka, Florida
- Eckerd Patient Care Center
  Largo, Florida
- Family Health Center
  of SW Florida
  Fort Myers, Florida
- Family Health Center East
  Orlando, Florida
- FDA
  Rockville, Maryland
- First Call for Help of Broward, Inc.
  Fort Lauderdale, Florida
- Florida IV Services
  Davie, Florida
- Florida Hospital
  Orlando, Florida
- Florida Medical Center
  Fort Lauderdale, Florida
- Florida Pharmacy Association
  Tallahassee, Florida
- Florida Society of Hospital Pharmacists
  Tallahassee, Florida
- H. Lee Moffitt Cancer Center
  Tampa, Florida
- Hallandale Adult Community Center
  Hallandale, Florida
- Harrington’s Prof. Arts Pharmacy
  Naples, Florida
- HCA Raulerson
  Okeechobee, Florida
- Health South Sunrise Rehabilitation Hospital
  Sunrise, Florida
- HealthPark Medical Center
  Fort Myers, Florida
- HealthScript Pharmacy
  Orlando, Florida
- HealthSouth Doctors Hospital
  Coral Gables, Florida
- Health System One
  Fort Lauderdale, Florida
- HHCS/Cystic Fibrosis Pharmacy
  Orlando, Florida
- Hialeah Hospital
  Hialeah, Florida
- Holy Cross Hospital
  Fort Lauderdale, Florida
- Hospice of Palm Beach County
  West Palm Beach, Florida
• The Hospice of the Florida Suncoast
  Largo, Florida
• Human Resources Health Center
  Miami, Florida
• Humana, Inc. Miramar, Florida
• Imperial Point Medical Center
  Fort Lauderdale, Florida
• Indian Health Service
  Wellpinit, Washington
• Indian Health Service
  Eagle Battle, South Dakota
• Indian Health Service
  Sells, Arizona
• Indian Health Service
  Nespelem, Washington
• Indian Health Service
  Fort Thompson, South Dakota
• International Center for Epilepsy
  Miami, Florida
• J.F.K. Medical Center
  Atlantis, Florida
• Jackson Memorial Medical Center
  Miami, Florida
• James Haley VAMC
  Tampa, Florida
• Jerry’s Drugs
  Sunrise, Florida
• Junior Achievement
  of South Florida
  Pompano Beach, Florida
• Kendall Regional Medical Center
  Miami, Florida
• Kindred Healthcare
  Boca Raton, Florida
• Kings Point Community Pharmacy
  Delray Beach, Florida
• Kmart #3317
  Boca Raton, Florida
• KOS Pharmaceuticals
  Miami Lakes, Florida
• Lawnwood Regional Medical Center
  Fort Pierce, Florida
• Lee Memorial Hospital
  Fort Myers, Florida
• Mallinckrodt, Inc.
  Fort Lauderdale, Florida
• Manatee VA Primary Care Clinic
  Ellenton, Florida
• Mease Dunedin Hospital
  Clearwater, Florida
• Medichem Pharmacy and Surgical
  Fort Lauderdale, Florida
• Medicine Shoppe
  Dunedin, Florida
• Medstat Pharmacy Services, Inc.
  Miami, Florida
• Medstat Weston Pharmacy Services
  Sunrise, Florida
• Memorial Regional Hospital
  Hollywood, Florida
• Memorial Hospital Pembroke
  Pembroke Pines, Florida
• Memorial Hospital West
  Pembroke Pines, Florida
• Mental Health Association
  of Broward
  Lauderhill, Florida
• Mercy Hospital
  Miami, Florida
• Miami Children’s Hospital
  Miami, Florida
• Miami Heart Institute
  Miami Beach, Florida
• Miami VA Oakland Park Outpatient Clinic
  Fort Lauderdale, Florida
• Milton Medical Drug Co.
  Miami Beach, Florida
• Mount Sinai Medical Center
  Miami Beach, Florida
• NSU Pharmacy
  Fort Lauderdale, Florida
• NSU Clinic—Fort Lauderdale
  Fort Lauderdale, Florida
• NSU—College of Pharmacy
  Fort Lauderdale, Florida
• NSU—Drug Information Center
  Fort Lauderdale, Florida
• Naval Hospital Jacksonville
  Jacksonville, Florida
• Navarro Discount Pharmacies #2
  Miami, Florida
• Navarro’s Discount Pharmacies #7
  Miami, Florida
• NeighborCare Pharmacies
  Deerfield Beach, Florida
• North Broward Medical Center
  Pompano Beach, Florida
• North Ridge Medical Center
  Fort Lauderdale, Florida
• North Shore Medical Center
  Miami, Florida
• Northside Medical Center
  Margate, Florida
• Northwest Medical Center
  Miami, Florida
• Option Care—Fort Myers
  Fort Myers, Florida
• Option Care—Miami
  Miami, Florida
• Orange County Medical Clinic
  Orlando, Florida
• Orange Park Medical Center
  Orange Park, Florida
• Orlando Regional Medical Center
  Orlando, Florida
• Orlando VA Outpatient Clinic
  Orlando, Florida
• Owen Healthcare @ Manatee Memorial Hospital
  Bradenton, Florida
• Palm Beach Gardens Medical Center
  Palm Beach Gardens, Florida
• Palmetto General Hospital
  Hialeah, Florida
• Pan American CAC
  Miami, Florida
• Park Shore Pharmacy
  Miami Shores, Florida
• Parkway Regional Medical Center
  North Miami, Florida
• PharMerica
  Pompano Beach, Florida
• PHS
  Rockville, Maryland
• Pill Box Pharmacy & Surgical
  Pembroke Pines, Florida
• Pine Island Drugs, Inc.
  Davie, Florida
• Plantation General Hospital
  Plantation, Florida
• Prescription Drug Foundation
  North Miami Beach, Florida
• ProxyMed Pharmacy
  Fort Lauderdale, Florida
• Publix Pharmacy #303
  Pembroke Pines, Florida
• Publix #396
  Davie, Florida
• Publix #28
  Pembroke Pines, Florida
• Publix #583
  Weston, Florida
• Publix #703
  Plantation, Florida
• Publix #7239
  Sunrise, Florida
• Publix #7367
  Palm Beach Gardens, Florida
• Publix #7421
  Boca Raton, Florida
• Romano’s Pharmacy
  Coral Springs, Florida
San Juan DVA Medical Center (119)
San Juan, Puerto Rico
San Luis Pharmacy
San Lorenzo, Florida
Sarasota Memorial Hospital
Sarasota, Florida
Sarasota VA Primary Care Clinic
Sarasota, Florida
Schaefer Drugs
Wellington, Florida
Schaefer Drugs
Springfield, Florida
Scot Drugs
Fort Lauderdale, Florida
SE Alaska Regional Health Consortium
Juneau, Alaska
Seventh Avenue Family Health Center
Fort Lauderdale, Florida
Skip's Pharmacy
Boca Raton, Florida
SkyMed Pharmacy
Deerfield, Florida
South Miami Hospital
South Miami, Florida
Southwest Florida Regional Medical Center
Fort Myers, Florida
St. Joseph's Hospital
Tampa, Florida
St. Mary's Medical Center
West Palm Beach, Florida
Suncoast Pharmacy
Boca Raton, Florida
Tampa Bay Professional Pharmacy
Tampa, Florida
Tampa General Healthcare
Tampa, Florida
Target Pharmacy
Sunrise, Florida
The Hospice of the Florida Suncoast
Largo, Florida
Thomas E. Langley Medical Center
Sunterville, Florida
Triple Army Medical Center
Honolulu, Hawaii
U of M Florida Poison Information Center
Miami, Florida
United Healthcare Sunrise
Miami, Florida
United Prescription Center Hollywood, Florida
University Community Hospital Tampa, Florida
University District Hospital Cidra, Puerto Rico
University Hospital & Medical Center
Tamarac, Florida
VA Outpatient Clinic
Fort Myers, Florida
Veteran's Administration M.C.
Miami, Florida
Vencare Pharmacy Service
Boca Raton, Florida
Vencor Hospital—Coral Gables
Coral Gables, Florida
Vista Health Plan
Sunrise, Florida
Walgreens #756
Oakland Park, Florida
Walgreens #1172
Boca Raton, Florida
Walgreens #1381
Lauderdale Lakes, Florida
Walgreens #1421
Sunrise, Florida
Walgreens #1508
Fort Lauderdale, Florida
Walgreens #1551
Lauderhill, Florida
Walgreens #1947
Deerfield, Florida
Walgreens #2193
Davie, Florida
Walgreens #2151
Sunrise, Florida
Walgreens #2202
Delray Beach, Florida
Walgreens #2504
Davie, Florida
Walgreens #2449
Tamarac, Florida
Walgreens #2893
Wilton Manors, Florida
Walgreens #2292
Boca Raton, Florida
Walgreens #2547
Delray Beach, Florida
Walgreens #2663
Plantation, Florida
Walgreens #3905
Weston, Florida
Walgreens #3932
Pompano Beach, Florida
Walgreens #3933
Coral Springs, Florida
Walgreens #4143
Pembroke Pines, Florida
Walgreens #4248
Sebastian, Florida
Walgreens #4387
Fort Lauderdale, Florida
Walgreens #4402
Hallandale, Florida
Walgreens #4484
Tamarac, Florida
Walgreens #4568
Sunrise, Florida
Walgreens #4591
Hallandale, Florida
Walgreens #4769
Sunrise, Florida
Walgreens #4770
Cooper City, Florida
Walgreens #6352
Tamarac, Florida
Well Care HMO, Inc.
Tampa, Florida
Wellington Regional Medical Center
West Palm Beach, Florida
West Boca Medical Center
Boca Raton, Florida
Westchester General Hospital
Miami, Florida
West Palm Beach VAMC
West Palm Beach, Florida
Westside Regional Medical Center
Plantation, Florida
Winn Dixie #205
Miami, Florida
Winn Dixie #208
West Palm Beach, Florida
Winn Dixie #244
Miramar, Florida
Winn Dixie #255
Delray Beach, Florida
Winn Dixie #260
Lake Worth, Florida
Winn Dixie #265
Deerfield Beach, Florida
Winn Dixie #278
Pembroke Pines, Florida
Winn Dixie #326
Tamarac, Florida
Winn Dixie #338
Coconut Creek, Florida
Yamato Village Pharmacy
Boca Raton, Florida
Youth Mentoring Programs
Fort Lauderdale, Florida
College of Optometry
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 scholarship, community service, and lifelong learning.

Administration
David Loshin, O.D., Ph.D., FAAO, Dean
Paul Abplanalp, Ph.D., O.D., Associate Dean for Academic Affairs
Lewis Reich, O.D., Ph.D., Assistant Dean for Student Affairs
Raymond W. Picric, O.D., FAAO, Chief Operations Officer—The Eye Institute
Heidi Wagner, O.D., FAAO, Chair, Clinical Education
Rachel Coulter, O.D., FAAO, Chair, Didactic Education
Josephine Shallo-Hoffman, Ph.D., FAAO, Chair, Research and Graduate Programs

Optometry
Sight is one of our most precious gifts 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 the primary eye-care practitioner.

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 optometrists practice in urban and rural communities throughout the nation, in individual or group practices, hospital settings, centers for vision research, and in the public health service. They also take part in teaching, research, and public health. Nova Southeastern University College of Optometry stands alone as the only optometric academic institution in the state of Florida.

Furthermore, the college benefits from the integrated multidisciplinary health care programs of the university's Health Professions Division, represented by optometry, osteopathic medicine, dental medicine, pharmacy, and allied health and nursing. Nova Southeastern University takes pride in the optometry degree
program, which provides a strong didactic and clinical education.

Accreditation
The Doctor of Optometry Program at the Nova Southeastern University College of Optometry is fully accredited by The Accreditation Council on Optometric Education (ACOE). The ACOE (243 North Lindbergh Avenue, St. Louis, Missouri; telephone number 800-365-2219) is the accrediting body for professional degree programs offered by all optometric institutions in the United States.

Requirements for Admission
The College of Optometry selects students based on preprofessional academic performance, Optometry Admission Test (OAT) scores, a personal interview, a written application and letters of evaluation. The requirements are summarized below.

1. Minimum of 90 semester credit hours
Prior to matriculation, applicants must have completed a minimum of 90 semester hours of specified coursework at a regionally accredited college or university with a minimum of 2.75 cumulative grade point average (GPA) on a four-point scale. At least 30 of these semester hour credits must be taken at a four-year institution of higher education. It is strongly recommended that these include the upper-level science courses.

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

- calculus—three semester hours
- physics, including laboratory—eight semester hours
- biology, including laboratory—eight semester hours
- general chemistry, including laboratory—eight semester hours
- organic chemistry, including laboratory—eight semester hours
- social sciences and humanities courses, in any combination—fifteen semester hours
- English (composition, literature, etc.)—six semester hours

Select at least two of the following (with appropriate laboratory):
- microbiology—four semester hours
- biochemistry—four semester hours
- anatomy—four semester hours
- physiology—four semester hours

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

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

Preference will be given to students with a cumulative GPA of 2.8 or higher. Special consideration will be given to students with a baccalaureate degree or who have completed at least 90 semester credit hours at a four-year university or college. There is no requirement that a student must have majored in a specific area; however, a background in biological sciences is recommended. The dean is empowered to evaluate the total qualifications of every student and to consider any unusual circumstances.

Application Procedures
The Office of Admissions processes applications as they are received. The application form and a nonrefundable 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.

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 Nova Southeastern University, Enrollment Processing Services (EPS), College of Optometry, Office of Admissions, 3301 College Avenue, P.O. Box 290000, Fort Lauderdale, Florida 33329-9905. 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 EPS office prior to matriculation.

Letters of Evaluation
- Preprofessional health adviser—An evaluation by a preprofessional health adviser or committee is required from the applicant's undergraduate institution. If this evaluation cannot be provided, two individual letters of evaluation are required from undergraduate instructors, preferably from science instructors. If possible, these letters should be from faculty who know the applicant's scholastic abilities and personal characteristics; otherwise, they should be from those who can provide an evaluation to the Committee on Admissions.
- Optometrist—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
- Tuition—Anticipated tuition for 2004–2005 (subject to change by the board of trustees without notice) is $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
The residency status after initial enrollment registration.

- Acceptance fee is $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.
- Deposit is $400, due March 15, under the same terms as the acceptance fee.
- Preregistration fee is $500, due May 15, under the same terms as the acceptance fee.
- Optometry clinic equipment repair/replacement fee is $50 per year, due at time of registration.
- University technology fee is not to exceed $100 when implemented.

Registration—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.

Financial Aid
The function of the Student Financial Assistance 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 for Student Financial Assistance.

Undergraduate/O.D. Dual-Admissions Program
Nova Southeastern University Health Professions Division has established a dual-admissions program with the NSU Farquhar College of Arts and Sciences for a select number of highly motivated, qualified students interested in pursuing both undergraduate and professional studies in optometry. This allows students to receive their doctoral degree in optometry in 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 College of Arts and Sciences upon completion of the first year of professional education at the NSU College of Optometry. Students will receive the O.D. (doctor of optometry) degree after four years of training at NSU College of Optometry.

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 by April 1st
2. meet all admissions requirements to NSU College of Optometry, which include submitting official transcripts of all college board (NBEO) scores (if taken) and letters of evaluation.
3. be in good standing at the transferring institution as documented by a letter from the dean of the transferring institution
4. supply a written statement outlining reasons for request for transfer
5. complete a personal interview

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 the clinical proficiency examination administered by the NSU College of Optometry

Decisions on transfer applications are made by the dean's office. The decision will be based on factors that 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 coursework. Send application and documentation to:

Nova Southeastern University
Enrollment Processing Services (EPS)
College of Optometry
Office of Admissions
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, Florida 33329-9905

Promotion, Suspension, Dismissal, and Readmission
The policies for promotion, suspension, dismissal, and readmission 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, as outlined in this catalog
2. have satisfactorily met all financial and library obligations
3. have passed Part I and taken Part II of the National Board Examination,
documented by sending a copy of test scores to the dean or his designee.

4. have obtained a baccalaureate degree. Note: The College of Optometry awards a baccalaureate degree to those who do not possess a baccalaureate degree and who complete 90 credit hours of undergraduate work, plus two years of optometric study at Nova Southeastern University.

5. attend in person the rehearsal and commencement program at which time the degree is conferred.

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

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

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

The fourth year of the academic program is entirely clinical with intensive training in university-based or affiliated primary, secondary, and tertiary care facilities. These include contact lens, pediatrics, 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.

Extended (Five-Year) Doctor of Optometry Degree
The College of Optometry has designed an extended program leading to the doctor of optometry (O.D.) degree. The extended program is designed for individuals who are returning to school after an absence, are changing professional fields, or who require a lighter course load initially because of family or other obligations. Students in the extended program take courses with the full time students but with a reduced course load. Coursework covered in the first two years of the traditional full-time program is covered in three years in the extended program. The last two years of both programs are identical and taken concurrently. The curriculum and graduation requirements for the extended and full-time programs are the same. The enrollment for the extended program is limited. The dean of the College of Optometry will make the final determination on eligibility for the extended program.

Student Organizations
Student Government Association — The College of Optometry Student Government Association (OSGA) 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, dispersing funds for student activities, acting as liaison for the student body, promoting optometry, supporting club and class activities, and working to improve the quality of life for students at the College of Optometry.

Other Organizations — Many other student organizations addressing various professional and practice-related interests are open for student membership, including the following:

- American Optometric Student Association
- Beta Sigma Kappa
- College of Optometrists in Vision Development
- National Optometric Student Association
- Student Florida Optometric Association
- Student Volunteer Optometric Services to Humanity

Master of Science in Clinical Vision Research Graduate Program
NSU College of Optometry has a two-year, 45-credit, all-online Master of Science in Clinical Vision Research (CVR) Program. This program is designed to help optometrists, optometric educators, optometric students, and other professionals enhance their ability to perform clinical research. This innovative program includes curricula leading to a master of science in CVR. The program requirements may be completed at home or office at times convenient to the student.

To be admitted to the Master of Science program in Clinical Vision Research, applicants must have completed one of the following:

- earned a previous clinical (e.g., O.D., D.O., M.D.) or graduate degree
- 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 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 computer score of 213.

For further information regarding the program call (954) 262-1101 or 800-356-0026, ext. 1101, or access our Web site at
Applications should be sent to:
Nova Southeastern University
Enrollment Processing Services (EPS)
College of Optometry
Graduate Program Admissions
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, Florida 33329-9905

Traditional Four-Year Program Curriculum Outline

The curriculum is revised and modified frequently to meet the demands of the profession. These courses are representative of the overall requirements of the program at the time of publication.

<table>
<thead>
<tr>
<th>FIRST YEAR—Fall Term</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>OPT 1011 Histology and Embryology</td>
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<td>OPTC 3244 General Pharmacology I</td>
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<td>OPT 3344 Psychophysics/Monocular Sensory Processes</td>
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Total Semester Hours: 24.5

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### THIRD YEAR—Winter Term

<table>
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<td>Contact Lenses II Laboratory</td>
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<td>Ocular Disease IV: Neuro-Optometry</td>
<td>54</td>
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<td>OPT 6322</td>
<td>Rehabilitative Optometry: Low Vision</td>
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<tr>
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<td>Rehabilitative Optometry: Low Vision Laboratory</td>
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<td>Pediatric Optometry and Learning-Related Vision Problems</td>
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Total Semester Hours: 23.5

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### THIRD YEAR—Summer Term

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<td>OPT 7112</td>
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Total Semester Hours: 3.5

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### THIRD YEAR—Fall Term

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<td>Anomalies of Binocular Vision II Laboratory</td>
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<td>Contact Lenses I</td>
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<td>Contact Lenses I Laboratory</td>
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<td>Ocular Disease III: Ocular/Systemic Eye Disease</td>
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<td>Physical Diagnosis Laboratory</td>
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<td>Clinical Gerontology</td>
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<td>Primary Care Clinic II and Methods I Lab</td>
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Total Semester Hours: 17.0

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### FOURTH YEAR—Summer Term

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<td>Vision Rehabilitation and Geriatric Externship</td>
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### FOURTH YEAR—Fall Term

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<tr>
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<td>Cornea and Contact Lens Externship</td>
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### FOURTH YEAR—Winter Term

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<tr>
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### FOURTH YEAR—Spring Term

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Fourth Year Total Semester Hours: 32.0

*Terms for courses may vary.*
## Extended Program Curriculum Outline

### FIRST YEAR—Fall Term

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>OPT 1011</td>
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<tr>
<td>OPTC 1134</td>
<td>Gross Anatomy</td>
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<tr>
<td>OPTC 1233</td>
<td>Biochemistry</td>
<td>3.0</td>
</tr>
<tr>
<td>OPT 1323</td>
<td>Microbiology</td>
<td>3.0</td>
</tr>
<tr>
<td>OPT 1611</td>
<td>Public Health I: History of Optometry</td>
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<tr>
<td>OPT 1511</td>
<td>Psychophysical Methodology and Methods I Lab</td>
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Total Semester Hours: 13.0

### FIRST YEAR—Winter Term

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<tbody>
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<td>OPTC 2023</td>
<td>General Neuroanatomy</td>
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<tr>
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<td>General Physiology</td>
<td>4.0</td>
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<tr>
<td>OPT 2422</td>
<td>Ocular Anatomy</td>
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<tr>
<td>OPT 2522</td>
<td>Visual Neurophysiology</td>
<td>2.0</td>
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<tr>
<td>OPT 2622</td>
<td>Ocular Motility</td>
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<td>OPT 2822</td>
<td>Public Health II: Patient Communication</td>
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Total Semester Hours: 14.5

### SECOND YEAR—Fall Term

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Total Semester Hours: 14.0

### SECOND YEAR—Winter Term

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<td>OPT 2223</td>
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<td>OPT 2323</td>
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<td>Ocular Disease I: Anterior Segment</td>
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<td>Psychophysics/Monocular Processes</td>
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### THIRD YEAR—Winter Term

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<tr>
<td>OPT 4633</td>
<td>Ocular Disease II: Posterior Segment</td>
<td>3.0</td>
</tr>
<tr>
<td>OPT 4234</td>
<td>Ophthalmic Optics II</td>
<td>3.0</td>
</tr>
<tr>
<td>OPTL 4234</td>
<td>Ophthalmic Optics II Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>OPT 4433</td>
<td>Anomalies of Binocular Vision I</td>
<td>3.0</td>
</tr>
<tr>
<td>OPT 4433</td>
<td>Anomalies of Binocular Vision I Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>OPT 4811</td>
<td>Introduction to Binocular Vision</td>
<td>2.0</td>
</tr>
<tr>
<td>OPT 4811</td>
<td>Public Health IV: Epidemiology</td>
<td>1.0</td>
</tr>
<tr>
<td>OPT 4941</td>
<td>Vision Screening II</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Total Semester Hours: 18.5

See traditional program for last two years of the curriculum.
College of Optometry Course Descriptions

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

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

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

OPTC 1134—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 preserved cadaver material. (54-36-4)

OPTC 1233—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. (54-0-3)

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

OPTC 2023—
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. (36-18-2.5)

OPTC 2144—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, and tissue function. Discusses clinical implications. (72-0-4)

OPTC 3033—General Pathology
Introduces pathogenic processes in each organ system; molecular, cellular, tissue, and organ changes. Emphasizes how disease manifests in the eye; signs and symptoms. (54-0-3)

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

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

Optometric Basic Sciences

OPT 1443—Theoretical Optics I
Principles of geometric optics, examples, and optometric applications. Linear propagation, reflection, refraction, prisms, thin lenses, and thick lens systems. (54-0-3)

OPTL 1443—
Theoretical Optics I Lab
Applications and demonstration of concepts and material presented in the Theoretical Optics I lecture. OPT 1443. (0-36-1)

OPT 1511—
Psychophysical Methodology
Principles of classical psychophysical methodologies, 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. (18-0-1)

OPT 1611—Public Health I:
History of Optometry
The role of historical development of optometry in health care, including its expanding scope of service; the ethical, moral, and legal obligations of the profession; roles of health agencies; professional obligations; and licensing procedures and requirements. (18-0-1)

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

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

OPT 2223—Theoretical Optics II
Continuation of Theoretical Optics I: Advanced Topics in Geometrical Optics and Physical Optics including lens aberrations, ophthalmic instruments, and stops and pupils. Physical Optics will include wave and quantum optics, applications, principles, examples, wave equations, interference, diffraction, coherence, polarization, dispersion, photometry, spectroscopy, lasers and holograms. (54-0-3)

OPTL 2223—
Theoretical Optics II Lab
Applications and demonstration of concepts and material presented in the Theoretical Optics II lecture. OPT 2223. (0-18-1)

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

OPT 2422—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; and the embryonic origin of ocular tissues. Eye dissections teach the functional relations between ocular. (36-0-2)
OPT 2522—
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. (36-0-2)

OPT 2622—Ocular Motility
The ocular motor systems and the laws relating to them are detailed in terms of normal neurophysiology and neuromanatomy. 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 adopt and confident clinical performance. (36-0-2)

OPT 2724—Optometric
Theory and Methods II
This course continues the optometric theory and methods sequence with emphasis on intermediate clinical procedures. Topics covered include tonometry, near refraction and prescribing, objective and subjective refraction, phorias and vergences, and introductory case analysis. (36-0-2)

OPTL 2724—Optometric Theory and Methods II Lab
Application and skills necessary to perform ocular examinations stressed in OPT 2724. (0-54-1.5)

OPT 2822—Public Health II:
Patient Communication
Record keeping; documentation; code of ethics; modes of practice; associations of the optometric profession; meeting, greeting, and communicating with patients; legal issues and liability; informed consent; and the doctor/patient relationship. (36-0-2)

OPT 3122—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. (36-0-2)

OPT 3344—Psychophysics/
Monocular Sensory Processes
A survey of spatial and temporal aspects of monocular visual performance, including theories of brightness perception, color vision, contrast sensitivity, spatial and temporal resolution, recognition of pattern and form, and the perception of flicker and motion. Normal development and perceptual phenomena, testing techniques, and frequently encountered abnormalities are discussed in the context of common experience and optometric practice. (72-0-4)

OPTL 3434—Ophthalmic Optics I Lab
Hands-on training and experience in the neutralization of single vision and conventional multifocal spectacle lenses and the selection, ordering, fitting, and dispensing of spectacles. (0-36-1)

OPTL 3434—Ophthalmic Optics I Lab
Hands-on training and experience in the neutralization of single vision and conventional multifocal spectacle lenses and the selection, ordering, fitting, and dispensing of spectacles. (0-36-1)

OPT 3533—Ocular Disease I:
Anterior Segment
Diseases and disorders of anterior segment: anomalies of eyelids, cornea, conjunctiva, anterior chamber, and crystalline lens. Discusses management of these conditions. (54-0-3)

OPT 3624—Optometric
Theory and Methods III
This course continues the optometric theory and methods sequence with emphasis on intermediate clinical procedures. Topics covered include fundus biomicroscopy and binocular indirect ophthalmoscopy, examination sequence, gonioscopy, exophthalmometry, punctal plugs, dilation and irrigation, pressure patching, foreign body removal, presbyopia, case analysis, and prescribing for refractive errors. (36-0-2)

OPTL 3624—Optometric
Theory and Methods III Lab
Application and skills necessary to perform clinical testing using examination procedures stressed in OPT 3624. (0-54-1.5)

OPT 3741—Vision Screening I
General screening principles and methodology with an emphasis on vision screening: preclinical experience providing appropriate vision screening batteries to a variety of populations, especially school-age children. (0-16-1)

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

OPT 4234—Ophthalmic Optics II
Theoretical and practical aspects of corrective lens design in the optical correction of ametropia: absorptive lenses and lens tints/coatings, anisometropia and aniseikonia, corrections for high refractive errors and aphakia, the use and optical design of low vision aids, and the optical and physical characteristics of contact lenses. (54-0-3)

OPTL 4234—
Ophthalmic Optics II Lab
Hands-on training and experience in the selection, fabrication, fitting, adjustment, neutralization, and dispensing of spectacles; specification and neutralization of progressive addition multifocal lenses. (0-36-1)

OPT 4322—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 ambyopia, and normal and anomalous retinal correspondence. Clinical, research-oriented tests and treat-
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>OPTL 4433</td>
<td>Anomalies of Binocular Vision I</td>
<td>Covers the diagnosis and management of accommodative, heterophoric, and eye-movement disorders. The topics discussed include vision development, accommodation, ocular motility, and accommodative-convergence mechanisms. Also presented is a logical approach to the treatment of certain non-strabismic disorders including lens prescribing and visual training. (54-0-2)</td>
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<tr>
<td>OPTL 4524</td>
<td>Optometric Theory and Methods IV Lab</td>
<td>Application of concepts and material presented in Anomalies of Binocular Vision I lecture OPTL 4433. (0-36-1)</td>
</tr>
<tr>
<td>OPTL 4524</td>
<td>Optometric Theory and Methods IV Lab</td>
<td>Practical experience with advanced optometric testing procedures and indications for their application. Procedures stressed include advanced case history, three-mirror fundus lens evaluation, scleral indentation, alternative tonometry techniques (Perkins and tonopen), blood pressure measurement, cycloplegic refraction, trial-frame refraction, A/B-scan ultrasound, automated vision fields, patient management problems, and anterior and posterior segment photography. (0-54-1.5)</td>
</tr>
<tr>
<td>OPTL 4633</td>
<td>Ocular Disease II: Posterior Segment</td>
<td>Diseases, disorders of posterior segment. Advanced diagnostic modalities: fluorescein angiography, ultrasonography; therapeutic modalities such as lasers. (54-0-3)</td>
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<tr>
<td>OPTL 4722</td>
<td>Public Health III: Health Care Systems and Agencies</td>
<td>Reviews the health care system and delivery of care; current public health issues; and the role of local, state, federal regulatory agencies and their policies. Covers prospective and retrospective financing, single-payer systems, and distribution of healthcare practitioners. (36-0-2)</td>
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<tr>
<td>OPTL 4811</td>
<td>Public Health IV: Epidemiology</td>
<td>A study of basic principles of epidemiology with emphasis on the epidemiology of vision disorders. Topics include disease models, rates and indices, descriptive and analytic studies, screening concepts, major eye studies, control of infectious disease, investigation of an outbreak, epidemiology of vision disorders, and the use of epidemiology in clinical decision making. (18-0-1)</td>
</tr>
<tr>
<td>OPTL 4941</td>
<td>Vision Screening II: Continuation of Vision Screening I.</td>
<td>Diagnosis, management of strabismus and amblyopia; and use of lenses, prisms, and vision therapy to ameliorate strabismus and amblyopia. (36-0-2)</td>
</tr>
<tr>
<td>OPTL 5022</td>
<td>Anomalies of Binocular Vision II</td>
<td>Etiology and visual effects of strabismus and amblyopia. Covers testing, analysis; 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. (18-0-1)</td>
</tr>
<tr>
<td>OPTL 5122</td>
<td>Contact Lenses I Laboratory</td>
<td>Application of concepts and material presented in Anomalies of Binocular Vision II lecture OPTL 5022. (0-36-1)</td>
</tr>
<tr>
<td>OPTL 5233</td>
<td>Ocular Disease III: Ocular/Systemic Disease</td>
<td>Covers range of systemic diseases, their ocular manifestations. Presents spectrum of treatment modalities, interdisciplinary management of patient care. (54-0-3)</td>
</tr>
<tr>
<td>OPTL 5322</td>
<td>Clinical Medicine</td>
<td>Clinical overview of pathophysiological process of various systemic diseases and their diagnosis and management. (36-0-2)</td>
</tr>
<tr>
<td>OPTL 5522</td>
<td>Contact Lenses II Laboratory</td>
<td>Application and demonstration of concepts and material presented in Contact Lenses I lecture OPTL 5122. (0-36-1)</td>
</tr>
<tr>
<td>OPTL 5233</td>
<td>Ocular Disease IV: Neuro-Optometry</td>
<td>Diagnosis, treatment, and management of ocular neuropathology. Discuss diagnostic processes, methodology: nuclear magnetic imaging, computerized tomography, and radiology. (340-0-3)</td>
</tr>
<tr>
<td>OPTL 6322</td>
<td>Rehabilitation Optometry: Low Vision</td>
<td>Etiology, demography, and clinical characteristics of low vision needed to understand functional implications of</td>
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</table>
visual impairment. Systematic approach to diagnosis, and management of visual disorders emphasizes improving life quality, functional capacity of the visually impaired by magnification, illumination control, and visual field enhancement. (36-0-2)

OPTL 6322—Rehabilitative Optometry: Low Vision Lab
Application and demonstration of concepts and material presented in Rehabilitative Optometry lecture, OPTL 6322. (0-36-1)

OPT 6411—Environmental Optometry
Covers industrial (occupational) vision and protection in the workplace from flying objects, radiation, sparks, etc. Sports vision, protective eyewear for recreational activities, industrial and ANSI standards, and the environmental effects of lasers and computers in the workplace and at home. (18-0-1)

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

OPT 6633—Pediatric Optometry and Learning-Related Vision Problems Lab
An introduction to the theory and methods of examining, diagnosing, and managing children and individuals suffering from learning-related vision problems. (54-0-3)

OPTL 6633—Pediatric Optometry and Learning-Related Vision Problems Lab
Provides hands-on experience in examination and testing techniques of young children and vision perceptual testing. (0-36-0.5)

Optometry Clinical Education

OPT 7111—Primary Care Clinic I
Patient examinations in a primary care setting under supervision of residents, faculty members; refractive conditions, visual system disorders. Grand rounds, journal reviews, case reports, and 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 examples. (0-80-2.5)

OPT 7112—Clinic Conference
Adjoins to Primary Care Clinic I. Review and discussion of patient data leading to proper clinical diagnosis and patient management. Lectures and small group discussions emphasize integration of knowledge gained in didactic courses with clinical case examples. (10-0-1)

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

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

OPT 7146—Primary Care Clinical Externship
Student clinicians provide eye care in multidisciplinary setting under supervision. Emphasizes evaluations, diagnosis, and management of vision diseases and disorders. (0-320-5.5)

OPT 7214—Cornea and Contact Lens Externship
Exposure to various contact lens modalities and associated anterior segment diseases to enhance cognitive and clinical skills. Specialty lens design and therapeutic management of corneal complications. (0-240-4)

OPT 7224—Pediatric and Binocular Vision Externship
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. (0-240-4)

OPT 7233—Vision Rehabilitation and Geriatrics Externship
Low vision rehabilitation and geriatric vision care in traditional and elderly care settings. Vision enhancing devices. (0-160-2.5)

OPT 7308—Medical/Surgical Clinical Externship
Diagnosis, management, and treatment of patients in a medical/surgical setting. Pre- and post-operative care, evaluation and comanagement of patients with systemic health anomalies and medical conditions such as glaucoma. Observation of medical eye care. (0-480-8)

OPT 7408—Clinical 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. (0-480-8)
College of Allied Health and Nursing
Mission Statement
In the spirit of improving and maintaining optimum health conditions in the community, the College of Allied Health and Nursing 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 and Nursing endeavors to train both graduate and undergraduate professionals in the arts of improving the quality of life in the community.

Administration
Richard E. Davis, PA-C, Ed.D.
Dean

Patrick Hardigan, B.S., M.B.A., Ph.D.
Associate Dean

Jodie Berman, B.A.
Coordinator of Administration

Barry A. Freeman, B.S., M.S., Ph.D.
Chair, Audiology Department

Guy M. Nehrenz, Ed.D., RRT
Chair, Department of Health Science

Diane Whitehead, R.N., M.S.N., Ed.D.
Chair, Nursing Department

Carol Reed, Ed.D., OTR/L, FAOTA
Assistant Dean for Student and Community Affairs

William H. Marquardt, M.A., PA-C
Chair, Physician Assistant Department

Mary Blackinton, PT, Ed.D.
Director, Transition Doctor of Physical Therapy Program

Stephen Cohen, M.S., M.P.A.S., PA-C
Assistant Dean for Education and Curriculum Development, Director, Master of Medical Science Program

Ferol Menks Ludwig, Ph.D., OTR, FAOTA, GCG
Director, Occupational Therapy Doctoral Programs

Christopher Mitchell, B.A., M.S.
Director, Bachelor of Health Science Program

Leah Nof, Ph.D., M.S., PT
Director, Physical Therapy Doctor of Philosophy Program
College of Allied Health and Nursing

The College of Allied Health and Nursing is committed to providing the highest quality education to students in a variety of health care disciplines to include audiology, occupational therapy, physical therapy, and physician assistant studies as well as the newly added departments of health science and nursing. In addition, the college is committed to a lifelong learning philosophy through programs such as the Master of Medical Science Program, the Ph.D. in physical therapy, the O.T.D. and Ph.D. in occupational therapy and the recent addition of the bachelor of health science (B.H.Sc.), doctor of health science (D.H.Sc.), and transition doctor of physical therapy (T-D.P.T.). These degrees for practicing health care professionals are delivered through the use of innovative distance technology.

The College of Allied Health and Nursing's new Department of Health Science offers the following online degree programs: bachelor of health science, master of medical science, and the doctor of health science. The college's new Bachelor of Health Science Program (B.H.Sc.) is an online degree advancement program for graduates from associate's degree, diploma, or certificate programs in the health sciences, such as military-trained health care technicians, radiology technicians, respiratory therapists, etc. The NSU B.H.Sc. course of study is interdisciplinary and is designed to provide career advancement for entry-level health care practitioners as well as to deliver a well-rounded generalist curriculum.

This cutting-edge program will offer the opportunity for numerous health care workers to complete their undergraduate degree while continuing to work. There have been dramatic changes in the health care market and delivery systems in the United States over the past decade. As health care becomes increasingly competitive, it becomes more important to distinguish one's self professionally and academically. The online Bachelor in Health Science Program is offered via the NSU College of Allied Health and Nursing's state-of-the-art, Web-based, distance-learning technology that allows health care professionals to remain in their current location and employment. The B.H.Sc. program is designed so that students can complete most of their coursework online, conveniently from their own home or office, without compromising career or other obligations.

Upon successful completion of the B.H.Sc. program, students are eligible to apply for admission in order to continue their education in health sciences in the Master of Medical Science (M.M.S.) and later the Doctor of Health Science (D.H.Sc.) programs.

The Master of Medical Science (M.M.S.) Program was the first completely online program in the College of Allied Health and Nursing and is designed for graduate clinicians and allied health practitioners. The program provides advanced knowledge in conducting research, writing, ethics, and scholarship needed to expand career mobility and enhance professional advancement. The M.M.S. program is quality distance education with convenient and individualized learning and is tailored to student employment, interests, and goals.

The Doctor of Health Science (D.H.Sc.) Program is offered via the NSU College of Allied Health and Nursing's state-of-the-art, Web-based, distance-learning technology that allows health care professionals to remain in their current location and employment. The D.H.Sc. program is designed so that students can complete most of their coursework online, conveniently from their own home or office, without compromising career or other obligations. Two, one-week, on-campus seminars are required and are offered during the summer semester. The D.H.Sc. Program equips health professionals with in-depth knowledge of current issues in health care. The student gains the knowledge necessary to identify and understand the changing health care environment and the impact these changes have on clinical practice, education, administration, and research.

The other new department within the college is the Nursing Department, which offers an R.N. to B.S.N. Degree Program. The R.N. to B.S.N. Nursing Program provides the registered nurse with an associate's degree or diploma to obtain a baccalaureate degree in nursing. The focus of the program is to develop a nursing professional who will be knowledgeable and comfortable in assuming a leadership role in the complex health care environment. The curriculum focuses on current health care issues and delivery, contemporary trends, and legal issues in health care with an interdisciplinary, community-based focus.

Nursing courses are offered one evening a week using a combination of classroom and Web-enhanced instructional strategies. General education courses are offered in a variety of formats including day, evening, and online. All courses are offered in eight-week blocks. Students may complete the program in as little as four semesters.

The Audiology Department offers a Doctor of Audiology (Au.D.) Degree Program. The postbachelor's, on-campus, Au.D. degree program is a 91-credit, rigorous academic curriculum, which combines basic science and professional coursework with applied clinical training. Students obtain more than 2,000 clinical clock hours in audiology in a variety of practice settings. Faculty members and clinical supervisors mentor students and model professional excellence. The post-master's program is designed for current practitioners who are earning their Au.D. degree. It is 39 credit hours presented in an online format with nationally recognized faculty members and facilitators. After receiving a doctoral degree in audiology, graduates are prepared for private practice as well as for positions of leadership in hospitals, health care agencies, schools, universities, etc. Graduates of the program are eligible to pursue board certification in audiology from the American Board of Audiology, the Certificate of Clinical Competence (CCC) of the American Speech-Language-Hearing Association (ASHA), and a professional state license.

The vision of the American Physical Therapy Association (A.P.T.A.) is that by the year 2020, physical therapy...
will be provided by doctors of physical therapy. The Physical Therapy Department of NSU, in an effort to reach this goal, will begin to offer an entry-level Doctor of Physical Therapy (D.P.T.) Degree Program. The entry-level D.P.T. program emphasizes critical thinking, movement science, patient-client management, and lifelong learning throughout the program. In addition, the D.P.T. program provides unique opportunities for students to gain academic knowledge and clinical experience while contributing to the community. The Tier I clinical education degree is a faculty-supervised internship that takes place in nontraditional community settings such as homeless shelters or senior centers. Under the guidance of faculty, students conduct screenings, examinations, and interventions to people who may not normally have access to the services of a physical therapist. Since this clinical program starts in the second semester, students gain an early appreciation of all aspects of patient care. In addition, the Physical Therapy Department has developed a Transition Doctor of Physical Therapy (T-D.P.T.) Program. The T-D.P.T. program is a postprofessional curriculum for those who have already graduated with a baccalaureate degree or master's degree in physical therapy. Our T-D.P.T. program is designed to help physical therapists bridge the gap in knowledge, attitudes, and skills between the baccalaureate or master degree in physical therapy and the doctor of physical therapy (D.P.T.) degree. The course of study emphasizes clinical reasoning, differential diagnosis, supervision and management, teaching and learning, evidence-based practice, outcome assessment, and patient/client management. The Transition Doctor of Physical Therapy Program was designed with the needs of working physical therapists in mind. The T-D.P.T. program is delivered online, with several days of on-campus time scheduled midway through each semester on our Fort Lauderdale campus. In addition, students and faculty members interact regularly using computer modem, telephone, and fax. This flexible format allows students to remain in their current working and living environment. The T-D.P.T. requires 54 semester hours beyond the undergraduate (B.S.) degree in physical therapy or 36 semester hours beyond a master's (M.S.) degree in physical therapy. The Physical Therapy Department also offers a postprofessional Ph.D. using distance education technology.

The Doctor of Philosophy in Physical Therapy (Ph.D., P.T.) degree program is a distance education program, designed to help the working physical therapist enhance their education and career. The Ph.D., P.T. is delivered online (students and faculty interact regularly) with several days of on-campus classes twice per year at mid-semester. The course of study emphasizes research in areas of health care and clinical practice, management and consulting, teaching and learning, and computer technology in education. The flexible format of the program enables students to tailor the curriculum to their educational and career interests. The Ph.D., P.T. requires an additional 60 hours beyond the master's degree, or beyond an advanced master's degree in which the undergraduate or master's degree was in physical therapy. The program requires 75 hours (pending review of the applicant's transcript) beyond the undergraduate physical therapy degree. Requirements include satisfactory completion of all courses, seminars, independent study, and research. Coursework includes required core courses and elective courses. Students who take a full credit hour load (12 semester-hours each term) can complete the degree programs in two and a half to three and a half years. Students have up to seven years to complete the degree requirements.

Faculty members of the Occupational Therapy Department currently participate in six grant projects and are actively working on securing others. Grant projects allow OT students to participate in research, interdisciplinary collaboration, and service provision as well as many "hands-on" opportunities with clients. The faculty's focus in securing funding from grants is to provide OT service to underserved or "in need" populations, promote health and well being, and enhance the overall occupational performance of each client. The Occupational Therapy Department offers a campus-based, entry-level Master of Occupational Therapy (M.O.T.) Program, a Doctor of Occupational Therapy (O.T.D.) Program, and a Doctor of Philosophy in Occupational Therapy (Ph.D.) Program via distance education.

The Physician Assistant Department offers an innovative program, which lasts 27 months. Upon successful completion of study, the student is awarded a bachelor of science in physician assistant studies and master of medical science degree. The integrated dual-degree curriculum includes rigorous instruction in basic science subjects, followed by clinical medicine, physical diagnosis, clinical laboratory medicine clinical pathophysiology, clinical procedures and surgical skills, electrocardiography and radiology, and psychiatry. Concurrently, the first-year student takes courses in the M.M.S. program including health care law and ethics, epidemiology and biostatistics, research methodology, cultural issues in health care, publication skills, and rural and underserved population.

During the clinical year of study, the student participates in the clinical rotations throughout the state of Florida. These rotations include family medicine, internal medicine, pediatrics, gynecology, and prenatal care, emergency medicine, and surgery, all complemented by three elective rotations. With a sound foundation in medical training, NSU graduates are prepared to work in many clinical areas both in primary care and specialty medicine.

Expenses and Financial Aid

Students should anticipate spending approximately $3,000 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 Assistance 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 and Nursing program must provide the following:
- official transcripts from all colleges or universities previously attended, sent directly to Nova Southeastern University College of Allied Health and Nursing Office of Admissions
- a letter of recommendation to the department chair or program director of the program in which the applicant is currently enrolled.

Transfer credit, if awarded, will be given pending transcript evaluation and for courses that are directly applicable to outlined curriculum courses in the specific allied health department or program in which the student is applying. All transfer credit decisions will be made at the discretion of the department chair or program director.

Computer Requirements
All students are required to have and provide the department or program office with the address to an active email account. All students matriculating in 2003 are required to have a computer with the following minimum specifications:
- Pentium, 400 MHz minimum processor
- 64 MB RAM
- video capable of 800 x 600 screen display or better
- CD-ROM capability
- full duplex sound card and speakers
- 56.6 baud modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet. DSL or cable Internet access is recommended.
- Windows 95, 98, 2000, ME, XP, or NT
- Microsoft Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: zip drive
- suggested option: laptop computer with wireless Internet capability for use on campus

Transfer credit, if awarded, will be given pending transcript evaluation and for courses that are directly applicable to outlined curriculum courses in the specific allied health department or program in which the student is applying. All transfer credit decisions will be made at the discretion of the department chair or program director.

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.

Suspension/Dismissal
Failure to complete successfully any course upon repeating it will result in automatic suspension, and may lead to dismissal. In some programs, one or more courses may be designated as prerequisite or core competency coursework and critical for successful completion of the curriculum, such that failure of a single prerequisite or core competency course 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 department chair or the program director, and at the discretion of the dean. Any student with a grade point average below the minimum established in their individual program of study for two semesters will be suspended and may be dismissed. Unprofessional conduct may 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.

Readmission Policy
Students previously registered in College of Allied Health and Nursing programs, other than the B.H.Sc., M.M.S., D.H.Sc., O.T.D., Ph.D., O.T., or Ph.D., P.T., who were not registered in the immediately preceding semester, must apply for readmission 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 deemed appropriate.
Audiology Department

Program Overview

The doctoral degree in audiology (Au.D.) establishes audiologists in a clearly defined and prominent role within the hearing health care delivery system and strengthens their position as autonomous practitioners. The degree provides the academic foundation and diverse clinical experiences necessary to enter professional practice today and in the future. Audiologists specialize in the evaluation, diagnosis, management, and treatment of children and adults of all ages with auditory and vestibular disorders. At Nova Southeastern University, the Audiology Department benefits from the integrated multidisciplinary health care programs of the university's Health Professions Division. Doctor of audiology students experience a clinically focused professional doctoral program where students complete a rigorous academic curriculum coupled with extensive clinical experiences.

Accreditation

The Audiology Department has achieved candidacy accreditation status from the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA). Graduates will have completed the academic and clinical requirements necessary to be eligible to apply for a license as an audiologist in every state in the country, and pursue board certification in audiology from the American Board of Audiology and the Certificate of Clinical Competence from the ASHA.

Requirements for Admission

Postbaccalaureate Degree

Prospective doctor of audiology students are selected by an admissions committee based on preprofessional academic performance, written application, letters of recommendation, and a personal interview. Preference will be given to students with a cumulative grade point average (GPA) of 3.2 or higher. The Audiology Department requires that

- prior to matriculation, applicants must have completed a bachelor's degree from a regionally accredited college or university;
- all applicants must show evidence of computer skills through coursework or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.

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 and Nursing. The college reserves the right, and the student, by his or her act of matriculation, concedes to the college the right, to require his or her withdrawal any time the college deems it necessary to safeguard its standards of scholarship, conduct, and compliance with regulations or for such other reasons as are deemed appropriate. The dean and the chair of the Audiology Department reserve the right to require the student's withdrawal at any time for the above-mentioned reasons.

Post-Master's Degree Applicants

The NSU Audiology Department invites students who have completed their master's degree in audiology to join a cohort and earn their doctor of audiology degree. The post-master's degree in Audiology (Au.D.) is a clinically focused professional degree. As a campus-based and distance-degree program with students from across the world including cohorts of audiological scientists in the United Kingdom, it is designed for the working professional. The content is designed to augment and expand the academic and professional experience that the working professional has achieved. Applicants must have completed

1. a master's degree in audiology from a regionally accredited college or university. Students are selected by the Committee on Admissions based on previous academic performance, written application, letters of recommendation, and a personal interview.
2. all applicants must show evidence of computer skills through coursework or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.

Transfer Students

Individuals seeking to transfer to the NSU Doctor of Audiology Program must submit an application and follow the application and admissions process. The Audiology Department will consider the transfer of credits from another academic institution. Eligibility for course transfer requires a grade of B or better and must be accompanied by an official course description.

Credits must be earned within six years prior to program admission. 

Computer Requirements

All students are required to have a computer with the following recommended minimum specifications:

- Pentium; 400 MHz minimum processor
- 64 MB RAM
- video capable of 800 x 600 screen display or better
- CD-ROM capability
- full duplex sound card and speakers
- 56.6 baud modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet
- Windows 95, 98, 2000, ME, XP, or NT
- Microsoft Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: zip drive

Application Procedures

Applicants for admission must submit or be responsible for submission of

1. a completed application form along with a $50 nonrefundable application fee
2. three letters of recommendation from instructors, supervisors, and/or coworkers
3. official transcripts sent directly from all previously attended undergraduate, professional, and graduate institutions to

0x0 to 794x615
Nova Southeastern University
Enrollment Processing Services (EPS)
College of Allied Health and Nursing
Audiology Department Admissions
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, Florida 33329-9905

Applicants with Degrees from Foreign Institutions
Applicants who attended a foreign institution must have their coursework evaluated for U.S. institutional equivalence. The official evaluation must be sent directly from the evaluation service. You should contact one of the following for evaluations:

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

- Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com

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

Graduates of institutions where English is not the primary language of instruction must submit scores from the Test of English as a Foreign Language (TOEFL). The college reserves the right to recommend remediation or tutorial intervention, including, but not limited to, accent modification and tutoring in the appropriate use of oral and written English.

For additional information, contact the International Student Adviser, NSU, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Students are responsible for all housing and financial arrangements in advance of registration.

The Audiology Department Committee on Admissions will not consider an application until all required fees, credentials, transcripts, and recommendations have been received by the Office of Admissions.

Personal Interviews
Completed applications are reviewed by the admissions committee, and invitations are extended for a personal interview to those applicants meeting the initial admission criteria. Interviews for the on-campus post-bachelor's degree program are held on campus and provide the student an opportunity to meet faculty and students and visit the campus.

Inquiries should be directed to
Audiology Admissions Counselor
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Phone: (954) 262-1114
(800) 356-0026, ext. 1114
Fax: (954) 262-1181
www.nova.edu/aud

Tuition and Fees
Payment of tuition and fees is expected at the time of registration. Students receiving financial aid are responsible for making sure that they have completed all applications for financial aid and that it has been granted.

- The annual tuition for 2004–2005 postbachelor's on-campus Doctor of Audiology Program is $16,275 (subject to change by the board of trustees without notice).
- A student activities fee of $125 annually is required of all students.
- Please contact the admissions department for tuition information on the post-master's distance program.
- Upon acceptance, students planning to enroll are required to complete an "Intent to Enroll" Form with a nonrefundable deposit of $500. This advance payment will be deducted from the tuition payment due at registration.
- University technology fee is not to exceed $100 when implemented.

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 related expenses.

Requirements for Graduation
In order to be eligible for the post-bachelor's on-campus doctor of audiology degree, each student should:

1. satisfactorily complete the 91-credit-hour program of study and related clinical placements required for the degree
2. meet all financial and library obligations
3. ensure that all incomplete grades have been removed and passing grades are on file in the registrar's office
4. attend in person the rehearsal and commencement program at which the degree is conferred.
5. the distance-education post-master's degree program is 39 credit hours. Students must successfully complete these credit hour requirements and meet all financial and library obligations.

Course of Study: Postbachelor's Program
The doctor of audiology degree is awarded after successful completion of four years of professional study. Beginning in the first semester, students are given clinical assignments and experiences. There will be increased clinical involvement throughout the program as students prepare for direct patient care at our clinics and at locations throughout the community. The fourth year is designed to be a full-time externship work experience that prepares the stu-
dent to enter the profession at graduation. Successful completion of the Doctor of Audiology Program coupled with a passing score on the Praxis Series Examination for Audiology will enable graduates to be licensed and be eligible for professional certification. Additional information can be obtained on our Web site at www.nova.edu/aud.

Curriculum Outline: Postbachelor’s Program

Typical Plan of Study

<table>
<thead>
<tr>
<th>YEAR 1—Semester 1: Fall</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>AUD 6302 Acoustics and Instrumentation</td>
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<tr>
<td>AUD 6304 Anatomy and Physiology Audiology of the Auditory and Vestibular Mechanisms</td>
<td>3</td>
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<tr>
<td>AUD 6401 Diagnostics I: Audiological Dx Across Lifespan</td>
<td>4</td>
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<tr>
<td>AUD 6601 Multisite Observation</td>
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<tr>
<th>YEAR 1—Semester 2: Winter</th>
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<tbody>
<tr>
<td>AUD 6070 Research Methods in Audiology I: Introduction</td>
<td>3</td>
</tr>
<tr>
<td>AUD 6402 Diagnostics II: Site of Lesion</td>
<td>3</td>
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<tr>
<td>AUD 6405 Overview of Amplification I</td>
<td>3</td>
</tr>
<tr>
<td>AUD 6405L Amplification Lab I</td>
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<tr>
<td>AUD 6602 Clinic I</td>
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<th>YEAR 1—Semester 3: Spring</th>
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<tbody>
<tr>
<td>AUD 6303 Psychoacoustics and Speech Perception</td>
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</tr>
<tr>
<td>AUD 6403 Introduction to Electrophysiology</td>
<td>3</td>
</tr>
<tr>
<td>AUD 6404L Introduction to Electrophysiology Lab</td>
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<tr>
<td>AUD 6404 Auditory and Vestibular Pathologies</td>
<td>3</td>
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<td>AUD 6603 Clinic II</td>
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<th>YEAR 2—Semester 1: Fall</th>
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<tbody>
<tr>
<td>AUD 6406 Overview of Amplification Systems Part II</td>
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<tr>
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<td>AUD 6604 Clinic III</td>
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<tr>
<td>AUD 7030 Geriatric Audiology</td>
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<tr>
<td>AUD 7160 Electrophysiology: Vestibular</td>
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<tr>
<td>AUD 6605 Clinic IV</td>
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<tr>
<td>AUD 7100 Advanced Seminar in Amplification</td>
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<tr>
<td>AUD 7130 Pediatric Audiology</td>
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<tr>
<td>AUD 6606 Clinic V</td>
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<tr>
<td>AUD 7080 Business Mgmt/Leadership for Audiologists</td>
<td>3</td>
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<tr>
<td>AUD 7120 Electrophys: Auditory</td>
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<tr>
<td>AUD 7180 Diagnostics III: Integration of Audiologic Test Results</td>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>AUD 6607 Internship I</td>
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<tr>
<td>AUD 7050 Audiology Research Methods II: Applications</td>
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<tr>
<td>AUD 7075 Counseling in Audiology</td>
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<tr>
<td>AUD 6310 Auditory Intervention</td>
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<tr>
<td>AUD 6310L Auditory Intervention Lab</td>
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<tr>
<td>AUD 6608 Internship II</td>
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<tr>
<td>AUD 7060 Genetics of Hearing Impairement</td>
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<tr>
<td>AUD 7070 Pharmacology for Audiologists</td>
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<tr>
<td>AUD 6502 Hearing Conservation</td>
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<tr>
<td>AUD 6503 Topics in Audiology</td>
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<tr>
<td>AUD 6503L Topics in Audiology Lab</td>
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<td>AUD 6609 Internship III</td>
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<th>YEAR 4—Semester 1: Fall</th>
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<tr>
<td>AUD 6075 Seminar in Ethics and Professional Issues</td>
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<tr>
<td>AUD 6610 Externship I</td>
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<tbody>
<tr>
<td>AUD 6612 Externship III</td>
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Postbachelor’s Program Total Credit Hours 91


**Curriculum Outline: Post-Master’s Program**

Typical plan of study for Post-Master's Degree Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AUD 7050</td>
<td>Research Methods</td>
</tr>
<tr>
<td>AUD 7070</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>AUD 7060</td>
<td>Genetics for Audiologists</td>
</tr>
<tr>
<td>AUD 7075</td>
<td>Counseling in Audiology</td>
</tr>
<tr>
<td>AUD 7030</td>
<td>Geriatric Audiology</td>
</tr>
<tr>
<td>AUD 7100</td>
<td>Advanced Seminar in Amplification</td>
</tr>
<tr>
<td>AUD 7130</td>
<td>Pediatric Audiology</td>
</tr>
<tr>
<td>AUD 7120</td>
<td>Electrophysiology: Auditory</td>
</tr>
<tr>
<td>AUD 7160</td>
<td>Electrophysiology: Vestibular</td>
</tr>
<tr>
<td>AUD 7180</td>
<td>Advanced Diagnostics</td>
</tr>
<tr>
<td>AUD 7080</td>
<td>Business Management and Leadership</td>
</tr>
<tr>
<td>AUD 6075</td>
<td>Seminar in Supervision</td>
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</tbody>
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**Audiology Course Descriptions**

**AUD 5003—Neuroanatomy of the Central and Peripheral Nervous System**

This course will provide an introduction to the gross structure of the brain and spinal cord. Functional relationships of their parts with emphasis on the auditory and vestibular peripheral and central nervous systems will be discussed. (3 credits)

**AUD 5300—Introduction to Audiology**

Students will be able to interpret audiometric, tympanometric, and screening results. Students will review acoustics, learn anatomy and physiology, and will recognize the symptoms and typical test results of the major pathologies of the auditory and vestibular systems. (3 credits)

**AUD 6070—Audiologic Research Methods I: Introduction**

This course will provide students the opportunity to learn about and discuss the critical importance of outcomes measurement and clinical research in audiology. Students locate information and evaluate the rigor of the source and document and synthesize the professional literature on a topic of their choosing. (3 credits)

**AUD 6075—Seminar in Ethics and Professionalism**

The students in this seminar will discuss emerging professional issues related to the profession of audiology. (1 credit)

**AUD 6302—Acoustics and Instrumentation**

Students will study properties of sound and conduct sound analyses. They will also learn about and conduct audiometric calibration procedures. (2 credits)

**AUD 6303—Psychoacoustics and Speech Perception**

Students will study normal human auditory sensation and perception. Changes in auditory sensation and perception that occur as a function of sensorineural hearing loss, and their implications for hearing aid processing, audiolgic evaluation, and treatment will be discussed. (3 credits)

**AUD 6304—Anatomy and Physiology of the Auditory and Vestibular Mechanisms**

This course will provide detailed study of the anatomy and physiology of the outer ear, middle ear, inner ear, and central auditory pathways. The vestibular peripheral system and the vestibular CNS pathways are described. (3 credits)

**AUD 6310—Auditory Intervention**

This course focuses on intervention and remediation strategies for persons with auditory communication handicaps. (3 credits)

**AUD 6310L—Auditory Intervention Lab**

This lab supplements AUD 6310, providing students with practical assignments. (1 credit)

**AUD 6401—Diagnostics I: Audiolologic Diagnostic Procedures Across the Lifespan**

Students will study components of the basic audiolgic examination, including but not limited to, case history, otopsy, pure tone threshold evaluation, speech threshold evaluation, speech recognition evaluation, clinical site-offline tests, test result interpretation, and test battery interpretation. Students will demonstrate performance of these procedures. Audiolgic screening and procedural modifications for special populations including pediatrics will also be discussed. Hypothetical cases will be presented. (4 credits)

**AUD 6402—Diagnostics II: Audiolologic Site of Lesion Assessment**

Students will learn to conduct and interpret basic immittance, multifrequency/multicomponent immittance, otocoustic emissions testing, and behavioral auditory processing measures to determine auditory site of lesion. (3 credits)

**AUD 6403—Introduction to Electrophysiology**

Basic procedures for acquiring and interpreting auditory electrophysiologic tests are discussed. The student will have knowledge of the use of auditory brain stem evoked response testing for threshold and neurootologic diagnosis. Students are familiarized with procedures and interpretation for basic vestibular assessment, including...
electronystagmography, rotational chair, computerized posturography, and behavioral evaluations. (3 credits)

AUD 6403L—Introduction to Electrophysiology Lab
This lab supplements AUD 6403, providing students with practical assignments. (1 credit)

AUD 6404—Auditory and Vestibular Pathologies
Students will study pathologies affecting the conductive, sensory, neural, and balance mechanisms. Methods for their differential diagnosis will be discussed. Case studies will be reviewed. (3 credits)

AUD 6405—Overview of Amplification Systems: Part I
This course is designed to provide an introduction to amplification. The content of this course includes historical perspectives on amplification; functions and features of amplification systems and their components; and methods of fitting, verification, and analyses of these systems. The course also includes basic concepts in counseling. (3 credits)

AUD 6405L—Amplification Lab I
This lab supplements AUD 6405, providing students with practical assignments. (1 credit)

AUD 6406—Overview of Amplification Systems: Part II
In this course, the student begins to integrate theoretical and practical concepts of fitting and verification. Components and features available on contemporary hearing instruments are presented. (3 credits)

AUD 6406L—Amplification Lab II
This lab supplements AUD 6406, providing students with practical assignments. (1 credit)

AUD 6502—Hearing Conservation
Students will study the impact of noise from a physiological perspective. Students will study, conduct, and interpret noise surveys. Various service delivery models from industry, schools, military, and other sites will be discussed. The basic elements of an effective hearing conservation program will be discussed. The relevant legislation mandating such programs will be presented. (3 credits)

AUD 6503—Topics in Audiology
Current topics in assessment, management, and treatment of hearing and balance are examined. (3+ credits, approximately 2 credits in assessment)

AUD 6503L—Topics in Audiology Lab
This lab supplements AUD 6503, providing students with practical assignments. (1 credit)

AUD 6601—Multisite Observation
This course is designed to provide an introduction to clinical practice. Students observe patient evaluation, management, and treatment. (1 credit)

AUD 6602—Clinic I
Participation in supervised, basic audiological evaluations of patients and other clinical activities as assigned. Weekly meetings with supervisors and/or report writing are required. (1 credit)

AUD 6603—Clinic II
Participation in supervised auditory and vestibular evaluation, management, and treatment. Weekly meetings with supervisors and/or report writing are required. (1 credit)

AUD 6604—Clinic III
Participation in supervised auditory and vestibular evaluation, management, and treatment. Weekly meetings with supervisors and/or report writing are required. (1 credit)

AUD 6605—Clinic IV
Participation in supervised auditory and vestibular evaluation, management, and treatment. Weekly meetings with supervisors and/or report writing are required. (1 credit)

AUD 6606—Clinic V
Participation in supervised auditory and vestibular evaluation, management, and treatment. Weekly meetings with supervisors and/or report writing are required. (1 credit)

AUD 6607—Internship I
Off-campus placement in hospital, agency, or private practice setting(s). Students must meet the schedule required by the facility to which the student is assigned. Supervisory meetings are scheduled periodically. (2 credits)

AUD 6608—Internship II
Off-campus placement in hospital, agency, or private practice setting(s). Students must meet the schedule required by the facility to which the student is assigned. Supervisory meetings are scheduled periodically. (2 credits)

AUD 6609—Internship III
Off-campus placement in hospital, agency, or private practice setting(s). Students must meet the schedule required by the facility to which the student is assigned. Supervisory meetings are scheduled periodically. (2 credits)

AUD 6610—Externship I
Full-time placement in an audiology externship position. (1 credit)

AUD 6611—Externship II
Full-time placement in an audiology externship position. (1 credit)

AUD 6612—Externship III
Full-time placement in an audiology externship position. (1 credit)

AUD 7030—Geriatric Audiology
Students will be provided with an overview of gerontology with emphasis given to differentiation between the normal aging process and pathological changes related to auditory and vestibular disorders. (2 credits)

AUD 7050—Audiologic Research Methods II: Application
Students will study research design, data collection, analysis, and evaluation. The ability to comprehend, analyze, and critically evaluate professional literature will be emphasized. Students will design clinically based research to test a clinical hypothesis or document treatment effectiveness. (3 credits)

AUD 7060—Genetics of Hearing Impairment
The purpose of this course is to review the present knowledge of genetics of hearing impairment and to discuss the potential for gene-based approaches to treatment. (2 credits)

AUD 7070—Pharmacology for Audiologists
In this course students are presented with the classes of drugs used in clin-
tional practice with emphasis on activity, mode of action, side effects, toxicity, and drug interactions as they relate to auditory and vestibular function. (2 credits)

AUD 7075—Counseling in Audiology
This course is designed to explore theories of counseling related to the management of persons with auditory and vestibular disorders. Different approaches for interacting with patients and their families individually and in groups will be addressed. (3 credits)

AUD 7080—Business Management and Leadership
In this course, students examine basic principles involved in the development and management of audiology practice within the framework of different models of health care delivery. (3 credits)

AUD 7100—Advanced Seminar in Amplification
This course is designed to provide advanced information on the theoretical and practical concepts of fitting, verification, and analyses of amplification systems. Counseling techniques are discussed. (3 credits)

AUD 7120—Electrophysiology: Auditory
Students will study cochlear physiologic and auditory neurophysiologic evaluation procedures, including evoked responses for all latencies and otoacoustic emissions. Interpretation of test results will be discussed in relation to underlying anatomy and physiology. (4 credits)

AUD 7130—Pediatric Audiology
This course is designed to provide a review of normal and abnormal auditory development in children. Audiologic assessment, management, and treatment of neonates, infants, and young children will be discussed. Evaluation procedures for the difficult-to-test patient will be explored. (3 credits)

AUD 7160—Electrophysiology: Vestibular
Students will study the anatomy and physiology of the peripheral and central vestibular mechanisms and the integration of the human equilibrium system. Disorders of vestibular function will be studied. Vestibular evaluation procedures will be presented. Vestibular rehabilitation and balance therapy programming and therapy techniques will be discussed and evaluated. (3 credits)

AUD 7180—Diagnostics III: Integration of Audiologic Test Results
Students will study advanced auditory evaluation with an emphasis on integration of audiologic test results leading to management and treatment strategies. (3 credits)

Occupational Therapy Department

Occupational therapists provide services to enhance the function and life satisfaction of those 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—that 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 on 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 Department 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 a master's degree program with a minimum of 30 semester hours of upper division.

The Occupational Therapy Department at NSU offers two avenues for doctoral study: the practice 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. 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 minimum GPA of 85 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 and 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 Department 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—three semester hours
   - anatomy/physiology, including laboratory—four semester hours
   - human growth and development (must cover infancy through aging)—three semester hours
   - statistics—three 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 from a regionally accredited college or university 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—three semester hours
   - anatomy/physiology, including laboratory—four semester hours
   - human growth and development (must cover infancy through aging)—three semester hours
   - statistics—three semester hours
   - must demonstrate basic computer and word processing competency

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 all three areas of the Graduate Record Examination (GRE). These test scores must be less than five years old.
3. International 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.

Computer Requirements
All students are required to have a computer with the following recommended minimum specifications:
- Pentium; 400MHz minimum processor
- 64 MB RAM
- video capable of 800 x 600 screen display or better
- CD-ROM capability
- full duplex sound card and speakers
- 56.6 hand modem
- Internet connection with private Internet Service Provider (ISP) for access from home to the Internet
- Windows 95, 98, 2000, ME, XP, or NT
- Microsoft Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: laptop computer with wireless Internet capability

Master of Occupational Therapy Application Procedure
Candidates for admission must submit or be responsible for submission of:
1. a completed application form along with a $50 nonrefundable 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 in all three areas.
4. official college transcripts from all undergraduate or graduate institutions attended, sent to Nova Southeastern University Occupational Therapy Admissions Office directly from the institutions
5. Test of English as a Foreign Language (TOEFL) scores if a foreign student

Upon receipt of the completed application and required 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 Department 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 Coursework
Coursework 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
  P.O. Box 745
  Old Chelsea Station
  New York, New York 10113-0745
  (212) 966-6311
  www.wes.org
- Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com

www.jsilny.com
and Nursing.

Science upon completion of the first year of education at Nova Southeastern University's Farquhar College of Arts and Sciences will be awarded a bachelor's degree from the Farquhar College of Arts and Sciences.

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 College of Arts and Sciences upon completion of the first year of education at Nova Southeastern University's College of Allied Health and Nursing. Students will receive the master of occupational therapy degree after completion of the Master of Occupational Therapy Program.

For information and requirements, contact the Office of Admissions, Farquhar College of Arts and Sciences, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

**Tuition and Fees**

1. Anticipated tuition for 2004-2005 (subject to change by the board of trustees) is $15,965 for Florida students and $17,975 for out-of-state residents. A student activity 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 is $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 withdrawal. It is payable within two weeks of an applicant's acceptance.

3. Deposit is $400, due February 15, under the same terms as the acceptance fee.

4. Preregistration fee is $500, due April 15, under the same terms as the acceptance fee.

5. University technology fee is 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 two and a half years of professional education. This should include tuition, living expenses, books, equipment, internship, travel, and miscellaneous expenses.

**Master of Occupational Therapy Course of Study**

The academic discipline of occupational therapy draws on 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 Child Care, Licensing and Enforcement Section, 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.

**Requirements for Graduation**

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

- be of good moral character
- have satisfactorily completed the program of study required for the degree (116 semester hours) with a minimum grade of 70 percent in each course
- have satisfactorily met all financial and library obligations
- successfully complete the clinical internships within 24 months of completion of didactic courses
- attend in person the rehearsal and commencement program at which time the degree is conferred.
## Curriculum Outline for Master of Occupational Therapy Program

### FIRST YEAR—Summer 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>ANA 5420</td>
<td>Anatomy</td>
<td>55</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>OCT 5101</td>
<td>Historical and Theoretical Foundations of OT</td>
<td>32</td>
<td>0</td>
<td>2</td>
</tr>
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</table>

Total Hours: 87

### 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>OCT 5013</td>
<td>Creative Occupations</td>
<td>16</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>OCT 5011</td>
<td>Human Occupation Across the Lifespan</td>
<td>48</td>
<td>64</td>
<td>5</td>
</tr>
<tr>
<td>OCT 5121</td>
<td>Human Disorders Across the Lifespan I</td>
<td>64</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>OCT 5822</td>
<td>Occupational Evaluation I</td>
<td>32</td>
<td>96</td>
<td>5</td>
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</table>

Total Hours: 160

### FIRST YEAR—Winter 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>ANA 5533</td>
<td>Neuroanatomy</td>
<td>36</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>OCT 5015</td>
<td>Applied Occupations</td>
<td>16</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>OCT 5123</td>
<td>Human Disorders Across the Lifespan II</td>
<td>64</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>OCT 5395</td>
<td>Psychiatry</td>
<td>32</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>OCT 5824</td>
<td>Occupational Evaluation II</td>
<td>32</td>
<td>64</td>
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</table>

Total Hours: 180

### SECOND YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Fieldwork</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 5132</td>
<td>Current Issues in Occupational Therapy I</td>
<td>48</td>
<td>0</td>
<td>0</td>
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<tr>
<td>OCT 5133</td>
<td>Current Issues in Occupational Therapy II</td>
<td>48</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>OCT 5174</td>
<td>Research Methods I</td>
<td>48</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OCT 5175</td>
<td>Research Methods II</td>
<td>48</td>
<td>0</td>
<td>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>140</td>
<td>10</td>
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</tbody>
</table>

### THIRD YEAR (6 months)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Laboratory</th>
<th>Fieldwork</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 5981</td>
<td>Fieldwork Experience I (40 hours/week for 12 weeks)</td>
<td>0</td>
<td>0</td>
<td>480</td>
<td>12</td>
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<tr>
<td>OCT 5982</td>
<td>Fieldwork Experience II (40 hours/week for 12 weeks)</td>
<td>0</td>
<td>0</td>
<td>960</td>
<td>24</td>
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</tbody>
</table>

Total Semester Hours: 955

### Doctoral Programs in Occupational Therapy

The Occupational Therapy Department at NSU offers two avenues for doctoral study: the practice 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 85 percent 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 is offered 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. Courses accepted must be:
- graduate level from an accredited university
- less than 12 years old
- with a grade of B or better

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 (www.wes.org); Josef Silny & 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 all three areas of the Graduate Record Examination. These scores must not be older than five years.

5. International 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 OCT 6006—Research: Process of Discovery.

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

Computer Requirements
All students are required to have a computer with the following recommended minimum specifications:
- Pentium; 400MHz minimum processor
- 64 MB RAM
- video capable of 800 x 600 screen display or better
- CD-ROM capability
- full duplex sound card and speakers
- 56.6 baud modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet
- Microsoft Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: zip drive
- suggested option: laptop computer with wireless Internet capability

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 programs. 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:
- equivalent of entry-level master's program, including six months of internship (36 semester hours)
- OCT 6005—Evidence-Based Practice and Critical Thinking in OT (3 semester hours)
- OCT 6007—Evidence and Outcomes (3 semester hours)
- OCT 6010—Theory Development for Models of Practice (3 semester hours)
- OCT 6013—Occupation-Centered Practice (3 semester hours)
- OCT 6860—Creative Leadership (3 semester hours)
- electives—selected with doctoral program director approval to complement student's practice focus (24 semester hours)

3. An applicant with a baccalaureate in occupational therapy and a master's degree in a related discipline must complete:
- transferred credits (18 semester hours)
- OCT 6005—Evidence-Based Practice and Critical Thinking in OT (3 semester hours)
- OCT 6007—Evidence and Outcomes (3 semester hours)
- OCT 6010—Theory Development for Models of Practice (3 semester hours)
- OCT 6013—Occupation-Centered Practice (3 semester hours)
- OCT 6860—Creative Leadership (3 semester hours)
- electives—selected with doctoral program director approval to complement student's practice focus (39 semester hours)

2. An applicant with a baccalaureate degree in occupational therapy must complete:
- OCT 6005—Evidence-Based Practice and Critical Thinking in OT (3 semester hours)
- OCT 6006—Research: Process of Discovery (3 semester hours)
- OCT 6007—Evidence and Outcomes (3 semester hours)
- OCT 6010—Theory Development for Models of Practice (3 semester hours)
- OCT 6013—Occupation-Centered Practice (3 semester hours)
- OCT 6860—Creative Leadership (3 semester hours)
- electives—selected with doctoral program director approval to complement student's practice focus (39 semester hours)

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

Based on the semester credits of graduate work completed in the master's research. A minimum of 90 semester credits is required, and to conduct significant dissertation research. The doctor of philosophy (Ph.D.) degree, students shall:

- be of good moral character
- complete a minimum of 72 credits of graduate coursework
- have satisfactorily completed the program of study with a minimum overall GPA of 80 percent, and a minimum grade of 80 percent in all required coursework
- have satisfactorily met all financial obligations

Requirements for Graduation (O.T.D.)

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

- be of good moral character
- complete a minimum of 72 credits of graduate coursework
- have satisfactorily completed the program of study with a minimum overall GPA of 80 percent, and a minimum grade of 80 percent in all required coursework
- have satisfactorily met all financial and library obligations

Doctor of Philosophy (Ph.D.)

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. These courses must be 1) less than 12 years old, 2) graduate level from an accredited university, and 3) a grade of B or better. A majority of the coursework can be completed by distance format except for two four-week Summer Research Institutes and three four-day weekends a year at the beginning/end of each semester.

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. Students who have a baccalaureate degree in occupational therapy must complete:

- OCT 6005—Evidence-Based Practice and Critical Thinking in OT (3 semester hours)
- OCT 6006—Research Process of Discovery (3 semester hours)
- OCT 6010—Theory Development for Models of Practice (3 semester hours)
- OCT 6103—Occupation-Centered Practice (3 semester hours)
- OCT 6104—Occupation-Centered Practice (3 semester hours)
- OCT 6105—Research Methods I (3 semester hours)
- OCT 6106—Research Methods II (3 semester hours)
- OCT 613—Theory Development for Models of Practice (3 semester hours)
- OCT 6135—Research Methods I (3 semester hours)
- OCT 6136—Research Methods II (3 semester hours)
- OCT 6137—Research Methods III (3 semester hours)
- OCT 6170—Research Methods I (3 semester hours)
- OCT 6171—Research Methods II (3 semester hours)
- OCT 6173—Statistical Measures for Occupational Therapists (3 semester hours)
- OCT 7930—Research Seminar (1 semester hour)

2. An applicant with a baccalaureate degree in occupational therapy may be admitted into the Ph.D. program. Students who have a baccalaureate degree in occupational therapy must complete:

- OCT 6005—Evidence-Based Practice and Critical Thinking in OT (3 semester hours)
- OCT 6006—Research Process of Discovery (3 semester hours)
- OCT 6010—Theory Development for Models of Practice (3 semester hours)
- OCT 6103—Occupation-Centered Practice (3 semester hours)
- OCT 6104—Occupation-Centered Practice (3 semester hours)
- OCT 6105—Research Methods I (3 semester hours)
- OCT 6106—Research Methods II (3 semester hours)
- OCT 613—Theory Development for Models of Practice (3 semester hours)
- OCT 6135—Research Methods I (3 semester hours)
- OCT 6136—Research Methods II (3 semester hours)
- OCT 6137—Research Methods III (3 semester hours)
- OCT 6170—Research Methods I (3 semester hours)
- OCT 6171—Research Methods II (3 semester hours)
- OCT 6173—Statistical Measures for Occupational Therapists (3 semester hours)
- OCT 7930—Research Seminar (1 semester hour)

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 the director of the doctoral program. These courses must be 1) less than 12 years old, 2) graduate level from an accredited university, and 3) a grade of B or better. Students must have a master's degree in occupational therapy and transfer up to 36 semester hours for Models of Practice and Critical Thinking, and a grade of B or better. A majority of the coursework can be completed by distance format except for two four-week Summer Research Institutes and three four-day weekends a year at the beginning/end of each semester.

- OCT 6005—Evidence-Based Practice and Critical Thinking in OT (3 semester hours)
- OCT 6006—Research Process of Discovery (3 semester hours)
- OCT 6010—Theory Development for Models of Practice (3 semester hours)
- OCT 6103—Occupation-Centered Practice (3 semester hours)
- OCT 6104—Occupation-Centered Practice (3 semester hours)
- OCT 6105—Research Methods I (3 semester hours)
- OCT 6106—Research Methods II (3 semester hours)
- OCT 613—Theory Development for Models of Practice (3 semester hours)
- OCT 6135—Research Methods I (3 semester hours)
- OCT 6136—Research Methods II (3 semester hours)
- OCT 6137—Research Methods III (3 semester hours)
- OCT 6170—Research Methods I (3 semester hours)
- OCT 6171—Research Methods II (3 semester hours)
- OCT 6173—Statistical Measures for Occupational Therapists (3 semester hours)
- OCT 7930—Research Seminar (1 semester hour)

- OCT 7940—Proposal Seminar (2 semester hours)
- OCT 6860—Creative Leadership (3 semester hours)
- electives—selected with doctoral program director approval to complement the student's practice focus (34-43 semester hours)
- OCT 7950—Research Residency (6-12 semester hours)
- OCT 7970—Doctoral Dissertation (6-12 semester hours)
In order to be eligible for the Ph.D. degree, students shall complete a minimum of 90 credits of graduate coursework, complete the program of study required for the degree with a minimum overall GPA of 80 percent, and a minimum grade of 80 percent in all required coursework. Students must successfully complete candidacy examination, complete research residency, successfully defend the dissertation, submit documented evidence that dissertation research will be presented or published, and have satisfactorily met all financial and library obligations.

Requirements for Graduation (Ph.D.)

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

- be of good moral character
- complete a minimum of 90 credits of graduate coursework
- complete the program of study required for the degree with a minimum overall GPA of 80 percent, and a minimum grade of 80 percent in all required coursework
- successfully complete candidacy examination
- complete research residency
- successfully defend the dissertation
- submit documented evidence that dissertation research will be presented or published
- have satisfactorily met all financial and library obligations

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 those 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 from all three areas less than five years old; international students must also submit TOEFL scores, if appropriate.
5. official college transcripts from all undergraduate and graduate institutions attended, sent directly to Nova Southeastern University.
6. completion of the application is required for the College of Allied Health and Nursing Occupational Therapy Department Office of Admissions.
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 Department 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 2004-2005 (subject to change by the board of trustees without notice) is $5,575 each semester for full-time students (7 to 12 credit hours) and $3,000 each semester for part-time students (six credit hours or less). A student activities fee of $125 each year is required.
2. Acceptance fee is $100. This fee is required to reserve the accepted applicant's place in the entering class.
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 an applicant’s acceptance.

3. Deposit is $400, due sixty days prior to registration, under the same terms as the acceptance fee.

4. Preregistration fee is $500, due thirty days prior to registration, under the same terms as the acceptance fee.

5. A fee of $50 will be charged for late registration. Registration occurs several weeks before classes begin.

6. University technology fee is 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 Course Descriptions

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

**ANA 5420—Anatomy**
Details human anatomy. Laboratory activities consist of student teams studying prosected cadavers, sections, radiographs, and models. (36-18-3)

**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. (16-32-2)

**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. (16-32-2)

**OCT 5011—Human Occupation Across the Lifespan I**
Introduces activities that influence engagement, motivation, health, and independence of individuals from infancy to old age. Perceptions, observations, appreciation, analysis, prediction, selection, and presentation of occupations that exhibit appropriateness for individuals as determined by age are included. (32-96-5)

**OCT 5121—Human Disorders Across the Lifespan I**
Problems presented in motor, sensory, cognitive, interpersonal, self-care, productivity, and leisure areas that may be seen by occupational therapists as a result of pathophysiological dysfunction. (64-0-4)

**OCT 5123—Human Disorders Across the Lifespan II**
Continuation of OCT 5121, this course parallels OCT 5824. (64-0-4)

**OCT 5113—Current Issues in Occupational Therapy I**
Focus on occupational therapist as administrator of clinical services. Includes systems theory, management theory, and techniques. (48-0-3)

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

**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, and working with families. Lecture, laboratory, fieldwork level I experience. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015. (80-32-140-10)

**OCT 5343—Occupational Therapy Mental Health Practice**
The practice of occupational therapy in mental health/pyschiatry, including application of evaluation techniques, treatment, discharge planning, and working in community and acute care environments. Lecture, laboratory, fieldwork level I experience.

### College of Allied Health and Nursing—Occupational Therapy Department

170  
171
Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015. (64-48-140-10)

OCT 5395—Psychiatry
Presents psychiatric interview, personality development, somatic therapies, and psychopharmacology; major psychiatric disorders using the DSM IV and psychotherapy as a base for mental health practice. (32-0-2)

OCT 5443—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 and neurological basis of treatment. Treatment techniques and treatment and discharge planning. Lecture, laboratory, fieldwork experience. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015. (80-32-140-10)

OCT 5643—Occupational Therapy with Older Adults
The practice of occupational therapy for the aged, including evaluation, treatment techniques including treatment planning, discharge planning, and working with families. Lecture, laboratory, fieldwork level I experience. Prerequisites: OCT 5121, OCT 5822, OCT 5123, OCT 5824, OCT 5015. (80-32-140-10)

OCT 5824—Occupational Evaluation II
Occupational evaluation and assessment of motor, sensory, cognitive, interpersonal, intrapersonal, self-care, productivity, and leisure areas. (32-96-5)

OCT 5825—Occupational Evaluation I
A continuation of Occupational Evaluation I. (32-64-4)

OCT 5963—Fieldwork Issues I
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. (16-0-1)

OCT 5964—Fieldwork Issues II
Continuation of OCT 5963. (16-0-1)

OCT 5981—Fieldwork Level I
Twelve-week supervised internship in approved practice setting. Prerequisites: Completion of M.O.T. formal coursework. (0-0-12, 480 fieldwork hours)

OCT 5982—Fieldwork Level II
Twelve-week supervised internship in approved practice setting. Prerequisites: Completion of M.O.T. coursework. (0-0-12, 480 fieldwork hours)

OCT 6005—Evidence-Based Practice and Critical Thinking in OT
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. (45-0-3)

OCT 6006—Research: Process of Discovery
Exploration of the research methods applicable to the evidence-based practice of occupational therapy. (45-0-3)

OCT 6007—Evidence and Outcomes
This is a culminating requirement course for students in the OTD program. Students integrate and apply knowledge in evidence-based practice and outcomes research. (45-0-3)

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

OCT 6011—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. (45-0-3)

OCT 6012—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. (45-0-3)

OCT 6013—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 and changing roles for the profession. (45-0-3)

OCT 6014—Occupational Science
The course presents an overview of conceptual frameworks, literature, taxonomies, and research strategies of occupational science. (45-0-3)

Topics will be examined from multidisciplinary perspectives on work, play, leisure, occupation, and contexts for occupation. Students will select an area for in-depth study.

OCT 6015—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 and cultural groups. Emphasizes African American, Hispanic, and Asian traditions. (45-0-3)

OCT 6102—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-
OCT 6133—Advanced Policy Issues in Occupational Therapy
In this course, students will look at occupational therapists as key players in policy making. Students will be required to participate in a class trip to Washington, D.C., to lobby on Capitol Hill and meet with AOTA's Policy and Government Affairs Department. The course focus will be on the theory and hands-on practice of policy making and its impact on occupational therapy. (45-0-3)

OCT 6150—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. (45-0-3)

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

OCT 6170—Research Methods I
This course presents 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, and interpretation 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. (45-0-3)

OCT 6171—Research Methods II
Continuation of OCT 6170. (45-0-3)

OCT 6173—Statistical Measures for Occupational Therapists
Statistical presentation and interpretation, sampling, probability, significance, and statistical inference. Includes computer analysis of statistical data. (45-0-3)

OCT 6180—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. (45-0-4)

OCT 6181—Neurosciences Foundations of Occupational Performance II
This course builds on OCT 6180, with emphasis on cognitive and emotional aspects of occupational performance. (45-0-3)

OCT 6211—Sensory Integrative Basis of Occupational Performance
Examination of the theory and practice of sensory integration in occupational therapy through the original literature and through 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. (45-0-3)

OCT 6241—Infant and Child Mental Health
The course will provide framework for understanding the complex processes involved in mental health for infants and children and how this relates to occupational performance. Clinical application of theoretical approaches and contextual influences will be considered for specific diagnostic classifications. (45-0-3)

OCT 6242—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. (45-0-3)

OCT 6244—Low Vision Across the Lifespan
The course focuses on vision deficits throughout the lifespan and their impact on the occupations of individuals and caregivers. Students will review relevant anatomy, neuroanatomy, and various visual disorders. They will then explore and learn about evaluation of vision deficits and treatment implications through current practice and research findings. (45-0-3)

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

OCT 6331—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. (45-0-3)

OCT 6740—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 occupational 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. (45-0-3)

OCT 6767—Community Program Development I
Evaluation and application of community organization and development theories to create occupational therapy interventions with underserved and/or nontraditional populations.
Emphasizes outcome evaluation of both theory and practice. (45-0-3)

OCT 6768—Community Program Development II
Continuation of OCT 6767. (45-0-3)

OCT 6769—Community Practicum
In this course, students develop community-based programs with underserved client populations and/or in innovative practice areas. 
Prerequisites: OCT 6767 and 6768 (45-0-3)

OCT 6789—Small Business Practice: Developing and Marketing a Business
This course gives students an in-depth knowledge of developing a business plan, and marketing their product to enable students to become entrepreneurial occupational therapy practitioners. (45-0-3)

OCT 6790—Business Operations
In this course, students learn the skills necessary to operate a business. Students learn current management techniques and principles of organizational behavior as well as legal and ethical principles necessary to operate a business. (45-0-3)

OCT 6791—Grant Practicum: Finding and Developing Funding Sources
In this course, students develop skills necessary to seek and acquire funding sources for new and innovative programs in occupational therapy. Using a hands-on approach, students write grants and business plans to turn our a finished, usable product to complement a creative and innovative occupational therapy practice idea. (45-0-3)

OCT 6792—Wellness and Health Promotion
This course examines occupational therapy's role in wellness and health promotion, disability postponement and prevention in general. Students critically examine various practice models with a view toward developing and refining their own roles in these practice areas. (45-0-3)

OCT 6820—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. (30-15-2)

OCT 6821—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. (45-0-3)

OCT 6831—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. (45-0-3)

OCT 6860—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. (45-0-3)

OCT 6890—Independent Study
Individualized study under the supervision of assigned instructor. Requires permission of graduate coordinator. (0-0-[1-3])

OCT 6911—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. (15-0-3)

OCT 7930—Research Seminar
Presentation and discussion of current topics in research. (15-0-1)

OCT 7940—Proposal Seminar
Students are guided in development of proposals for dissertation research. Proposals in progress are presented for critique, feedback, and discussion. (30-0-2)

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

OCT 7970—Doctoral Dissertation
Supervised, original study of occupational therapy evaluation, and intervention. Prerequisite: admission to candidacy (0-0-[6-12])
The mission of the Nova Southeastern University Physical Therapy Department is to prepare and advance physical therapists as primary care providers who stand beside other health care providers, in any setting, in the prevention, diagnosis, and treatment of movement-related dysfunction. In addition, the Physical Therapy Department fosters critical inquiry, research, lifelong learning, and service to the profession and the community.

Physical Therapy

Student Organizations

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

Other Student Organizations
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
- campus-based student clubs

The last M.P.T. class was admitted in June 2003. The first entry-level D.P.T. class will be admitted in June 2004. The information for both classes is provided in this catalog.

Entrry-Level Master of Physical Therapy (M.P.T.)

NOTE: The last M.P.T. class was admitted in June 2003. The first entry-level D.P.T. class will be admitted in June 2004. The information for both classes is provided in this catalog.

Course of Study
The Master of Physical Therapy (M.P.T.) Program at Nova Southeastern University is offered as a full-time, entry-level program that is completed in 27 months. Students are admitted in the summer semester. The program includes 18 weeks of full-time clinical practice at the end of the didactic portion of the curriculum. While on campus, students learn through a combination of traditional instruction, case-based interactive learning, and clinical lab skills training. Faculty supervised Tier I clinical education training begins in the fall term of year one. Students experience direct patient care in a variety of health care facilities located in Broward County that primarily serve underserved populations.

Accreditation Status
The Master of 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. In spring 2002, the program was reaccredited for the maximum ten-year period.

Requirements for Admission
The Master of Physical Therapy Program selects students based on prior academic performance, education/work experience, references, interview score, a written application, and letters of evaluation. The following provides more information about admission requirements.

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 (six semester hours)
   - oral communications (three semester hours)
   - mathematics (six semester hours)
   - humanities—art, music, dance, literature, foreign language, philosophy (nine semester hours)
   - social sciences—sociology, geography, history, political science, government, and economics (nine semester hours)
   - psychology (six semester hours)
   - human growth and development—must cover infancy through aging (three semester hours)
   - biology including laboratory—human anatomy and physiology is strongly recommended (eight semester hours)
   - chemistry including laboratory (eight semester hours)
   - physics, including laboratory—biology, chemistry, and physics must be taken in their departments. No applied or modified science
courses will be accepted (eight semester hours)

4. All applicants are required to submit official scores from the Graduate Record Examination (GRE).

**Recommendations**

Applicants must demonstrate evidence of computer skills through coursework or self-study; evidence of ability to communicate verbally in a foreign language (Spanish is recommended) through coursework, 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 coursework 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.

**Computer Requirements**

Beginning with class matriculating in 2000, all students were required to have and provide the department or program office with the address to an active email account. All students matriculating in 2003 are required to have a computer with the following minimum specifications:

- Pentium; 400MHz; minimum processor
- 64 MB RAM
- video capable of 800 x 600 screen display or better
- CD-ROM capability
- full duplex sound card and speakers
- 56.6 baud modem

- Internet connection with private Internet service provider (ISP) for access from home to the Internet.
- DSL or cable Internet access is recommended.
- Windows 95, 98, 2000, ME, XP, or NT
- Microsoft Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: zip drive
- suggested option: laptop computer with wireless Internet capability for use on campus

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.

**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, coworkers, 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 by phone or in writing of the date, 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 forms, etc.) prior to January 1, will be considered first for admission into the summer class of the same year. Notice of acceptance or other action by the Committee on Admissions will be on a “rolling” or periodic basis when the interviews are 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.

**Undergraduate/Physical Therapy Dual-Admissions Program**

Nova Southeastern University Health Professions Division has established a dual-admissions program with the Nova Southeastern University Farquhar College of Arts and Sciences 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 College of Arts and Sciences upon completion of degree requirements. Students will receive a doctor of physical therapy degree after three years of training at the College of Allied Health and Nursing as of July 2004.

For complete information and requirements, contact the Office of Admissions, Farquhar College of Arts and Sciences, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

**Tuition and Fees**

1. Anticipated tuition for 2004-2005 (subject to change by the board of trustees without notice) is $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 is $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 is $400. This is due February 15, under the same terms as the acceptance fee.

4. Preregistration fee is $500. This is due April 15, under the same terms as the acceptance fee.

5. University technology fee is 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 education 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 must

- be of good moral character and uphold professional ethics and behavior
- complete all academic requirements, semester hours, and coursework including self assessment
- satisfactorily complete the program of study required, in sequence in prescribed time, with a minimum grade of 75 percent in all courses
- have satisfactorily met all financial and library obligations
- successfully complete the Tier I and Tier II clinical internships
- successfully complete and present the findings of a critical inquiry research project
- successfully pass a comprehensive examination at the end of the didactic component of the program
- fulfill all professional activity requirements including professional association membership
- fulfill all community service requirements
- have satisfactorily complied with all university, Health Professions Division, College of Allied Health and Nursing, and Department of Physical Therapy policies and procedures including dress code and all Student Handbook policies and procedures
- attend, in person, the rehearsal and commencement program at which time the degree is conferred
- demonstrate professional behavior and required attendance throughout the program
- compliance with other requirements as advised

Master of Physical Therapy Curriculum Outline

**FIRST YEAR—Summer Semester (9 Weeks)**

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**FIRST YEAR—Fall Semester (First 9 Weeks)**

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**Summer Semester (9 Weeks)**

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Total 9

Master of Physical Therapy Course Descriptions

(Note: Listed at the end of each entry are clock hours, laboratory hours, and semester hours. Actual class hours may vary from catalogue clock hours. Course numbers are subject to change, and descriptions provided are general.)

ANA 5420—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. (55-38-5)

PHY 5400—Physiology
Clinically relevant physiologic principles of the major organ system covered in clinical anatomy. Pathological changes that occur in human physiology in the disease process. (54-0-3)

PHT 5611—Introduction to Physical Therapy
Introduction to principles of practice in physical therapy. (45-0-2)

PHT 5613—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, and panels. (22 hours discussion lab per week for nine weeks) (63-63-7)

PHT 5615—Case Studies I-B
Continuation of case studies. Identify patient needs, gather and filter data to develop a patient problem list and goals, and determine a diagnosis for musculoskeletal dysfunction. Case studies, small group discussions, laboratory practice, and panels. (22 hours discussion lab per week for nine weeks) (63-63-7)

SPC 5624—Professional Development I-B
Continuation of Professional Development I-A. Students complete Chapter I of their research proposal. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion per week for 9 weeks) (36-0-2)

CLE 5611—Tier I Clinical Education I-B
Continuation of CLE 5610 (0-24-[clinical]-1)

PHT 5622—Case Studies I-C
Continues musculoskeletal case studies, introduces neurological cases following clinical decision-making, and movement science models. Inquiry seminars, case studies, small group discussions, laboratory practice, and panels. (22 hours discussion lab per week for nine weeks) (63-63-7)

SPC 5634—Professional Development I-C
Professional development continues with more complicated problems.
Students assume more independent responsibility for critical analysis of issues. Students complete Chapter II of their research proposal. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion per week for 9 weeks) (36-0-2)

CLE 5612—Tier I Clinical Education I-C
Continuation of CLE 5611 (0-24-[clinic]-1)

PHT 5624—Case Studies I-D
Continuation of neurological case studies. Inquiry seminars, case studies, small group discussions, laboratory practice, and panels. (22 hours discussion lab per week for nine weeks) (63-63-7)

SPC 5644—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 per week for 9 weeks) (36-0-2)

CLE 5613—Tier I Clinical Education I-D
Continuation of CLE 5612 (0-24-[clinic]-1)

PHT 6610—Case Studies I-E
Continuation of neurological case studies. Inquiry seminars, case studies, small group discussions, laboratory practice, and panels. (22 hours discussion lab per week for nine weeks) (63-63-7)

PHT 6612—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 physiologic effects of PT interventions. Emphasizes interventions that can be delegated to supportive personnel. Inquiry seminars, case studies, small group discussions, laboratory practice, and panels. (22 hours discussion lab per week for nine weeks) (63-63-7)

MPT 6612—Professional Development II-A
Career ladder from new graduate to physical therapist as a multisite manager begins. Components of quality: communication, leadership, consultation, risk management, teaching/learning, system theory, and resource identification/allocation serve as common themes. Research continues with data collection. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion per week for nine weeks.) (36-0-2)

CLE 6612—Tier I Clinical Education II-A
Continuation of Tier I A-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. (0-24-[clinic]-1)

PHT 6622—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, and panels. (22 hours discussion lab per week for nine weeks.) (63-63-7)

MPT 6622—Professional Development II-B
Continuation of career ladder with topics. Research project continues with data analysis. Lecture, case studies, discussion groups, journals, panels, and projects. (4 hours discussion per week for nine weeks.) (36-0-2)

CLE 6622—Tier I Clinical Education II-B
Continuation of CLE 6612 (0-24-[clinic]-1)

PHT 6612—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, and panels. (22 hours discussion lab per week for nine weeks) (63-63-7)

MPT 6612—Professional Development II-C
Completion of career ladder with reflection 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 per week for nine weeks.) (36-0-2)

CLE 6632—Tier I Clinical Education II-C
Continuation of CLE 6622 (0-24-[clinic]-1)

INT 6619—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 need within their clinical setting. (0-360-[clinic]-9)

INT 6629—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. (0-360-[clinic]-9)
Entry-Level Doctor of Physical Therapy (D.P.T.)

Note: Please be advised that the charter entry-level Doctor of Physical Therapy Program class will begin in June 2004. The following information is provided for applicants interested in entering the Doctor of Physical Therapy Program in the summer of 2004. The last Master of Physical Therapy Class was admitted in June 2003.

Course of Study
The entry-level Doctor of Physical Therapy (D.P.T.) Program at Nova Southeastern University is offered as a full-time, entry-level program that is completed in 39 months. Students are admitted in the summer semester. The program includes approximately 20 weeks of full-time clinical practice at the end of the didactic portion of the curriculum. While on campus, student-learning experiences occur in a combination of traditional instruction, case-based and interactive learning, and clinical lab skills training. Faculty supervised Tier I clinical education training begins in the winter term of year one. Students experience direct patient care in a variety of health care facilities that serve primarily populations in Broward County, one full day, every other week, or one to two weeks daily, depending on the semester in the Tier I training.

Students may elect to enter the Ph.D. P.T. degree program in the year following completion of the entry-level D.P.T. degree program.

Accreditation Status
The entry-level Doctor of Physical Therapy Program was granted its initial full accreditation by the Commission on Accreditation of Physical Therapy Education (CAPTE), of the American Physical Therapy Association in October 1996. In April 2002, the program received an additional ten-year accreditation.

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 associate's, bachelor's, master's, educational specialist, and doctoral degrees.

Requirements for Admission
The entry-level Doctor of Physical Therapy Program selects students based on prior academic performance, education, work experience, references, interview score, written application, and letters of evaluation, as well as the following:

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

2. Applicants must achieve a minimum 2.75 cumulative grade point average (GPA) on a four-point scale. No grade lower than a C is acceptable.

3. Students must complete all of the following prerequisite courses prior to admission:
   - English composition or writing (one semester)
   - Introduction to statistics (one semester)

   - Psychology—must include developmental psychology or lifespan psychology (two semesters)

The following sciences must be taken in their respective departments. No applied or modified science courses will be accepted.

   - Biology, anatomy, and physiology (three semesters with at least two in anatomy and physiology—may be separate or combined)

   - Physics with laboratory (two semesters)

   - Chemistry with laboratory (two semesters)

4. All applicants are required to submit official scores from the Graduate Record Exam (GRE)

Applications must demonstrate evidence of computer skills. Upon review of a student's individual record, the Committee on Admissions may require additional coursework and testing as a condition of acceptance.

The dean is empowered to evaluate the total qualification of every applicant and to modify requirements in unusual circumstances.

Computer Requirements
All students are required to have and provide the department or program office with the address to an active email account. All students matriculating in 2003 are required to have a computer with the following minimum specifications:

   - Pentium; 400MHz minimum processor

   - 64 MB RAM

   - Video capable of 800 x 600 screen display or better

   - CD-ROM capability

   - Full duplex sound card and speakers

   - 56.6 baud modem

   - Internet connection with private Internet service provider (ISP) for access from home to the Internet. DSL or cable internet access is recommended.

   - Windows 95, 98, 2000, ME, XP, or NT

   - Microsoft Office 97 with PowerPoint, Word, and Excel minimum

   - Surge suppressor electrical outlet

   - Suggested option: zip drive

   - Suggested option: laptop computer with wireless Internet capability for use on campus

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.

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 (on required forms) from individuals, other than relatives, such as academic instructors and professors, health professionals, work supervisors, or volunteer supervisors. At least one completed evaluation form must be from a physical therapist

3. Official scores from the Graduate Record Examination (GRE) submitted
Applications may be submitted at any time; however, except for special circumstances, only applicants who have submitted all application credentials (all transcripts, evaluation forms, physical therapy experience forms, etc.) prior to February 1, will be considered first for admission into the summer class of the same year. Notice of acceptance or other action by the Committee on Admissions 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.

Undergraduate/Entry-Level Doctor of Physical Therapy Dual-Admissions Program

Nova Southeastern University Health Professions Division has established a dual-admissions program with Nova Southeastern University's Farquhar College of Arts and Sciences 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 College of Arts and Sciences upon completion of degree requirements. Students will receive an entry-level Doctor of Physical Therapy degree upon completion of the 3.25 year D.P.T. curriculum.

For complete information and requirements, contact the Office of Admissions, Farquhar College of Arts and Sciences, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

Tuition and Fees

- Anticipated tuition for 2004-2005 (subject to change by the board of trustees without notice) is $18,000 for Florida residents and $19,950 for out-of-state students per year (academic year as determined by registrar). A student activities fee of $125 each year is required of all students. Eligible students must request in-state tuition on the application. For tuition purposes, students' Florida residency status (in-state or out-of-state) will be established 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.

- Acceptance Fee is $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.

- Deposit is $400. This is due March 1, under the same terms as the acceptance fee.

- Preregistration fee is $500. This is due April 15, under the same terms as the acceptance fee.

- University technology fee is not to exceed $100 when implemented.

The first semester's tuition and fees, less the $1,000 previously paid, are due on or before the appropriate 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 is important because of the limited number of positions available in each class. Applicants should have specific plans for financing 3.25 years of professional education. This should include tuition, living expenses, books, equipment, and miscellaneous expenses.

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

Requirements for Graduation

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

- be of good moral character and uphold professional ethics and behavior
- complete all academic requirements, semester hours, and coursework including self assessment
- satisfactorily complete the program of study required, in sequence in prescribed time, with a minimum grade of 75 percent in all courses
- have satisfactorily met all financial and library obligations
- successfully complete the Tier I and Tier II clinical internships
• successfully complete and present the findings of a critical inquiry research project
• successfully pass a comprehensive examination at the end of the didactic component of the program
• fulfill all professional activity requirements including professional association membership
• fulfill all community service requirements
• have satisfactorily complied with all university, Health Professions Division, College of Allied Health and Nursing, and Department of Physical Therapy policies and procedures including dress code and all Student Handbook policies and procedures
• attend in person the rehearsal and commencement program at which time the degree is conferred
• demonstrate professional behavior and required attendance throughout the program
• compliance with other requirements as advised

Entry-Level Doctor of Physical Therapy Curriculum Outline

FIRST YEAR—Summer Semester
PHT 6700 Introduction to Physical Therapy 3
PHS 5400 Anatomy 5
ANA 5420 Physiology 3

First Year—Fall Semester
PHT 6710 Foundational and Clinical Sciences: Medical/Surgical 6
PHT 6715 Physical Therapy Skills: Medical/Surgical 4
PDV 6700 Professional Development I 2
RSH 6700 Research I 2

FIRST YEAR—Winter Semester
PHT 6720 Foundational and Clinical Sciences: Musculoskeletal I 6
PHT 6725 Physical Therapy Skills: Musculoskeletal I 4
PDV 6710 Professional Development 2 (nine weeks) 2
RSH 6710 Research II (nine weeks) 2
CLE 6700 Tier IA Clinical Education 1

SECOND YEAR—Summer Semester
PHT 6810 Foundational and Clinical Sciences: Musculoskeletal II 3
PHT 6815 Physical Therapy Skills: Musculoskeletal II 2
PDV 6800 Professional Development 3 2
RSH 6800 Research III 2

SECOND YEAR—Fall Semester
PHT 6820 Foundational and Clinical Sciences—Part 1: Musculoskeletal III (nine weeks) 3
PHT 6825 Physical Therapy Skills—Part 1: Musculoskeletal III (nine weeks) 2
PHT 6820 Foundational and Clinical Sciences—Part 2: Neuromuscular I (nine weeks) 3
PHT 6825 Physical Therapy Skills—Part 2: Neuromuscular I (nine weeks) 2
RSH 6810 Research IV 2
CLE 6810 Tier IB Clinical Education 1

SECOND YEAR—Winter Semester
PHT 6840 Foundational and Clinical Sciences Part 2: Neuromuscular II 6
PHT 6845 Physical Therapy Skills: Neuromuscular II 4
PDV 6810 Professional Development 4 2
RSH 6820 Research V 2
CLE 6810 Tier IC Clinical Education 1

THIRD YEAR—Summer Semester
PHT 6910 Foundational and Clinical Sciences Part 2: Neuromuscular III 4
PHT 6915 Physical Therapy Skills: Neuromuscular III 3
RSH 6900 Research VI 2

THIRD YEAR—Fall Semester
PHT 6920 Advanced Differential Diagnosis 4
PHT 6925 Professional Development 5 2
RSH 6900 Research VII 2
CLE 6900 Tier II Clinical Internship 4

THIRD YEAR—Winter/Summer Semester
RSH 6920 Research VIII 1
INT 6900 Tier II Clinical Internship I 9
CRW 6900 Clinical Education Seminar/Wrap-up 1
Entry-Level Doctor of Physical Therapy Course Descriptions

(Note: Listed at the end of each entry are clock hours, laboratory hours, and semester hours. Actual class hours may vary from catalogue clock hours. Course numbers are subject to change, and descriptions provided are general.)

PHT 6700—Introduction to Physical Therapy
This course introduces the new physical therapy student to the program, as well as concepts, theories, and models used throughout the remainder of the curriculum. It includes introduction to the history of physical therapy, clinical decision making, and the Guide to Physical Therapy Practice as well as principles of movement science, motor control, kinesiology, and biomechanics. (45-0-3)

PHS 5400—Physiology
This foundational science course presents the normal physiology of all major body systems, with emphasis on the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. (54-0-3)

ANA 5420—Anatomy
This foundational science course presents the anatomy of the human body in both lecture and cadaver lab format. It includes gross structures of the human body, and integrates topographic and radiographic anatomy to stress the importance of clinical anatomy. The course develops the knowledge of human anatomy necessary for the practice of the profession. (55-39.5)

PHT 6710—Foundational and Clinical Sciences: Medical/Surgical
In accordance with the Guide to Physical Therapy Practice, this course addresses the pathology, pathophysiology, medical diagnostics, medical interventions, radiological imaging procedures, clinical pharmacology, and physical therapy evaluation and treatment (from a cognitive and affective perspective) of problems related to the cardiovascular/pulmonary, integumentary, and other body systems across the lifespan, emphasizing the adult. It addresses all the relevant practice patterns related to the cardiovascular/pulmonary system and the integumentary system, including diagnostic classifications, ICD-9 codes, examination, evaluation, diagnosis, prognosis, and interventions related to these systems. Case studies are used in conjunction with lecture and interactive teaching and learning to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (90-0-6)

PHT 6715—Physical Therapy Skills: Medical/Surgical
This is a lab practice course related to PHT 6710, where students will practice physical therapy skills including documentation and application of CPT coding, related to the cardiopulmonary, integumentary, and other body systems. (0-120-4)

PDV 6700—Professional Development 1
This course introduces the student to the state and federal laws governing the practice of physical therapy, Standards of Practice, APTA/FPTA, medical ethics, morals, and other laws that affect the practice of physical therapy (e.g. ADA, Medicare, etc). (30-0-2)

RSH 6700—Research 1
This introduction to critical inquiry includes research ethics, principles of measurement, orientation to research methods, formulation of problem statements, and how to conceptualize the purpose of a study. Based on a problem statement and the purpose of the study, students will be able to formulate a research question and/or hypothesis as well as identify the type of data (nominal, ordinal, interval, or ratio) used in a research design. (30-0-2)

PHT 6720—Foundational and Clinical Sciences: Musculoskeletal I
In accordance with the Guide to Physical Therapy Practice, this course addresses the pathology, pathophysiology, medical diagnostics, medical interventions, radiological imaging procedures, clinical pharmacology, kinesiology, biomechanics, etiology, differential diagnosis, epidemiology, and physical therapy practice; Examination, treatment, and documentation, across the lifespan. This course will emphasize the musculoskeletal system from a cognitive and affective perspective. It will also address relevant practice patterns as they relate to the upper extremity/upper quarter including diagnostic classifications, ICD-9 codes, examination, evaluation, diagnosis, prognosis, and interventions related to these patterns. Case studies are used in conjunction with lecture and interactive teaching and learning to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (90-0-6)

RSH 6710—Research II
This course focuses on quantitative and qualitative research methods and data analysis. Students will compare and contrast various approaches to critical inquiry. (30-0-2)

CLE 6700—Tier IA Clinical Education
This is a self-contained clinical education model where the faculty takes students out into the clinic for students to practice skills being learned in the curriculum. Students, under the direct supervision of faculty, see patients/clients one day every other week to apply learned evaluation and treatment skills to underserved individuals in various facilities. Emphasis is on developing skills in professional behavior, clinical safety, communication, therapeutic presence, assessment, exam-
in examination, screening, consultation, and referral in the context of wellness. (0-56-[clinical]-1)

PHT 6810—Foundational and Clinical Sciences: Musculoskeletal II
In accordance with the Guide to Physical Therapy Practice, this course addresses the pathology, pathophysiology, medical diagnostics, medical interventions, radiological/imaging procedures, clinical pharmacology, anatomy, kinesiology, biomechanics, etiology, differential diagnosis, epidemiology, and physical therapy practice. Also, examination, evaluation, treatment, and documentation, across the lifespan, emphasizing the adult from a cognitive and affective perspective, of the musculoskeletal system. It will also address practice patterns as they relate to the lower extremity/lower quarter, including diagnostic classifications, ICD-9 codes, examination, evaluation, diagnosis, prognosis, and interventions related to these patterns. Case studies are utilized in conjunction with lecture and interactive teaching and learning to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (45-0-3)

PHT 6815—Physical Therapy Skills: Musculoskeletal II
This is a lab practice course related to PHT 6720, where students will practice general physical therapy examination and treatment skills including documentation and application of CPT coding, related to the entire musculoskeletal system as well as examination and treatment skills related to the relevant practice patterns as they relate to the lower extremity/lower quarter. (0-60-2)

PDV 6800—Professional Development 3
This course has two primary focuses. First, it covers the concepts of cultural competence related to health care. Second, the course teaches the concepts and skills needed to function effectively in groups in the health care environment. (30-0-2)

RSH 6800—Research III
In this introduction to the literature review, students will critically evaluate published studies related to physical therapy practice, research, and education, and demonstrate the ability to apply knowledge from these studies in a scientific manner to appropriate populations. Evidence-based practice and Journal Club activities are included in the course. (30-0-2)

PHT 6820 (Part 1)—Foundational and Clinical Sciences:
Musculoskeletal III (nine weeks)
In accordance with the Guide to Physical Therapy Practice, this course addresses the pathology, pathophysiology, medical, physical therapy practice. Also, examination, evaluation, treatment, and documentation from a cognitive and affective perspective, across the lifespan, emphasizing the adult. This course will emphasize relevant practice patterns as they relate to the spine—cervical, thoracic, and lumbar, including diagnostic classifications; ICD-9 codes; and examination, evaluation, diagnosis, prognosis, and interventions related to these patterns. Case studies are used in conjunction with lecture and interactive teaching and learning to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (45-0-3)

PHT 6820 (Part 2)—
Foundational and Clinical Sciences:Neuromuscular I (nine weeks)
In accordance with the Guide to Physical Therapy Practice, this course addresses the pathology, pathophysiology, neurophysiology, medical diagnostics, medical interventions, radiological/imaging procedures, clinical pharmacology, and physical therapy practice from a cognitive and affective perspective, related to the neuromuscular system, beginning with the early lifespan. It addresses relevant practice patterns of the neuromuscular system, including diagnostic classifications, ICD-9 codes, examination, evaluation, diagnosis, prognosis, and interventions related to these patterns. Case studies are used in conjunction with lecture and interactive teaching and learning to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (45-0-3)

PHT 6825 (Part 2)—
Physical Therapy Skills:Neuromuscular I (nine weeks)
This is a lab practice course related to PHT 6830, where students will practice physical therapy skills and documentation and application of CPT coding related to relevant practice patterns of the neuromuscular system. (0-60-2)

RSH 6810—Research IV
In this course, students will learn about "scientific methodology," including critiquing and synthesizing articles using evidence-based methodologies, such as the PICO worksheet strategy for asking clinically relevant questions. (30-0-2)

CLE 6800—
Tier IB Clinical Education
This is a continuation of CLE 6700, where students see patients/clients in a block of time at assigned sites to apply learned examination, evaluation, and treatment skills to underserved individuals in various facilities in the context of wellness. (0-56-[clinical]-1)

PHT 6840—Foundational and Clinical Sciences:Neuromuscular II
In accordance with the Guide to Physical Therapy Practice, this course addresses the pathology, pathophysiology, neurophysiology, medical diagnostics, medical interventions, radiological/imaging procedures, clinical pharmacology, and physical therapy practice from a cognitive and affective perspective, related to the neuromuscular system continuing through the lifespan. It addresses relevant practice patterns of the neuromuscular system. Case studies are used in conjunction with lecture
and interactive teaching and learning to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (90-0-6)

PHT 6845—Physical Therapy Skills: Neuromuscular II
This is a lab practice course related to PHT 6840, where students will practice physical skills, documentation and application of CPT coding related to relevant practice patterns of the neuromuscular system. (0-120-4)

PDV 6810—Professional Development 4
This course introduces the students to the various schemes of reimbursement for physical therapy services, administrative issues in practice, and budgeting strategies for practice. (30-0-2)

RSH 6820—Research V
This course addresses the design of the research proposal. Students will learn how to develop a timeline for completion of the research project, the role of the Institutional Review Board (IRB), and concepts and theories related to planning for data collection. (30-0-2)

CLE 6810—Tier I Clinical Education
This is a continuation of CLE 6800 where the faculty takes students out into the clinic for students to practice skills being learned in the curriculum. Students, under the direct supervision of faculty, see patients/clients one day every other week to apply learned examination, evaluation, and treatment skills to underserved individuals in various facilities in the context of wellness. It is the final Tier I rotation. (0-56-[clinic]-1)

PHT 6910—Foundational and Clinical Sciences: Neuromuscular III
In accordance with the Guide to Physical Therapy Practice, this course addresses the pathology, pathophysiology, medical diagnostics, medical interventions, radiological/imaging procedures, clinical pharmacology, and physical therapy practice from a cognitive and affective perspective, related to the neuromuscular system continuing through the lifespan. It addresses relevant practice patterns of the neuromuscular system, including diagnostic classifications, ICD-9 codes, examination, evaluation, diagnosis, prognosis, and interventions related to these patterns. Case studies are used in conjunction with lecture and interactive teaching and learning to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (60-0-4)

PHT 6915—Physical Therapy Skills: Neuromuscular
This is a lab practice course related to PHT 6910, where students will practice physical therapy skills including documentation, and application of CPT coding related to relevant practice for the neuromuscular system. (0-90-3)

RSH 6900—Research VI
This course introduces the student to SPSS, the statistical software package used for data collection. Students will learn about the collection of conforming and non-conforming data, and how to interpret their data. (30-0-2)

PHT 6920—Advanced Differential Diagnosis (nine weeks)
Prepares physical therapists to engage in advanced differential diagnosis in each of the preferred practice patterns defined in the Guide to Physical Therapist Practice: Musculoskeletal, Neuromuscular, Cardiopulmonary, and Integumentary/Systems. Integrates tissue pathology with clinical signs and symptoms of dysfunction, tests/measures used in the physical therapy examination, prognosis, plan of care, and interventions for complex, multisystem cases. (Prerequisites: all the foundational and clinical science courses). (45-30-4)

PDV 6900—Professional Development 5
This course explores the professional roles of the physical therapist as described by the Guide to Physical Therapist Practice. Students will participate in four modules that emphasize the necessary knowledge, skills, and attitudes for each of these professional roles. The four modules include Communication, and Documentation; Prevention and Health Promotion; Teaching and Learning Theory and Practice; and Managing Services: Administration, Consultation, and Supervision. (30-0-2)

RSH 6910—Research VII
In this course, students will increase the depth of their understanding of interpreting research data and how to develop a discussion and conclusions based on the data collected and reflecting on the literature review. (30-0-2)

CLE 6900—Tier II Clinical Internship (required, nine weeks)
In this course, students are able to choose a specialty (from those available for the term) area of physical therapy practice for clinical experience. (15-145-4)

RSH 6920—Research VIII (one week)
This course consists of the student's defense of his or her thesis. The thesis must be successfully defended and the student must submit all five chapters (including revisions based on feedback from the defense) in order for the student to pass this course. (15-0-1)

INT 6900—Tier II Clinical Internship (~20 weeks)
This is the capstone course of the physical therapy curriculum. It begins with a one week orientation to the Clinical Education Manual, the Clinical Performance Instrument, and other issues needed to prepare the student for the capstone ~20-week internship. Students then spend ~20 weeks, full time in one multifaceted health care organization or a combination of organizations/facilities in order to bring their clinical skills to entry-level, for both in-patients and out-patients. (0-800-[clinic]-19)

CRW 6900—Curriculum Wrap-up (two weeks)
This course provides a conclusion to Tier II as well as the didactic portion of the curriculum. Time is available for re-take of the comprehensive examination covering all topics addressed in the curriculum. In addition, the course includes managing the details for graduation and ends at the conclusion of commencement exercises. (40-0-1)
Postprofessional Doctoral Programs in Physical Therapy

The Physical Therapy Department at Nova Southeastern University offers two postgraduate programs for practicing physical therapists: the clinical doctorate—or transition doctor of physical therapy (T-D.P.T.), and the research doctorate—the doctor of philosophy in physical therapy (Ph.D. P.T.). These two distinct programs are designed to meet the diverse needs of physical therapists that are seeking to advance their education and skills from an accredited institution. Applicants with a baccalaureate or master’s degree may be accepted for either of these doctoral programs. Both programs are offered in an online format to meet the needs of working professionals. Nova Southeastern University is a recognized leader of distance education and has a well-respected history of innovation and leadership in the health professions.

Transition Doctor of Physical Therapy Program (T-D.P.T.)

Given the increasingly complex health care environment and the growing body of knowledge in the physical therapy profession, entry-level education in physical therapy is rapidly shifting toward the clinical doctoral degree. The vision of the American Physical Therapy Association (APTA) is that by the year 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy. In support of this vision, the Physical Therapy Department at Nova Southeastern University offers the Transition Doctor of Physical Therapy (T-D.P.T.) Program. The Transition D.P.T. Program is a postprofessional curriculum designed to advance the knowledge, attitudes, and skills of practicing physical therapists to those commensurate with the current entry-level doctorate in physical therapy. This program focuses on the professional roles of the D.P.T., clinical reasoning and differential diagnosis, evidence-based practice, and patient/client management related to optimizing movement, function, and health. The degree awarded upon completion of the program is the doctor of physical therapy degree.

Program Outcomes

The postprofessional D.P.T. program will prepare physical therapists who will:

- provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from disease, injury, congenital, or other causes
- interact and practice in collaboration with a variety of professionals
- promote health, wellness, fitness in the provision of primary, secondary, and tertiary preventive care services
- consult, educate, administrate, and engage in critical inquiry
- direct and supervise physical therapy services, including support personnel
- integrate the five elements of patient management, including examination, evaluation, diagnosis, prognosis, and interventions in order to maximize patient outcomes
- function as lifelong learners by engaging in reflective practice, critical inquiry, evidence-based practice, continuing education, and self-directed learning activities
- assume leadership roles within the profession of physical therapy through active participation, membership, research, teaching, and collaboration

Requirements for Admission

The following are requirements for admission:

1. graduation from an entry-level physical therapy (P.T.) program that is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) or a current physical therapy license in the United States. Graduates from physical therapy schools in other countries are also eligible after review of academic credentials by an appropriate agency and a review of the Test of English as a Foreign Language (TOEFL) scores. Agencies that evaluate foreign courses for institution equivalency include:

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

- Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com

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

2. a grade point average of 75 percent or higher from an entry-level physical therapy coursework. If the GPA is lower than 75 percent, applicants must achieve a minimum score of 500 on both the verbal and quantitative portions of the Graduate Record Examination (GRE). The GRE is only required for students whose GPA is below 75 percent.

3. selection of students for the transition D.P.T. program is based on performance during an interview, prior academic performance, and two letters of recommendation. We seek students who are motivated and self-directed learners, with strong communication and critical thinking skills.

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

Application Procedures

Applicants must submit:

- a completed application form along with a nonrefundable application fee of $50
- official transcripts from all undergraduate, professional, and graduate institutions attended, sent directly to Nova Southeastern University Enrollment Processing Services (EPS)

College of Allied Health and Nursing
Physical Therapy Department
Office of Admissions
3301 College Avenue
P.O. Box 29900
Fort Lauderdale, Florida 33329-9905.

- three letters of evaluation from persons who can evaluate the applicant's performance as a physical therapist and/or the applicant's ability for doctoral studies
- official GRE scores and TOEFL scores when appropriate

After an evaluation of credentials, qualified applicants may be interviewed. Students can transfer up to six credit hours from another accredited postprofessional program based on the assessment by the Office of Admissions or visit our Web site at www.nova.edu/pt.

Foreign Coursework
Undergraduate coursework taken at a foreign institution must be evaluated for U.S. institution equivalence. For more information, please call the Physical Therapy Admissions Office at (954) 262-1110.

Transition D.P.T. Tuition and Fees
- Anticipated tuition for 2004-2005 is $400 per credit hour. Tuition is subject to change by the board of trustees without notice.
- A student activities fee of $125 each year is required.
- Acceptance fee is $100 and is required to reserve the accepted applicant's place in the entering class. This advance payment is deducted from the tuition payment due on the date of registration, but is not refunded in the event of withdrawal.
- A deposit of $400 is due 60 days before registration, or, at the time of acceptance if it is less than 60 days before the start of the first term. The deposit is deducted from the tuition payment due on the date of registration, but is not refunded in the event of withdrawal.
- A preregistration fee of $500 is due 30 days before registration, under the same terms as the acceptance fee and initial deposit.
- University technology fee is 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 are met.

Curriculum Overview
The Transition DPT Program offers two, five-month semesters per year. Applications are accepted year round.

The curriculum is designed for working physical therapists, where students can elect to enroll part-time (3-7 credit hours) or full time (8-12 credit hours). All courses are taught using an online format, with on-campus time halfway through each semester. Students spend two days on our Fort Lauderdale campus for each four-credit course. This provides opportunities for students to clarify any muddy points, present completed project, and/or to practice hands-on skills that are inherent in the physical therapy profession.

The required coursework and total number of semester hours required vary depending on the previous coursework of each applicant. Applicants with a baccalaureate degree must complete 54 semester hours, which includes 36 semester hours of core coursework and 18 elective semester hours. Applicants with a master's degree from another university must complete 36 semester hours of core coursework. Applicants who are graduates of the M.P.T. program at Nova Southeastern University must complete 24 semester hours of core coursework.

Requirements for Graduation
In order to graduate from the Transition D.P.T. Program, students must
- be of good moral character
- complete the required number of semester hours as outlined
- satisfactorily completed all program requirements for the degree within six years from the first date of classes
- have a minimum GPA of 80 percent for all D.P.T. coursework
- satisfactorily meet all financial and library obligations
- complete a self-assessment and program evaluation

Course of Study
Applicants with bachelor's degree in physical therapy: 54 semester hours
- PHT 7205-Introduction to Web-Based Communication and Portfolio Assessment (3 credits)
- PHT 7215-Introduction to Clinical Reasoning, Differential Diagnosis, and Disablement Models (3 credits)
- PHT 7405-Professional Roles of the Doctor of Physical Therapy (4 credits)

Applicants with a master's degree (36 semester hours)
- PHT 7415—Medical Diagnostics, Interventions, and Clinical Pharmacology (4 credits)
- PHT 7705—The Therapist and Cultural Diversity (3 credits)
- PHT 7605—Evidence-Based Practice and Outcome Measurement (4 credits)
- PHT 7615—Advanced Differential Diagnosis (4 credits)
- PHT 7805—Contemporary Theories of Movement, Exercise, and Motor Learning (4 credits)
- PHT 7725—Research Methods and Design (3 credits)
- PHT 7815-75—Patient/Client Management (4 credits)
- electives: T.D.P.T. students may select electives from other doctoral programs within the College of Allied Health and Nursing upon approval of the T.D.P.T. program director. (18 semester hours)

Applicants with a master's degree (36 semester hours)
- PHT 7205—Introduction to Web-Based Communication and Portfolio Assessment (3 credits)
- PHT 7215—Introduction to Clinical Reasoning, Differential Diagnosis, and Disablement Models (3 credits)
- PHT 7405—Professional Roles of the Doctor of Physical Therapy (4 credits)
- PHT 7415—Medical Diagnostics, Interventions, and Clinical Pharmacology (4 credits)
• PHT 7605—Evidence-Based Practice and Outcome Measurement (4 credits)
• PHT 7615—Advanced Differential Diagnosis (4 credits)
• PHT 7805—Contemporary Theories of Movement, Exercise, and Motor Learning (4 credits)
• PHT 7225—Research Methods and Design (3 credits)
• PHT 7815-75—Patient/Client Management (4 credits).

Applicants with an M.P.T. degree from NSU (24 semester hours)

Transition D.P.T. Course Descriptions

Core Courses
PHT 7205—Introduction to Web-Based Communication and Portfolio Assessment
Introduction to the use of NSU’s Web-based email systems, electronic bulletin boards, WebCT, and navigation through the NSU electronic library to maximize learning in a distance-education environment. In addition, students will organize, create, and submit a portfolio of professional experiences that culminates in the development of a clinical doctorate educational plan and professional goals. This course is available in each semester. (3 credits)

PHT 7215—Introduction to Clinical Reasoning, Differential Diagnosis, and Disablement Models
Explores the conceptual basis for effective clinical reasoning and differential diagnosis using the disablement model, clinical-decision making model, elements of patient/client management, and reflective practice theories. Case studies are used to facilitate hypothetical-deductive reasoning skills used in differential diagnosis. This course is a prerequisite for PHT 7615—Advanced Differential Diagnosis. (3 credits)

PHT 7405—Professional Roles of the Doctor of Physical Therapy
This course explores the professional roles of the physical therapist as described by the Guide to Physical Therapist Practice. Students will participate in four modules that emphasize the necessary knowledge, skills, and attitudes for each of these professional roles. The four modules include Coordination, Communication, and Documentation; Prevention and Health Promotion; Teaching and Learning Theory and Practice; and Managing Services: Administration, Consultation, and Supervision. (4 credits)

PHT 7415—Medical Diagnostics, Interventions, and Clinical Pharmacology
Provides an overview of current medical diagnostics/interventions to recognize indications and implications for diagnostic tests, to augment information obtained from the physical therapy examination, and to work effectively with other health care providers. Students will participate in four modules: Medical Diagnostics, Radiological/Imaging, Contemporary Medical/Surgical Interventions, and Clinical Pharmacology. (4 credits)

PHT 7605—Evidence-Based Practice and Outcome Measurement
This course is divided into two modules. First, participants learn to use Sackett’s Model of evidence-based practice in order to locate/access sources of evidence, evaluate levels of evidence, and apply evidence to clinical practice. Second, participants will learn to incorporate outcome measurement into practice by choosing valid, reliable, and responsive outcome measures related to impairments, functional limitations, health status, and/or quality of life. (4 credits)

PHT 7615—Advanced Differential Diagnosis
Prepares physical therapists to engage in screening and differential diagnosis in each of the preferred practice patterns defined in the Guide to Physical Therapist Practice: Musculoskeletal, Neuromuscular, Cardiopulmonary, and Integumentary/Systems. Integrates tissue pathology with clinical signs and symptoms of dysfunction, tests/measures used in the physical therapy examination, prognosis, plan of care, and interventions. Prerequisite: PHT 7215—Introduction to Clinical Reasoning, Differential Diagnosis, and Disablement Models (4 credits)

PHT 7805—Contemporary Theories of Movement, Exercise, and Motor Learning
Addresses current theories of motor function (motor control and motor learning), exercise training (therapeutic exercise and aerobic conditioning), and movement science to enhance the practitioner’s ability to choose and
apply appropriate examinations and interventions for patients with movement-related dysfunction. Students will apply contemporary theories to develop treatment strategies related to their current practice environment or patient population. (4 credits)

PHT 7225—Research Methods and Design
Reviews quantitative and qualitative research methods, designs, and data analysis. Includes principles of measurement (reliability and validity), biostatistics, and critical literature analysis. (3 credits)

PHT 7815-75—Patient/Client Management
Students expand their current scope of practice in one of six practice areas. This allows the practitioner to direct his/her learning to a defined practice area using the elements of patient/client management, including examination (tests and measures), evaluation, diagnosis, prognosis, and plan of care, interventions, and outcome assessment. Each Patient/Client Management course provides both didactic and clinical experiences to integrate theory with practice. Three days of intensive, hands-on training will occur midway through the semester. Students can further enhance skills in a particular practice area by taking an elective clinical residency:
- PHT 7815—Patient/Client Management: Musculoskeletal
- PHT 7825—Patient/Client Management: Neuromuscular
- PHT 7835—Patient/Client Management: Family Practice
- PHT 7845—Patient/Client Management: Pediatric Practice
- PHT 7855—Patient/Client Management: Geriatric Practice
- PHT 7865—Patient/Client Management: Sports Medicine
- PHT 7875—Patient/Client Management: Administration and Management

Any student can also take additional practice areas as electives. (4 credits)

Elective Courses (Only for students with baccalaureate degree)

PHT 7005—Payer Systems
Covers issues related to cost containment, managed care, and reimbursement as applied to the provision of physical therapy in multiple health care environments. Introduces students to theories of health care reform, societal factors affecting reimbursement, and the concept of becoming a change agent to effect change. (3 credits)

PHT 7235—Practicing in an Evolving Health Care System
Prepares clinicians to become comfortable in the rapidly changing health care system by addressing concepts of cost containment and managed care, legal and ethical issues of patient management, patient/client advocacy, and conflict resolution. (3 credits)

PHT 7025—The Health Care Educator
Explores educational philosophies and learning theories related to teaching people of varied backgrounds and in a variety of environments, including patient-related instruction. Practical skills include assessment of learning styles, documenting patient teaching, program design and evaluation, and basic presentation skills. (3 credits)

PHT 7035—Computer Applications in Health Care
Concepts and techniques in computer technology related to both education and patient/client management are explored. Students become proficient in developing a Web site, creating patient educational and tracking systems, and using multimedia computer courseware to enhance practice. (3 credits)

PHT 7045—Professional and Scientific Writing
Provides opportunities to practice skills in patient documentation; writing case reports; and preparing, developing, and presenting research via platform or poster presentations. (3 credits)

PHT 7055—Ethical and Legal Issues in Health Care I
Covers ethical, moral, and legal issues affecting health care delivery: confidentiality, consent, reimbursement, patient rights, abuse, and risk management. Also reviews organizational control laws, codes, and standards affecting physical therapy practice. Students complete a written project on a self-selected topic or question pertinent to his/her practice area. (3 credits)

PHT 7905—Clinical Internship
Supervised, on-site clinical experiences are offered as an elective course for practitioners who identified clinical mentoring as a personal learning need. In addition, clinical residencies are recommended for individuals returning to practice after an extended absence or for individuals wishing to shift into a different practice environment. Students will be involved in the development of potential clinical sites suited to their educational, geographic, and learning needs. A minimum of four weeks of full-time hours (or equivalent hours in part-time) is required. (4 credits)

PHT 7915—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 lifecycle, and 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. (3 credits)

PHT 7925—Survey of Alternative and Complementary Therapies
Synthesizes information from various alternative and/or complimentary therapies so that practitioners can help clients make informed choices. Includes a survey of alternative health care practices in different cultures and a comparison between eastern and western practices. (3 credits)

PHT 7935—Exercise, Wellness, and Conditioning
Interactive course that examines the physiological basis of exercise and fitness programs. Students will compare and contrast forms of therapeutic exercise and fitness programs and their effect on the musculoskeletal and cardiopulmonary systems. Upon completion of the program, students will present an exercise or fitness program developed for a client that includes a plan to assess client outcomes. (3 credits)
PHT 7945—Group Processes and Conflict Strategies
This course is designed to facilitate interactive group processes by introducing students to communication and conflict management skills that can be used on a daily basis. Interactive experiences allow students to self-assess their own behavior and conflict styles, and apply newly acquired skills to the health care environment. (3 credits)

Distance-Learning Doctor of Philosophy in Physical Therapy
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 Distance-Learning Doctor of Philosophy in Physical Therapy Program addresses these needs in a curriculum that will prepare its students to become leaders of the profession.

Curriculum Overview
The Doctor of Philosophy in Physical Therapy (Ph.D., P.T.) Degree Program is taught in a distance education format. Sixty 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 was in physical therapy). It requires 75 semester hours beyond the undergraduate professional physical therapy degree.

Requirements include satisfactory completion of all courses, seminars, independent study, and research. Coursework is divided into required core, specialty, and elective courses. The elective courses are offered in education, administration, computer technology in education, clinical tracks, and public health.

Program Outcomes
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
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 associate's, bachelor's, master's, educational specialist, and doctoral degrees.

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, when appropriate.

2. Selection of students for the physical therapy doctoral (Ph.D.) program is based on 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., M.S.P.T., M.P.T.), in physical therapy.

4. Completion of the Graduate Record Examination (GRE) or equivalent standardized test for applicants entering the program with a bachelor's degree is required. The dean is empowered to evaluate the total qualifications of every student and to modify requirements in unusual circumstances.

Computer Requirements
All students are required to have a computer with the following recommended minimum specifications:
- Pentium; 400MHz minimum processor
- 64 MB RAM
- video capable of 800 x 600 screen display or better
- CD-ROM capability
- full duplex sound card and speakers
- 56.6 baud modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet
- Windows 95, 98, 2000, ME, XP, or NT
- Microsoft Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: zip drive
- suggested option: laptop computer with wireless Internet capability for use during on-campus classes

Application Procedures
Applicants must submit:
1. a completed application form along with a nonrefundable application fee of $50
2. Official transcripts from all undergraduate, professional, and graduate institutions attended, sent directly to Nova Southeastern University Enrollment Processing Services (EPS), College of Allied Health and Nursing, Physical Therapy Department, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905.

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 professional certifications, registrations, and other relevant credentials.

5. Official GRE scores or equivalent standardized test scores for applicants entering the program with a bachelor's degree in physical therapy and TOEFL scores, if appropriate. After an evaluation of credentials, qualified applicants may be interviewed.

Foreign Coursework

Coursework 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, or visit our Web site at www.nova.edu/pt.

Doctoral Tuition and Fees

- Anticipated tuition for 2004-2005 (subject to change by the board of trustees without notice) is $465 per credit hour.
- A student activities fee of $125 each year is required.
- Acceptance fee is $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.
- Deposit is $400, due 60 days prior to registration, under the same terms as the acceptance fee.
- Preregistration fee is $500, due 30 days prior to registration, under the same terms as the acceptance fee.
- University technology fee is not to exceed $100 when implemented.

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

Requirements for Graduation

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

- be of good moral character
- complete a minimum of 60 semester hours of coursework beyond a master's degree or up to 75 semester hours beyond the professional undergraduate degree
- satisfactorily complete the program requirements for the degree with a minimum overall GPA of 80 percent, and at least 80 percent in each course
- satisfactorily meet all financial and library obligations

- Successfully complete and defend their dissertation and have their thesis approved. 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 to 3.5 years).

Course of Study

For students holding a master's or entry-level master's degree in physical therapy with transferable credits:

- Required core courses (25 semester hours)
- Orientation (1 semester hour)
- Specialty and elective courses (15 semester hours)
- Dissertation (20 semester hours)

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 up to six days each time (for full-time students). Graduates will be awarded the Ph.D., P.T. degree upon satisfactory completion of all degree requirements.
Doctor of Philosophy in Physical Therapy Course Descriptions

Note: Listed to the right of each entry are semester credits. 

*Required core course
†May be required for 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 service provider. This is a required course for all new students. (1 credit)†

PHT 6000—Professional and Business Communication
Covers several aspects of communication: therapeutic communication, business communications, and oral presentation skills. (3 credits)†

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. (2 credits)†

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. (3 credits)†

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. (3 credits)†

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. (4 credits)†

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 affect the practitioner-patient interaction and enhance patient compliance. (3 credits)†

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. (3 credits)*

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. (3 credits)*

PHT 7111—Qualitative Research Methods
The focus of this course is to introduce students to qualitative research methods of inquiry. Phenomenological inquiry, grounded theory, ethnography, and other approaches to qualitative research will be examined. Students will gain understanding of the history of qualitative research, the philosophies that drive the various methodologies, strategies for data collection and analysis, ethical considerations, applications and implications of using qualitative research methods in physical therapy. Students will have the opportunity to experience qualitative data collection and analysis. (3 credits)

PHT 7112—Measurement Issues in Physical Therapy Research
The course is designed for the health professionals to gain an overview of measurement theory and methods. It will focus on problems and challenges of validity and reliability of measurement, and emphasize development, testing, and refinement of norms and criteria-referenced data collection instruments. It will help the student in the development of an analytical view of measurement issues. (3 credits)*
PHT 7120—Critical Inquiry
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. (3 credits)*

PHT 7130—Scientific Writing
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. (4 credits)*

PHT 7140—The Therapist and Cultural Diversity
In this course, the impact of ethnocultural issues, policies, and procedures on the therapist will be assessed and analyzed. The complex issues of policy implementation and planning in dealing with ethnocultural issues will be explored. Continuation of PHT 6140. No prerequisite. (2 credits)*

PHT 7200—Teaching and Learning in Physical Therapy
Examines the complexity of learning and behavioral change. Students explore their own learning styles as well as a variety of learning theories, including computer-based learning. (3 credits)

PHT 7210—Patient Education
Applies teaching-learning theories to patient education issues. Students will complete a project related to teaching and learning for patient groups or for individual patient care. Offered as independent study as needed. Prerequisite: PHT 7200. (3 credits)

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

PHT 7310—Consulting as a Physical Therapist
Independent study course. Students apply consulting concepts to prepare a report on a hypothetical or actual consulting situation in physical therapy. (3 credits)

PHT 7400—Independent Study
Individualized study under the supervision of assigned instructor. Requires permission of graduate coordinator. (1-10 credits)

PHT 7401—Independent Study
Individualized study under the supervision of assigned instructor. Requires permission of graduate coordinator. (1-4 credits)

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. (3 credits)

PHT 7430—Physical Therapy Management
Addresses management of fiscal and human resources. Students take part in discussions and complete a case study. (3 credits)

PHT 7500—Computing Technology in Education
Concepts and principles underlying the design and development of courseware for physical therapy education. (3 credits)

Students create courseware using an authoring system and become proficient in the analysis, design, development, implementation, and evaluation of effective computer courseware in a state-of-the-art hypermedia/multimedia environment. (3 credits)

PHT 7510—Designing for the Web
This course explores current concepts and principles of designing for the Web. Through "discovery learning," students will develop principles of multimedia design for the Web, and then "surf" the Web to identify best and worst sites based on those principles. Next, students will apply those principles to the development of individual home pages. Ultimately, students will apply what has been learned about designing for the Web to the creation of a Web-based course using WebCT. (3 credits)

PHT 7610—Neuroscience
Individual study course designed to meet the needs of the individual student. (3 credits)

PHT 7620—Joint and Skeletal Muscles: Structure and Function
Individual study course designed to meet the needs of the individual student. (3 credits)

PHT 7700—Advanced Clinical Competency I
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. (4 credits)

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. (4 credits)

PHT 7800—Dissertation
Supervised, original project on a physical therapy related topic will be completed under the supervision of the Dissertation Committee. (20 credits)*
Physician Assistant Department

Physician assistants (PAs) serve as essential components of a medical system that continues to struggle to provide quality, affordable health care for all Americans. Their roles in the system will continue to grow as changes in health care indicate. Today, nearly 57,000 individuals are eligible to practice as PAs under physician supervision. PAs provide care that would otherwise use physicians. PAs take medical histories, perform physical examinations, order and interpret tests, diagnose and treat illnesses, perform medical/surgical procedures, assist in surgery, and can write prescriptions in most states. PAs work in most medical specialties and in all types of communities. Many practice family and internal medicine, and more than 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 43 percent through the year 2010.

It is the obligation of each physician/PA team to ensure that the PAs scope of practice is identified; that delegation of medical tasks is appropriate to the PAs level of competence; that the relationship of, and access to, the supervisory physician is defined; and that a process of performance evaluation is established. Adequate responsible supervision of the PA contributes to both high-quality patient care and professional growth.

Accreditation

The NSU Physician Assistant Department is accredited by the Accreditation Review Commission for Physician Assistants, Inc. (ARC-PA). The NSU Physician Assistant Department has been continuously accredited since inception and is due for reaccreditation in January 2004. The department is a member of the Association of Physician Assistant Programs. (APAP)

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 associate's, bachelor's, master's, educational specialist, and doctoral degrees.

Mission Statement

To provide a primary care training program designed for, and dedicated to, producing competent physician assistants who will provide quality health care in rural, urban, underserved, and culturally diverse communities; to increase the accessibility of quality health care in the primary care setting; to prepare students for lifelong learning and leadership roles; and to promote the physician assistant profession.

Admission Requirements

Prospective students are selected by an admissions committee, called the Committee on Admissions (COA), which considers the overall qualities of the applicant. Areas of consideration include interpersonal skills, personal motivation, knowledge and understanding of the PA profession, academic performance and level of achievement, life experiences, quality and length of prior health care experience, and recommendations/evaluations. Personal interviews are offered to the most qualified applicants to assess interpersonal and communication skills, maturity, altruistic attitude, and commitment to a PA career.

1. Prior to matriculation, applicants must have completed a minimum of 90 semester hours (or equivalent quarter hours) of specified coursework from a regionally accredited college or university. Of these 90 semester hours, 30 semester hours (or equivalent quarter hours) must be upper division courses (typically defined as a course number preceded by a 3 or a 4). Upper division courses can be courses from any department other than physical education. These courses are of the applicant's choosing, however, upper division science courses are recommended. The department requires the students to earn a grade of C or better in each of the upper division courses. Applicants must have a minimum cumulative GPA of 2.70 on a four-point grading scale. Successful applicants in the past have typically had cumulative grade point averages in the range of 3.00 to 3.30 and higher.

2. The college requires the students to earn a grade of C or better in each of the following required courses:
   - college algebra or higher (three semester hours)
   - English composition (three semester hours)
   - English literature (three semester hours)
   - humanities/arts (three semester hours)
   - social sciences (nine semester hours)

3. 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, three semester hours must be in English Composition (courses do not include ESOL).
• three semester hours must be in English literature (courses do not include ESOL)
• three semester hours must be in public speaking (courses do not include ESOL)

The remaining nine semester hours can be any course of the applicant's choosing

4. All applicants are required to submit official scores from the Graduate Record Examination (GRE) general test to the Office of Admissions. Our school code is 5522. The test 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 supplemental application due date of February 13. Applications will not be considered complete without GRE scores. Testing information for the GRE may be obtained from www.gre.org or by telephone at (609) 921-9000.

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

Computer Requirements

All students are required to have a computer with the following recommended minimum specifications:

• Pentium III; 800 MHz minimum processor
• 256 MB RAM
• video capable of 800 x 600 screen display or better
• CD-ROM capability
• full duplex sound card and speakers
• 56.6 baud modem
• Internet connection with private Internet service provider (ISP) for access from home to the Internet
• Windows 2000, ME, XP, or NT
• Microsoft Office 2000 with PowerPoint, Word, and Excel minimum
• surge suppressor electrical outlet
• suggested option: Zip Drive

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

Application Procedures

1. Apply to CASPA

The Physician Assistant Department 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 and submitted online at www.caspaonline.org or by writing:

CASPA
P.O. Box 70958
Chevy Chase, Maryland 20813-0958
Telephone: (240) 497-1895

Questions regarding completion of the online application may be directed to CASPA's email address, apply@caspaonline.org, or by telephone.

The CASPA application may be submitted as early as April 15, the year prior to the admission cycle. The CASPA application deadline is December 31 in order to be considered for admission in June.

2. Send transcripts and letters of recommendation/evaluation to CASPA

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

If the applicant attended or is a graduate of a foreign institution(s), all coursework from the foreign institution(s) must be evaluated for U.S. institutional equivalence. The official evaluation must be sent directly from the evaluation service. The applicant should contact one of the following for evaluations:

• World Education Services
  P.O. Box 745
  Old Chelsea Station
  New York, New York 10113-0745
  (212) 966-6311
  www.wes.org

• Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com

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

Three letters of recommendation/evaluation must be sent to CASPA. One letter of recommendation/evaluation must be sent from an individual (other than a relative) such as an academic advisor, professor, coworker, or supervisor. Two letters of recommendation/evaluation must be from health care professionals, one of which must be from a physician or a PA.

3. Send GRE scores to Nova Southeastern University

All official Graduate Record Exam (GRE) scores must be submitted directly to:

Nova Southeastern University
Enrollment Processing Services (EPS)
College of Allied Health and Nursing
Physician Assistant Department
Office of Admissions
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, Florida 33329-9905

The NSU code number is 5522. Your GRE test scores must be less than five years old and must be taken early enough for official scores to be received by the supplemental application deadline February 15.

4. Complete Supplemental Application

Once the CASPA application has been received by Nova Southeastern University, a supplemental application will be mailed to the applicant.

Send the completed supplemental application to Nova Southeastern University Physician Assistant Office of Admissions.

Your complete supplemental application must be received no later than February 15 in order to be considered for admission for the June entering class. Once we receive the GRE
scores, the supplemental application; copies of all professional certifications, registrations, licenses, or relevant credentialing materials; and the $50 fee, your file will be reviewed. Completed applications are reviewed on a "rolling" or periodic basis.

The applicant will not be considered for a possible interview until the application is received and reviewed. Inquiries should be directed to

Physician Assistant
Admissions Counselor
Nova Southeastern University
3200 South University Drive
Fort Lauderdale, Florida 33328-2018
Phone: (954) 262-1109 or 800-356-0026, ext. 1109
Fax: (954) 262-2282

Current College Coursework
All prerequisite coursework must be completed by the end of May in order to be considered for the June entering class. If, at the time of application, coursework is in progress or anticipated, please identify these courses on the supplemental application.

Transcripts
All applicants who are accepted must submit official transcripts of all completed coursework to the Physician Assistant admissions office prior to matriculation. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent.

Undergraduate/Physician Assistant Dual-Admissions Program
Nova Southeastern University Health Professions Division has established a dual admissions program with the Nova Southeastern University Farquhar College of Arts and Sciences for a select number of highly motivated, qualified applicants interested in pursuing professional studies in the Physician Assistant Department. This allows candidates to receive their bachelor of science and master of medical science (B.S./M.M.S.) degrees in the Physician Assistant Department 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.M.S. degree upon completion of three years at the Farquhar College of Arts and Sciences and 27 months at the Nova Southeastern University College of Allied Health and Nursing. For information and requirements, contact the Office of Admissions, Farquhar College of Arts and Sciences, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

Tuition and Fees
- Anticipated tuition for 2004-2005 (subject to change by the board of trustees with out notice) is $19,840 for Florida residents and $20,590 for out-of-state residents.
- Acceptance fee is $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.
- Deposit is $250. This is due February 15, under the same terms as the acceptance fee.
- Preregistration fee is $250. This is due April 15th, under the same terms as the acceptance fee.
- A student activities fee of $125 each year is required of all students.
- University technology fee is 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.

Opportunity for a limited number of part-time work-study assignments is available. Due to the demands of the PA curriculum, the program discourages any outside employment.

Requirements for Graduation
In order to be eligible to graduate from the Physician Assistant Department, students shall
- successfully complete all academic and clinical courses and degree requirements.
- have satisfactorily met all financial and library obligations.
- attend in person the rehearsal and commencement program at which time the degree is conferred.

Academic Dismissal in the Physician Assistant Program
See the suspension/dismissal section of the Student Handbook.

Readmission Policy in the Physician Assistant Program
In selected cases, and only with the approval of the department chair
and college dean, a student may be allowed to be non-competitively matriculated with the next first-year class. It is emphasized that this only refers to those few students with special academic or personal issues.

**Course of Study**

The Physician Assistant Department curriculum is completed following a minimum of 90 semester hours of undergraduate coursework of which 30 semester hours (or equivalent quarter hours) must be upper division. The comprehensive curriculum, completed in a consecutive manner, is oriented to primary care and prepares the student to practice in a wide variety of clinical settings. The first 14 months of study consist of basic sciences and clinically related didactic courses. All courses are required and must be successfully completed before advancing to the clinical year. During this time frame, students are generally in class from Monday through Friday, 8:00 a.m. to 5:00 p.m., although there are occasional evening and/or weekend hours. Because of its highly integrated and compact curriculum, the PA department requires matriculants to complete the entire curriculum. However, individual requirements for advanced placement, transfer of credit, and credit for experiential learning will be reviewed in line with the college requirements.

The clinical year is devoted to 13 months of clinical training with required clinical rotations in family medicine, emergency medicine, pediatrics, prenatal care/gynecology, surgery, and internal medicine. The students also complete three elective rotations, for a total of nine clinical rotations. The required subject rotations and two of the elective rotations are six weeks in length. The remaining elective rotation is four weeks in length. Each required rotation has assigned readings and learning objectives. At the end of each required rotation, a written comprehensive subject examination is administered and must be passed. During rotations, students will be supervised by licensed practitioners and will actively participate in patient assessments, perform common laboratory procedures, interpret common diagnostic examinations, and help manage common medical problems. The work hours during clinical rotations are set by the preceptor and can include evening and weekend hours. Students are required to work a minimum of 40 hours per week, however many rotation sites require a greater student participation. Upon completion of the course of study, students will have earned a bachelor of science (B.S.) in physician assistant studies and a master of medical science (M.M.S.). Graduates will be eligible to take the Physician Assistant National Certification Examination administered by the National Commission on Certification of Physician Assistants. The role of the physician assistant requires a high level of expertise and responsibility. The applicant must possess the ability and desire to complete a rigorous academic and clinical program and make a commitment to continued learning.

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### Curriculum Outline for the Dual-Degree B.S./M.M.S. Physician Assistant Program

**Start Date:** June 2004  
**Length:** 27 months  
**Degree:** B.S./M.M.S.  
**Didactic:** 14 months (Monday–Friday, 8:00 a.m. to 5:00 p.m., plus occasional evenings/weekends)  
**Clinical:** 13 months (Monday–Sunday, various hours set by preceptor)

#### First Semester—Summer I  
(June–August)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Credit Hours</th>
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<tr>
<td>ANA 5420</td>
<td>Anatomy</td>
<td>55</td>
<td>38</td>
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<tr>
<td>PHS 5400</td>
<td>Physiology</td>
<td>54</td>
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<td>Clinical Pathophysiology</td>
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</tr>
<tr>
<td>PAC 5000</td>
<td>Physical Diagnosis I</td>
<td>42</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>PAC 5002</td>
<td>Medical Terminology</td>
<td>4</td>
<td>14</td>
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<tr>
<td>PCO 5300</td>
<td>Biomedical Principles</td>
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<tr>
<td>PAC 5001</td>
<td>Introduction to the PA Profession</td>
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<tr>
<td>PAC 5003</td>
<td>Fundamentals of Medical Radiology</td>
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**Total Hours:** 253  
**Lecture:** 72  
**Laboratory:** 18

#### Second Semester—Fall I  
(September–December)

<table>
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<th>Course Code</th>
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<td>MIC 5400</td>
<td>Microbiology</td>
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<td>MMS 5404</td>
<td>Legal and Ethical Issues in Health Care</td>
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<tr>
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<td>PAC 5110</td>
<td>Clinical Medicine/Surg. I</td>
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<td>PAC 5130</td>
<td>Clinical Laboratory Medicine I</td>
<td>20</td>
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<tr>
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<td>Epidemiology/Biostatistics in Health Care</td>
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**Total Hours:** 325  
**Lecture:** 40  
**Laboratory:** 20

#### Third Semester—Winter I  
(January–May)

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<td>PAC 5200</td>
<td>Physical Diagnosis III</td>
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<td>Clinical Medicine and Surgery II</td>
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<td>Clinical Medicine and Surgery III</td>
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### Third Semester—Summer II

**Advanced Didactic (June–July)**

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<td>MMS 5460</td>
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<td>PAC 5510</td>
<td>Clinical Procedures and Surgical Skills</td>
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<td>PAC 5129</td>
<td>Health Promotion and Disease Prevention</td>
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<td>PAC 5006</td>
<td>Health Care Delivery Systems</td>
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<td>MMS 5410</td>
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**Total Hours:** 180

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**Total Credit Hours:** 56

Curriculum is subject to change as directed by the department.

### Physician Assistant Course Descriptions

**ANA 5420—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. *(55-38-5)*

**MIC 5400—Microbiology**

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

**MMS 5401—Rural and Underserved Medicine**

Reviews and analyzes the unique problems associated with the practice of medicine in rural and underserved areas. Emphasis given to the role of the practicing clinician in these environments. *(15-0-1)*

**MMS 5404—Legal and Ethical Issues in Health Care**

Introduces the role that ethics and the law play in the practice of health care. Principles and concepts in determining correct actions both legally and ethically are reviewed. Topics include solving an ethical dilemma, ethical implications involved in genetic engineering, the impaired clinician, conflicts between providers, conflicts between clinician and patient, euthanasia, risk management, confidentiality, informed consent, patients' directives, and documentation. *(45-0-3)*

**MMS 5406—Cultural Issues in Health Care**

Introduction to the skills and insights necessary in promoting health and dealing with illness in diverse populations. Issues discussed include the need for effective communication with an understanding of societal and cultural factors and how they impact on health care efforts and use of the health care system. *(30-0-2)*

**MMS 5410—Complementary Medicine and Nutrition**

Survey of human nutrition in health care, and the principles for maintaining good health through nutrition. Addresses health hazards associated with dietary deficiencies, obesity, fad dieting, food contamination, diet management of selected diseases, and functional roles of vitamins and minerals. Additionally, this course will address concepts and procedures in alternative and complementary medicine. *(30-0-2)*

**MMS 5412—Publication Skills and Medical Research**

Study and review of quality medical writing and publication techniques, issues and procedures with emphasis on cultivating personal style and content. Focus will be on writing for peer and evidence-based publications. *(30-60-4)*
MMS 5420—Epidemiology and Biostatistics in Health Care
Overview of the methods in epidemiology and biostatistics commonly used in clinical research and practice. Addresses the evaluation of diagnostic procedures and the methodology for clinical description and trials. Provides basic skills on critical reading of medical literature based on these concepts. (45-0-3)

MMS 5422—Research Methodology
Emphasis and overview of the importance of data collection, research methods, and application of scientific thought to research findings. Designed to enable participants to develop skill in reading and critically evaluating medical literature and research. The advantages and disadvantages of quantitative and qualitative research methods are compared and contrasted. (45-0-3)

MMS 5460—Life Support Procedures and Skills
Introduction to the principles of advanced life support used in medical and surgical emergencies. Includes a review of the most common emergency situations encountered and provides hands-on practical training that will assist the student in developing the skills required to stabilize patients with life-threatening conditions. Includes certification in basic (BLS) and Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS). (24-40-3)

MMS 6401—Clinical Elective I
Elective, full-time, clinical rotation that provides an opportunity to investigate a clinical medical or surgical sub-specialty area or gain more experience in a required primary care discipline. Each six-week elective may be taken sequentially at the same site or separately. (270-0-6)

MMS 6402—Clinical Elective II
Elective, full-time, clinical rotation that provides an opportunity to investigate a clinical medical or surgical sub-specialty area or gain more experience in a required primary care discipline. Each six-week elective may be taken sequentially at the same site or separately. (270-0-6)

MMS 6500—Graduate Project (PA Cluster)
A graduate project consisting of literature review and evaluation, data analysis, and a publishable report will be completed. Includes individual focus topics in medical and surgical clinical practice. Students work under the direction of faculty advisers to complete the project. Focus will include writing and publishing techniques and skills. (15-60-3)

PAC 5000—Physical Diagnosis I*
Principles and skills required to perform a complete physical examination. Emphasizes normal physical findings. Prerequisite for PAC 5100 (42-20-3)

PAC 5001—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. (16-0-1)

PAC 5002—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. (4-14-1)

PAC 5003—Fundamentals of Medical Radiology
Introduces key concepts for the understanding of normal medical radiographs. Emphasis is placed on radiologic images of normal human body structures and organs. (18-0-1)

PAC 5006—Health Care Delivery Systems
Introduces different health care delivery systems in the United States, 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. (15-0-1)

PAC 5100—Physical Diagnosis II*
Upon successful completion of the prerequisite PAC 5000, the students will build 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. Prerequisite for PAC 5200 (20-36-2)

PAC 5110—Clinical Medicine and Surgery I
Etiology, clinical manifestations, appropriate diagnostic evaluation and the management of selected disease entities. (112-0-6)

PAC 5129—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. (22-0-1)

PAC 5130—Clinical Laboratory Medicine I
Clinical laboratory utilization, rationale for selecting common diagnostic tests, interpretation of results, correlation between results and disease processes, and tests not available in the primary care setting that are necessary for diagnosis, treatment, and patient care. (20-4-1)

PAC 5200—Physical Diagnosis III*
Upon successful completion of the prerequisite PAC 5100, the student will have 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. (60-40-5)

PAC 5210—Clinical Medicine and Surgery II
Continuation of Clinical Medicine and Surgery I. Common disease entities of major organ systems and
primary care aspects of disease evaluation and treatment. (120-0-8)

PAC 5229—Electrocardiography
Provides the basics for learning to interpret normal ECG tracings and applying those principles to interpret the ECG tracings of common cardiac disease. (18-4-1)

PAC 5310—Clinical Medicine and Surgery III
Continuation of Clinical Medicine & Surgery II. Disease entities of major organ systems. Lectures in primary care aspects of disease evaluation and treatment. (112-0-7)

PAC 5311—Clinical Psychology
Common psychosocial problems encountered by health care professionals. Emphasizes the diagnosis and understanding of development of these behaviors, including the patient-clinician relationship, counseling skills, communication skills, and appropriate intervention and treatment regimens. (45-0-3)

PAC 5400—Clinical Pathophysiology
Pathological changes seen in disease states. Uses a major body system/organ approach. Etiology and progression from the normal physiological state to the diseased state with resultant clinical signs and symptoms. (45-0-3)

PAC 5510—Clinical Procedures and Surgical Skills
Lectures and laboratory practicum introducing the clinical procedures and surgical skills used 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. (44-24-3)

PAC 6100—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 care workforce. 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 (16-0-1)

PAC 6304—Obstetrics Prenatal Care and Gynecology
Required six-week rotation in outpatient and inpatient settings. Lectures in primary care aspects of disease evaluation and treatment. Emphasizes primary care of the female patient including obstetrics. (270-0-6)

PAC 6308—Elective III
This is a four-week elective course rotation that will be completed at the end of the clinical year. Elective rotations provide opportunities to investigate a clinical subspecialty area or gain more experience in a required discipline. (160-0-4)

PAC 6311—Internal Medicine
Required six-week rotation in outpatient and inpatient settings. Diagnosis, treatment, and management of acute and chronic medical problems seen in the internal medicine practice. Emphasizes the adult nonsurgical patient. (300-0-6)

PAC 6313—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. (300-0-6)

PAC 6315—Emergency Medicine
Required six-week rotation in hospital emergency department teaches students to recognize, assess, and treat acute and life threatening clinical problems. Emphasizes common primary care emergencies. (270-0-6)

PAC 6317—Pediatrics
Required six-week 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. (270-0-6)

PAC 6318—Family Medicine
Required six-week rotation in outpatient settings. Comprehensive primary care of the individual patient within the family unit. Emphasizes the primary care needs of patients in rural, or inner-city communities. (250-0-6)

PCO 5400—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. (38-0-2)

PCO 5410—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. (72-0-4)

PHS 5400—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. (54-0-3)
Sources of Additional Information

Disclaimer: Links to non-NSU Internet sites are provided for your convenience and do not constitute an endorsement.

- For information on a career as a physician assistant, contact
  American Academy of Physician Assistants Information Center
  950 North Washington Street
  Alexandria, Virginia 22314-1552
  www.aapa.org

- For a list of accredited programs and a catalog of individual physician assistant training programs, contact
  Association of Physician Assistant Programs
  950 North Washington Street
  Alexandria, Virginia 22314-1552
  www.apap.org

- For eligibility requirements and a description of the Physician Assistant National Certifying Examination, contact
  National Commission on Certification of Physician Assistants, Inc.
  157 Technology Parkway, Suite 800
  Norcross, Georgia 30092-2913
  www.nccpa.net

- For information on employment, employment projections, and compensation statistics, contact
  U.S. Bureau of Labor Statistics
  Postal Square Building
  2 Massachusetts Avenue, NE
  Washington, D.C. 20212-0001
  www.bls.gov

Department of Health Science

The Department of Health Science is an interdisciplinary group of programs designed for the health professional with a desire to advance both academically and administratively within their respective careers. Offering distance education from the undergraduate to doctoral level is consistent with the university and college's commitment to lifelong learning. The department offers the following online degree programs: the Bachelor of Health Science Program, the Master of Medical Science Program, and the Doctor of Health Science Program. These programs afford health care professionals the opportunity to study topics not typically offered in their professional education track.

The goal of the Department of Health Science is to provide health care professionals the tools and leadership skills to make change and answer difficult challenges at the national and international level. Working professionals now have the opportunity to expand their knowledge and careers through these postprofessional programs.

Bachelor of Health Science Program

The Bachelor of Health Science (B.H.Sc.) Program is an online degree advancement program for graduates from associate degree, diploma or Certificate programs in the health sciences such as military-trained healthcare technicians, radiology technicians, respiratory therapists, etc. The NSU B.H.Sc. course of study is interdisciplinary and is designed to provide career advancement for health care practitioners as well as deliver a well-rounded generalist curriculum. This cutting-edge program offers the opportunity for numerous health care occupations to complete their undergraduate degree coursework online, conveniently from their own home or office, without compromising career or other obligations.

There have been dramatic changes in the health care market and delivery systems in the United States over the past decade. As health care becomes increasingly competitive, it becomes more important to distinguish one self professionally and academically. The online Bachelor in Health Science Program is offered via the NSU College of Allied Health and Nursing's state-of-the-art, Web-based distance learning technology that allows health care professionals to remain in their current location and employment.

Upon successful completion of the B.H.Sc. program, students are eligible to apply for admission in order to continue their education in health sciences in the Master of Medical Science (M.M.S.) and later the Doctor of Health Science (D.H.Sc.) Program. Each of these programs is an online degree program, with the M.M.S. having no residency requirement and the D.H.Sc. having a requirement for students to complete two one-week summer institutes.

Description of Curriculum

The program requires that a minimum of 30 semester hours of coursework (including 21 semester hours of required core coursework) be completed through the NSU B.H.Sc. program. A minimum total of 120 semester hours, of which 45 semester
hours must fulfill general education requirements, are required in order to graduate with the B.H.Sc. degree.

The B.H.Sc. program is designed for completion in a distance-learning format and requires no on-campus time. The coursework is professor-paced using state-of-the-art Web-based delivery. The curriculum and coursework follow a standard 12-week semester calendar. The curriculum is designed to build upon the existing knowledge base of the health care professional while focusing on the overall health care picture. Leadership, diversity, and conflict resolution are but a few of the areas covered in the curriculum.

The following core courses are required for the B.H.Sc. program:

- BHS 3110—Health Care Ethics (three semester hours)
- BHS 3120—Introduction to Epidemiology (three semester hours)
- BHS 3150—Principles of Leadership (three semester hours)
- BHS 3155—Conflict Resolution in Health Care (three semester hours)
- BHS 3160—Health Policy (three semester hours)
- BHS 4000—Cultural Competency in Health Care (three semester hours)
- BHS 4100—Academic and Professional Writing (three semester hours)

**General Education Requirement**

In order to be eligible to graduate with the B.H.Sc. degree, a student must have completed 45 semester hours of general education coursework in addition to the B.H.Sc. curriculum with a resulting minimum total of 120 semester hours. If this requirement is not met at time of admission to the program, it can be obtained concurrently while enrolled in the B.H.Sc. program. A student can obtain and transfer these courses through NSU's Farquhar College of Arts and Sciences or another regionally accredited college or university. Only courses with a minimum GPA of 2.0 on a four point grading scale will be accepted.

**Required general education coursework:**

- written communication (six semester hours)
- oral communication (three semester hours)
- mathematics (six semester hours)
- literature (three semester hours)
- history (three semester hours)
- ethics (three semester hours)
- humanities (six semester hours)
- social and behavioral sciences (nine semester hours)
- natural and physical sciences (six semester hours)

**Admission Requirements**

Prospective B.H.Sc. students are selected by the Committee on Admissions through consideration of the overall qualities of the applicant. The program will admit mid-level clinicians, and allied health professionals with diverse education, work, and life experiences who have demonstrated capacity to pursue the course of study and increasingly responsible positions in health care. Areas of consideration include application content, academic record, prior health care experience, letters of evaluation, and personal motivation. In special circumstances, a personal interview with members of the committee may be required (phone interview may be substituted). All interview expenses are the responsibility of the applicant.

Admission to the B.H.Sc. program requires the following:

- an associate's degree in a field of health, from a regionally accredited college or university with a minimum cumulative GPA of 2.0 on a four point grading scale. Only courses with a minimum GPA of 2.0 on a four point grading may be considered for possible transfer of credit.

Or, a diploma or certificate of completion in a field of health care accompanied by a student-prepared learning portfolio requesting assessment of prior experiences for academic credit. This will describe all traditional, online, military, and other health care education as well as work-related experience and health care related conferences attended. A resume or CV, transcripts, and/or official documentation of attendance must accompany all prior-learning portfolios. The admissions committee will review the portfolio to determine the amount of credit given for prior learning.

- documented evidence demonstrating education or experience in the health care field within the past five years

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

It should be noted that many criteria, in addition to academic credentials play a role in the admission process for the B.H.Sc. program. While the program allows the student to demonstrate academic capability, it does not ensure admission to any professional school. Admission to the B.H.Sc. program will not guarantee admission to any other program of Nova Southeastern University.

Upon receipt of the completed application, fees, credentials, and transcripts, the admissions officers and the College of Allied Health and Nursing will review all material for evidence of the proper education, training, and background to enter the B.H.Sc. program.

**Transfer Credit Policy**

Students who have earned college credits at other regionally accredited colleges or universities can transfer these credits into the B.H.Sc. program. Students should contact B.H.Sc. admissions counselor to discuss how prior college credits can be used to obtain the B.H.Sc. degree.

An evaluation of transfer credit will be completed prior to the first semester of enrollment, and applicable credit will be transferred based on all final official transcripts received. Students will be advised to take courses based on the official evaluation in their file.

Transfer students must provide final official transcripts from all their previous colleges; their previous academic work will then be evaluated. The B.H.Sc. program will transfer a maximum of 90 eligible semester credits (grades of C or better, GPA of 2.0 on a four point grading scale), including credit for CLEP, proficiency
Students can demonstrate their knowledge in a variety of areas by taking objective tests. The coordinator of experiential learning can provide further information about these tests as can the testing office in academic services.

- Nationally Accredited School Portfolios
Students who have attended nationally accredited institutions have the opportunity to write school portfolios. The coordinator of experiential learning works with each student in reviewing the student's nationally accredited institutional transcript to identify courses that may be applied toward his or her academic goal.

- Full Portfolio—Course Challenge
The full portfolio is the process for challenging a college level course for credit. Through this mechanism, a student presents his or her knowledge on a topic and has it evaluated by a faculty member. A maximum of 25 percent of a student's credits may be earned through the full portfolio process.

- Standard Grant
Certain training courses, military experiences, or licenses may be converted into college credit. This can be done by supplying some very basic documentation. For military training programs the recommendations contained in the Guide to the Evaluation of Educational Experiences in the Armed Forces from the American Council on Education, will be used to evaluate such training for credit transfer. Examples include combat casualty and flight medicine courses of training.

**Computer Requirements**
All students are required to have a computer with the following recommended minimum specifications:

- Pentium; 400 MHz minimum processor
- 128 MB RAM
- video capable of 800 x 600 screen display or better
- CD-ROM capability
- full duplex sound card and speakers
- 56.6 baud modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet. DSL or cable connection is recommended.
- Windows 95, 98, 2000, ME, XP, or NT
- Microsoft Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: zip drive

**Distance Education Support**
Distance education students in the B.H.Sc. program are provided with NSU computer accounts including email. The student, however, must obtain their own Internet service providers (ISP) and use their own computer systems (IBM-compatible PC or Apple Macintosh and a modem). New students receive an orientation and extensive online technical support online access, online tools and methods, and library resources.

**Application Procedures**
Candidates for admission are responsible for the submission of:

1. a completed application form along with a $50 nonrefundable application fee
2. two letters of evaluation from individuals other than relatives such as academic advisers, professors, clinical or nonclinical supervisors, or a community associates
3. official college, certificate, and/or diploma-based transcripts from all undergraduate and graduate institutions attended, sent directly from the institution
4. graduates from programs other than those from regionally accredited colleges or universities must submit a...
student prepared learning portfolio requesting assessment of prior experiences for academic credit.

5. copies of national and or state professional certification, licensure, or registration, if applicable

6. coursework taken at a foreign institution must be evaluated for U.S. institutional equivalence. Foreign coursework must be evaluated by one of the following services:
   - World Education Services
     P.O. Box 745
     Old Chelsea Station
     New York, New York 10113-0745
     (212) 966-6311
     www.wes.org
   - Josef Silny & Associates
     P.O. Box 248233
     Coral Gables, Florida 33124
     (305) 273-1616
     (305) 273-1338 fax
     www.jsilny.com
     info@jsilny.com
   - Educational Credential Evaluators
     P.O. Box 514070
     Milwaukee, Wisconsin 53203-3470
     (414) 289-3400
     www.ece.org

7. a complete resume or CV

The B.H.Sc. Office of Admissions works on a rolling admissions basis. Applications are accepted year-round. To ensure that your application receives prompt consideration, you should apply early. All admission materials should be mailed to:

Nova Southeastern University
Enrollment Processing Services (EPS)
College of Allied Health and Nursing

Attn: Bachelor of Health Science Program
Office of Admissions
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, Florida 33329-9905

The B.H.Sc. Committee on Admissions will not consider an application until all required fees, credentials, transcripts, and test scores have been received by the Office of Admissions.

The university reserves the right to modify any requirements on an individual basis as deemed necessary by the dean of the College of Allied Health and Nursing. The college reserves the right, and the student, by his or her act of matriculation, concedes to the college the right to require his or her withdrawal any time the college deems it necessary to safeguard its standards of scholarship, conduct, and compliance with regulations or for such other reasons as are deemed appropriate.

The dean and B.H.Sc. program director reserve the right to require the student's withdrawal at any time for the above-mentioned reasons.

Tuition and Fees
- tuition is $200 per credit hour
- $50 nonrefundable application fee
- the NSU student activity fee is waived for individuals enrolled in the B.H.Sc. program
- students are responsible for purchasing any required text books and/or classroom materials.
- $75 diploma-only fee
- a graduation fee and diploma of $225 will be incurred by those students who elect to participate in a formal on-campus graduation ceremony (not required)

Tuition waivers and discounts for NSU students, staff members, and faculty members will be in accordance with published policy and administered through the dean of the College of Allied Health and Nursing. Tuition, fees, and payment schedules are subject to change without notice.

Requirement for Graduation
To be eligible to receive the B.H.Sc. degree, students shall
- satisfactorily complete the program of 30 semester hours (minimum) of study in the B.H.Sc. major required for the degree (not including CLEP, proficiency examinations, or experiential learning credits)
- complete all general education, major, and elective requirements as specified by the program at time of admission, resulting in a minimum total of 120 semester hours
- attain a 2.0 cumulative grade point average.
- attain a 2.5 grade point average in the major area
- submit a degree application form before completing registration for the last semester
- fulfill all obligations to the library, student's program, and bursar's office
- receive recommendation by B.H.Sc. program director to the dean of the College of Allied Health and Nursing

Graduation with Honors
A student eligible for graduation with a cumulative grade point average of 3.8 or higher who has completed at least 54 credits at NSU is eligible to receive the degree with distinction.

Students who have earned fewer than 54 credits at NSU may petition for graduation with distinction if they have maintained at least a 3.8 GPA in all coursework accepted toward their degree program at NSU. Degree candidates must complete all of the requirements as specified above.

Nondegree-Seeking Students
A nondegree-seeking student is one that wishes to take a course(s) in the Bachelor of Health Science Program, but does not intend to pursue the B.H.Sc. degree at the time of application.

The nondegree-seeking student must meet one of the following admission requirements in order to take classes in the B.H.Sc. program:
- a minimum of an associate's degree or equivalent credit hours in a field of health, from a regionally accredited college or university
- a diploma or certificate of completion in a field of health care

Nondegree-seeking students must submit the following application materials:
- a completed application form along with a $50 nonrefundable application fee
- official college, certificate and/or diploma-based transcripts from all undergraduate and graduate institutions attended, sent directly from the institution
- one letter of evaluation from individuals other than relatives such as academic advisers, professors, clini-
cal or non-clinical supervisors, or community associates.

Due to the limited number of seats available in the program, preference for admission and registration priority will be given to degree-seeking students.

Nondegree-seeking students are limited to taking a maximum of nine semester hours of B.H.Sc. coursework. Enrollment in these courses does not guarantee acceptance into the B.H.Sc. degree program or any other Nova Southeastern University program.

If after taking classes in the B.H.Sc. program a nondegree-seeking student decides to pursue the B.H.Sc. degree, the student must resubmit an application to the program to be a degree-seeking student and must meet all the admission requirements for the B.H.Sc. degree program.

A nondegree-seeking student who decides to apply to be a degree-seeking student may request a transfer of credits taken as a nondegree-seeking student in accordance with the transfer policy of the B.H.Sc. program.

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

Curriculum Outline: Bachelor of Health Science Program
Curriculum subject to change at the discretion and direction of the program

Required General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>6</td>
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</tbody>
</table>

Subtotal: 45

Required Core B.H.Sc. Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS 3110 Health Care Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3120 Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3150 Principles of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3155 Conflict Resolution in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3160 Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4000 Cultural Competency in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4100 Academic and Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 21

B.H.Sc. Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS 3100 Current Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3101 History of the U.S. Health System</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3130 Research and Design for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3140 Health Care Practice</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3151 Health Services Management</td>
<td>3</td>
</tr>
<tr>
<td>BHS 3170 Health Care Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4005 Alternative Medicine in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4010 Health Promotion and Disease Prevention</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4110 Health Care and Aging</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4120 Technology in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4130 Internship*</td>
<td>3</td>
</tr>
<tr>
<td>BHS 4140 Independent Study*</td>
<td>3</td>
</tr>
</tbody>
</table>

* Student must receive departmental and adviser approval in order to be allowed to register for this course

Subtotal: variable based on number of semester hours accepted for transfer (minimum 9)

Open/Transfer Electives
(consists of transfer credits or additional B.H.Sc. elective coursework)

Subtotal: 45

Minimum Total Degree Semester Hours Required: 120
BHS 3100—Current Issues in Health Care
This course discusses current issues and concepts regarding health care to prepare the student with the essential vocabulary and thought processes to understand and evaluate the legal, political, and ethical challenges facing health care in the United States. (3 semester hours)

BHS 3101—History of the U.S. Health System
This course will examine the origins and ongoing development of the U.S. health system. Students will gain historical understanding of the origins and forces that have influenced change within the U.S. health care system. (3 semester hours)

BHS 3110—Health Care Ethics*
This course is designed to introduce ethical thinking and concepts regarding health care to prepare the student with the essential vocabulary and thought processes to understand, evaluate, and participate in ethical decision making. (3 semester hours)

BHS 3120—Introduction to Epidemiology*
The purpose of this course is to introduce the history and development of epidemiology in relation to public health and disease. Communicable, epidemic, endemic, and social disease will be discussed. (3 semester hours)

BHS 3130—Research and Design for Health Care
This course is designed as an introduction to critical analysis of research and medical literature as well as basic research methods. The course includes an introduction to descriptive and inferential statistics and research design. Statistical and research concepts and procedures are combined with an emphasis on practical health care applications. (3 semester hours)

BHS 3140—Health Care Practice
The purpose of this course is to study the legal implications of licensing, practice, and contractual employment. The importance of understanding rules of practice and standards of care are discussed. (3 semester hours)

BHS 3150—Principles of Leadership*
This course will provide an overview of numerous leadership theories to prepare the student for a leadership role in health care. The course will critically analyze the differences between leadership and management. (3 semester hours)

BHS 3151—Health Services Management
This course will provide an overview of health care and general management to prepare the student for a managerial role in health care administration. Course topics include human resource issues and policy, personnel planning, staffing, development, coaching, and training of employees. (3 semester hours)

BHS 3155—Conflict Resolution in Health Care*
The purpose of this course is to develop an understanding of the conflict and effective methods and strategies for reducing the incidence of workplace conflict including employee-employee conflict, supervisor-subordinate conflict, patient-patient conflict, and patient/client-provider conflict. (3 semester hours)

BHS 3160—Health Policy*
This course provides the student with a broad understanding of policy, how health care is organized and dispersed, and how the practitioner can better work in the system. Topics of discussion include cost control, long-term care, quality control, ethical issues, and insurance. (3 semester hours)

BHS 3170—Health Care Delivery Systems
This course is designed as an introduction to health care plans that are underwritten by the federal government as well as selected private HMOs. Topics will include Medicare, Medicaid, public health, Indian Health Service, Veterans Administration, military health systems, and managed care. An understanding of the social, political, and professional forces that shape the health care delivery system will be discussed. (3 semester hours)

BHS 3190—Patient Education in Health Care
Patient education is an integral part of health care in every setting, from patient treatment, to health and wellness promotion, to injury and illness prevention. The focus of this course is to explore the many issues that impact patient education, from both a health care professional and management perspective. Adult education theory, patient/practitioner interaction, communication barriers, strategies for success, Web-based patient education, documentation, federal laws and initiatives, and standards for patient education are some of the topics that will be examined. (3 semester hours)

BHS 4000—Cultural Competency in Health Care*
The purpose of this course is to develop competency and better understanding when confronted with issues related to culture, diversity, and ethnically based customs, rituals, alternative health care choices, folklore medicine, cultural structure and viewpoints, and the practitioner's delivery of health care. (3 semester hours)

BHS 4005—Alternative Medicine in Health Care
This course examines and analyzes alternative and complementary medicine and their impact on the health care industry. The approach to the subject is to present selected alternative and complementary medicine fields in an informative, non-judgmental format. Example topics include acupuncture, chiropractic, herbal medicine, homeopathy, massage, and naturopathic medicine. (3 semester hours)

BHS 4010—Health Promotion and Disease Prevention
This course develops the knowledge and skills needed to work with communities to improve health status of the community. Major topics will include health promotion and disease prevention. Special emphasis will be placed on the “Healthy People 2010” initiatives. (3 semester hours)
BHS 4100—Academic and Professional Writing*
The purpose of this course is to introduce students to the format, content, and thought processes for successful academic and professional writing through use of the NSU B.H.Sc. form and style manual as well as introduction to APA and AMA manuals. An overview of proper sentence and paragraph structure, grammar, punctuation usage, formatting, and bibliographic referencing will be discussed. (3 semester hours)

BHS 4110—Health Care and Aging
This course examines the psychosocial and cultural variations associated with maturing and aging. Topics covered will be an overview of life choices, living wills, and treatment as well as cultural implications of senior care. (3 semester hours)

BHS 4120—Technology in Health Care
The purpose of this course is to examine the role of technology in health care. Biomedical science as well as advances in health care computerized instrumentation and information retrieval systems will be discussed. (3 semester hours)

BHS 4130—Internship
The student will complete 40 hours of internship in an area of interest within a health care organization. The final project of this internship will be to produce a SWOT analysis of the unit or health care organization. Student must receive departmental and adviser approval in order to be allowed to register for this course. (3 semester hours)

BHS 4140—Independent Study
Students select an area of study in cooperation with the course adviser and/or program director. The project may include such items as work-related studies, conference attendance, grant proposals and/or planning documents. A comprehensive paper will be developed and delivered according to the NSU B.H.Sc. form and style manual. Students must receive departmental and adviser approval in order to be allowed to register for this course. (3 semester hours)

BHS 4150—Science of Sound
This course is designed to introduce students to acoustics. Students will study production of sound waves in general, and more specifically the production of sound waves during speech. Students will also study the characteristics of sound waves, how sound waves are propagated through a medium, and the perception of sound. (3 semester hours)

Doctor of Health Science Program
In an effort to serve the health care professions, the Doctor of Health Science Program (D.H.Sc.) at Nova Southeastern University (NSU) was designed for masters prepared health professionals to provide advanced knowledge in conducting research, advanced clinical training and scholarship needed to expand career mobility and professional advancement. The D.H.Sc. program is designed to be completed in a distance-learning format.

The online Doctor in Health Science Program is offered via NSU College of Allied Health's state-of-the-art, Web-based distance learning technology that allows health care professionals to remain in their current location and employment. The D.H.Sc. program is designed so that the student can complete most of their course work online, conveniently from their own home or office, without compromising career or other obligations. Two, one-week, on campus seminars are required and are offered during the summer semester.

The D.H.Sc. equips the physician assistant, health educator, and on other health professionals with in-depth knowledge of current issues in health care. The student gains the knowledge necessary to identify and understand the changing health care environment and the impact these changes have on clinical practice, education, administration and research.

Admissions Requirements
Prospective D.H.Sc. students are selected by the Committee on Admissions that considers the overall qualities of the applicant. Areas of consideration include application content, academic record, prior health care experience, letters of evaluation, and personal motivation. In special circumstances, a personal interview with members of the committee may be required (phone interview may be substituted). All interview expenses are the responsibility of the applicant.

1. Prior to matriculation, applicants must have completed a master's degree from a regionally accredited college or university.

2. Applicants with a cumulative master's degree GPA below a 3.0 on a 4.0 scale are required to submit official scores from the Graduate Record Examination (GRE) general test to the Office of Admissions. Our school code is 5522. GRE scores may be obtained by contacting Graduate Record Examination directly at www.gre.org or by telephone (609) 921-9000.

3. Prior health care related experience is required and is considered for admission. Applicants must submit verifiable information regarding this experience in order to be considered for admission to the program.

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

Computer Requirements
All students are required to have a computer with the following recommended minimum specifications:

- Pentium; 700 MHz minimum processor
3. Official transcripts sent directly from institutions are required to submit official transcripts sent directly from institutions attended undergraduate, professional, and graduate education, work, and life experiences who have demonstrated health care professionals with diverse graduate education, work, and life experiences who have demonstrated capacity to pursue a rigorous course of doctoral study and increasingly responsible positions in health care.

Application Procedures
Applicants for admission must submit or be responsible for submitting the following for evaluations:

1. A completed application form along with a $50 nonrefundable application fee
2. Two letters of evaluation from a supervising physician (clinical) or manager (nonclinical). This form is supplied in the application package.
3. Official transcripts sent directly from all previously attended undergraduate, professional, and graduate institutions to Nova Southeastern University Enrollment Processing Services (EPS) College of Allied Health and Nursing Doctor of Health Science Office of Admissions 3301 College Avenue P.O. Box 299000 Fort Lauderdale, Florida 33329-9905.
4. If applicant attended or is a graduate of a foreign institution(s), all coursework from the foreign institution(s) must be evaluated for U.S. institutional equivalence. The official evaluation must be sent directly from the evaluation service. You should contact one of the following for evaluations:
   - World Education Services P.O. Box 745 Old Chelsea Station New York, New York 10113-0745 (212) 966-6311 www.wes.org
   - Josef Silny & Associates P.O. Box 248233 Coral Gables, Florida 33124 (305) 273-1616 (305) 273-1338 fax www.jsilny.com info@jsilny.com
   - Educational Credential Evaluators P.O. Box 514070 Milwaukee, Wisconsin 53203-3470 (414) 289-3400 www.ece.org
5. Applicants with a cumulative master's degree G.P.A. below a 3.0 on a 4.0 scale are required to submit official scores from the Graduate Record Examination (GRE) general test to the Office of Admissions. Our school code is 5522. GRE scores may be obtained by contacting Graduate Record Examination directly at www.gre.org or by telephone (609) 921-9000.
6. A complete resume or CV
7. Copy of national and professional certifications or licenses by recognized certifying body (if applicable)
8. The D.H.Sc. Office of Admissions works on a rolling admissions basis. Applications are accepted year-round. To ensure that your application receives prompt consideration, you should apply early. All final documentation must be received by the Office of Admissions no later than one month prior to intended registration date.
9. The D.H.Sc. Committee on Admissions will consider an application until all required fees, credentials, transcripts, and test scores have been received by the Office of Admissions...

Tuition and Fees
Anticipated tuition for the 2004-2005 D.H.Sc. program (subject to change by the board of trustees without notice) is $400 per credit hour. Additional expenses and fees may be incurred. Examples include, but are not limited to, travel to and from campus, graduation fees, books, etc.

Required Course of Study
The generalist curriculum is a 60 total credit-hour doctoral program, while the conflict resolution track is 64.

Full Course Roster
Generalist Program
- DHS 8000—Health Care for Diverse Populations
- DHS 8010—Statistics and Research Methods
- DHS 8030—Community Health Promotion and Disease Prevention
- DHS 8040—Health Care Ethics
- DHS 8050—National Health Care
- DHS 8070—Special Populations in Health Care
- DHS 8080—Conflict Resolution in Health Care (on-campus institute)
- DHS 8090—Health Policy, Planning and Management
- DHS 8100—Alternative and Complimentary Medicine (elective)
- DHS 8110—Community Environmental and Occupational Health
- DHS 8120—Doctoral Analysis (capstone project)
- CRHS 6130—Internship
- CRHS 6160—Practicum
- DHS 8130—Internship (continuing services)
- DHS 8160—Practicum (continuing services)
- DHS 8170—Leadership in Health Care (on-campus institute)
Doctor of Health Science Course Descriptions

DHS 8190—Health Care Education
This course explores the various theories and applications of adult education in the practice of training, professional education, and postprofessional education of medical personnel. Critical analysis of the different methods of teaching and training health care professionals is accomplished through discussion, research, investigation, journal development, and assignments. The capstone of the course will be to develop a 10-page paper on a specific method of educating health care professionals. Chat sessions and discussion boards are a required portion of this course. (4 semester hours)

DHS 8000—Health Care for Diverse Populations
This course includes a discussion and analysis of the impact of ethnic and cultural issues on health care delivery systems. An in-depth analysis of the barriers faced by health care providers when presented with a diverse ethnic population is presented. Critical analysis of the different cultural perceptions of disease and treatment is given, and the need for developing a cultural sensitivity is explored. The student is expected to gain knowledge of cultural differences and the need to respect the background of the patient when formulating treatment plans. The student will be required to research a chosen topic on a diverse population and develop a paper regarding their impact on the health care system. (4 semester hours)

DHS 8010—Statistics and Research Methods
This course allows the student to develop an understanding through critical analysis of the basic research methods used in health care. Students will be taught to critically analyze medical information and perform effective literature reviews. Students will select a health care topic and perform a review of the literature that is at least 10 pages and includes a minimum of 20 references from books and journals using the NSU electronic library. (4 semester hours)

DHS 8030—Community Health Promotion and Disease Prevention
This course develops the knowledge and skills needed to work with communities to improve health status of the population. Major topics will include health promotion and disease prevention. Special emphasis will be placed on the Healthy People 2010 initiatives. Students will be required to complete a paper of at least 20 pages based on an intervention strategy from Healthy People 2010. The paper will include an introduction, review of the literature, discussion, and conclusion in chapter form. (4 semester hours)

DHS 8040—Health Care Ethics
This course is an in-depth study of the concepts of health care ethics. The course of study analyzes the differences between ethics and law and discusses the three ethical theories. There is a critical discussion and analysis of the ethical dilemmas faced by health care personnel in such areas as cloning, organ transplantation, and the implications of the "human genome project."
The impact of technological advances on ethical issues will be studied for their implications for future health care practitioners. The student will be required to choose an ethical issue in health care and prepare a written paper on that subject. (4 semester hours)

DHS 8050—National Health Care
This course is an advanced analysis of health care plans that are underwritten by the federal government. Topics will include Medicare, Medicaid, public health, Indian Health Services, Veteran’s Administration, and military health care systems, including CHAMPUS, and the conversion of these health care plans to managed care. These systems will be contrasted with private HMOs and insurance plans. The student will write a paper comparing and contrasting these plans that will be a minimum of 12 pages. The paper should conclude with the pros and cons of a national health insurance plan and presentation should include discussion of the national health plans of other countries. Students will be expected to present their own argument for or against national health care and an implementation plan. (4 semester hours)

DHS 8060—Health Nutrition
The focus of this course is on the increasing significance of nutrition in achieving and maintaining optimal health and well-being. Special attention will be given to women, children, and the elderly populations. Added emphasis will be placed on the growing epidemic of obesity in general populations and the ramifications for health care and the health care delivery systems. An in-depth analysis of the nutritional recommendations of the Healthy People 2010 initiative will be explored through a positional paper prepared by the student. (4 semester hours elective)

DHS 8070—Special Populations in Health Care
This course provides an analysis of special populations that present to the community and the health care market. Major topics will include rural, migrant, inner city, and minority populations. Emphasis will be placed on a critical analysis of the impact of socio-economic factors that are included in social epidemiology, and the impact on the individual’s health and well-being and in their ability to access the health care system. The student will be required to prepare a paper on a special population and the barriers presented to that population in accessing the health care system. (4 semester hours)

DHS 8080—Conflict Resolution in Health Care
This course examines and analyzes the nature and dynamics of human conflict within civil societies. Emphasis is placed on conflicts within and among governments and public-sector agencies and between the health provider, patients, and medical institutions. Students will be expected to take an active role in the course and develop their own strategies for dealing with conflict. A paper will be required that details and analyzes a conflict situation in the student’s work or other environment and how the conflict was resolved. (4 semester hours—one week on campus institute)

DHS 8090—Health Policy, Planning, and Management
This course critically examines the dynamics of health care in the United States. The student is expected to analyze the health care industry and contrast non-profit and for-profit health care delivery systems. An exploration of the ramifications of health care reform and the impact on institutions and individuals will be undertaken. The concepts of cost containment and long-term care will be analyzed. The student will be expected to write a paper on health care reform and managed care that is at least 10 pages in length and provides an informed opinion on future directions of health care reform. The paper should address new directions managed care may take and what the future of health care reform may be. (4 semester hours)

DHS 8100—Alternative and Complimentary Medicine
This course examines and analyzes alternative and complimentary medicine and their impact on the health care industry. The approach to the subject is to present selected alternative and complimentary medicine fields in an informative, nonjudgmental format. Students will be allowed to choose either an alternative or complimentary medicine field and complete a paper of at least 15 pages that is presented as a patient or community education tool. Special emphasis will be placed on the educational value of the project, rather than a pro/con stance. (4 semester hours)

DHS 8110—Community Environmental and Occupational Health
Issues such as air and water quality and waste management will be examined. OSHA will be examined and analyzed for its impact on health and health care. Trends in environmental and occupational health legislation will be examined for their impact potential. Students will participate by contacting one of their senators or a House of Representatives member for an environmental statement, and then write a critical analysis. (4 semester hours)

DHS 8130—Internship
The student will perform an internship at a community health care institution, clinic, etc., that is approved by the D.H.Sc. faculty. The student should spend a minimum of 80 clock hours in the health promotion or similar department. Health promotion activities should be critically analyzed. The student will complete a 20-page paper describing the institution, defining the population served, analyzing the reimbursement options accepted, and detailing the health promotion activities observed. A critical evaluation should be made that details strengths, weaknesses, opportunities, and threats to the institution. Recommendations for improvement should be made, if needed. (5 semester hours)

DHS 8140—Practicum
The practicum is a written project that is developmental in nature. The D.H.Sc. faculty advisers must approve the practicum topic. The practicum must be preceded by a proposal that contains the project idea and a preliminary literature review. The student will be required to choose a health promotion topic, perform a literature review, and create a product that is a health promotion program that can be used for community education. An implementation and evaluation plan must be included in the final product. (5 semester hours)
DHS 8150—Internship
This course is a continuation of the DHS 8130 Internship. It is used when the student is in need of additional time to satisfy the requirements for an incomplete internship. (continuing services; 0 semester hours)

DHS 8160—Practicum
This course is a continuation of the DHS 8140 Practicum. It is used when the student is in need of additional time to satisfy the requirements for an incomplete practicum. (continuing services; 0 semester hours)

DHS 8170—Leadership in Health Care (1 week on-campus institute)
This course explores the various methods of leadership and management, both in and out of health care, and their impact on productivity, profitability, and employee satisfaction. Critical analysis of the different types of leadership and management theories is given and the need for developing a leadership plan is explored. The student is expected to gain knowledge of the various types of leaders and systems and will be required to research and develop a paper on a specific leadership theory. (4 semester hours)

DHS 8180—Medical Writing
This course examines in practical terms the elements required for the successful publication of a journal article or clinical case review. Methods of document preparation, proper word and punctuation use, and the requirements for authors of biomedical journal articles will be discussed. All students are required to develop a quality paper that meets the standards required for publication in a peer-reviewed professional or biomedical journal. (4 semester hours)

DHS 8200/8250—Independent Study
This course is a self-directed, faculty-supervised experience for the student. The student will be required to develop a proposal regarding the topic of study, a learning contract with a minimum of six specific objectives, and a plan of action to include methods of obtaining the information and the materials produced to demonstrate an in depth understanding of the subject areas listed in the objectives. A faculty member will be assigned to the student for the supervised study and will follow the approved learning contract for successful completion of the course. The purpose of this course is to allow the student to explore an area of interest in the field of health care of health sciences. The secondary benefit of the course is to allow the student, with the assistance of the faculty members, to develop a doctoral level course of study. (4 semester hours)

CRHS 5000—Foundations and Development of Conflict Resolution
This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. (3 semester hours)

CRHS 5040—Human Factors
This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict and includes the influence of gender and culture. This course is pragmatic as well as theoretical and presents communication and conflict resolution models in a practice-based approach. (3 semester hours)

CRHS 5140—Negotiation Theory and Practice
This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions. Prerequisites: CRHS 5000 and CRHS 5040 (3 semester hours)

CRHS 6130—Internship in Conflict Resolution
This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations using knowledge from previous coursework. Prerequisites: CRHS 5000 and CRHS 5040 (3 semester hours)

CRHS 6160—Practicum in Conflict Resolution
Continuation of CRHS 6130. Prerequisite: CRHS 6130 (3 semester hours)

CRHS 6170—Violence Prevention and Intervention
This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level. Prerequisites: CRHS 5000 and CRHS 5040 (3 semester hours)

CRHS 7010—Philosophical and Social Issues
A review of philosophical and social contexts and issues relevant to the understanding and practice of conflict resolution. The nature of peace, conflict, war, social justice, neutrality, third-party involvement, ethnicity, gender, and power is discussed. Corequisites or Prerequisites: CRHS 5000 and CRHS 5040 (3 semester hours)

CRHS 7020—Systems Design: History and Contemporary Practice
An examination of concepts of dispute resolution systems design. Includes the influence of organizational culture and prevailing social and cultural norms on the design and implementation of dispute resolution systems. Explores dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms. Prerequisites: CRHS 5000 and CRHS 5040 (3 semester hours)

CARD 7040—Theories of Conflict and Conflict Resolution I
This course examines macro and micro theories from social science disciplines about the nature of conflict and various approaches to conflict resolution. Corequisites or Prerequisites: CRHS 5000 and CRHS 5040 (3 semester hours)
CARD 7040—Theories of Conflict and Conflict Resolution
Continuation of CARD 7040. 
Prerequisite: CRHS 7040 (3 semester hours)

DHS 8120—Doctoral Objective Analysis
(final paper for doctoral program)
In this faculty-supervised project and the capstone of the program, the student will develop a paper using the objectives from the core courses and one elective as guidelines and references to form the basis of the paper. This will require research into teaching and learning methods as well as online and in-class comparisons. The outcome or final product will be an in-depth analysis of the information presented and the knowledge gained during the doctoral program. This paper will also include methods for improving the program of study in the D.H.Sc. and detailed methods to be used to deliver the proposed changes. (2 semester hours)

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

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

The M.M.S. didactic curriculum provides education in a variety of clinical and nonclinical 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.

The M.M.S. program is primarily designed for working non-physician clinicians and allied health professionals who have graduated from an accredited entry-level allied health program. However, students who are currently enrolled and in good standing, but have not yet graduated from an entry-level allied health program, may submit an application to the M.M.S. program. If accepted, enrollment in didactic classes is permitted. However, the student must graduate from their entry-level allied health program and find employment in that profession prior to being able to enroll in the M.M.S. clinical courses.

Students enrolled in the clinical segment of the M.M.S. program must have successfully graduated from an entry-level professional program. The clinical component of the M.M.S. may be conducted at physician offices, hospitals, private institutions, or locations approved by M.M.S. program administration. The clinical preceptor shall be approved by the M.M.S. program based on the academic training, demonstrated scholarship, teaching experience, and clinical expertise. In most cases, the clinical preceptor will be the student’s employing physician or supervisor.

Admission Requirements
The Master of Medical Science Program 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.

In order to be considered for admission, applicants must submit the following prior to matriculation:
1. official transcripts of all coursework attempted at all colleges and universities must be forwarded by institutions attended to the Office of Admissions, Master of Medical Science Program. It is the responsibility of the applicant to ensure that arrangements are made for these transcripts to be sent.
2. completion of a bachelor's degree from a regionally accredited allied health program with a minimum cumulative grade point average of 2.5 or higher on a 4.0 point scale.

3. copies of national professional certification or licensure (if applicable)

4. copies of current state license, registration, or certification (if applicable)

5. a letter of evaluation from a supervising physician or supervisor. This form is supplied with the application package. Additional letters of recommendation are encouraged.

6. all students will be required to have a computer with the following minimum specifications recommended:

**Computer Requirements**
- Pentium, 400MHz minimum processor
- 64 MB RAM
- video capable of 800 X 600 display or better
- CD-ROM capability
- full duplex card and sound speakers
- 56.6 baud modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet.
- Windows 95, 98, 2000, ME, XP, or NT
- Office 97 with PowerPoint, Word, and Excel minimum
- surge suppressor electrical outlet
- suggested option: zip drive

**Admissions Interview**
A personal interview with the Committee on Admissions may be required in some cases. (A 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 and Nursing. The college reserves the right, and the student, by his or her act of matriculation, concedes to the college the right to require his or her withdrawal any time the college deems it necessary to safeguard its standards of scholarship, conduct, and compliance with regulations or for such other reasons as are deemed appropriate. The dean of the College of Allied Health and Nursing and the 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 Degree Option

**Admissions Criteria**
Many professionals graduating from programs awarding certificates and associate degrees have demonstrated greater educational accomplishments than their degrees represent. Southern Association of College and Schools' (SACS) standards allow for admission to graduate programs, such as the Nova Southeastern University M.M.S. Program, without a bachelor's degree if the student has adequate educational preparation to complete the graduate program. We believe that clinical professional education and postgraduate medical education can satisfy this requirement in many cases. A person's professional education and knowledge may be applied toward demonstrating his or her ability to complete the program. The admissions committee of the M.M.S. program will evaluate all applicants individually and on their own merit to determine their preparation for the program. Demonstrating adequate educational preparation to complete the program is the responsibility of the applicant and is approved by the program admissions process. In order for a candidate to be considered competitive, it is required that they have attained a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 point scale.

The following is the procedure for admission under the no bachelor's degree option:

1. Complete the standard M.M.S. application and send it to the M.M.S. Admissions Office for processing.

2. Compile a portfolio demonstrating your educational and professional accomplishments. (The portfolio is mandatory to be considered for this option.) Provide as much information as necessary to show professional and educational history. Do not exceed one, three-inch ring binder. A portfolio must minimally include:
   - evidence of all completed college, university and professional coursework
   - copies of certificates and diplomas
   - professional work history including either a resume or curriculum vitae
   - letters of recommendation specifically attesting to the capacity to complete graduate education
   - program brochures, catalog pages, and description as necessary to show evidence of educational or professional experience
   - copies of relevant certificates of continuing medical education (C.M.E.) programs and courses

3. Write a cover letter addressed to the M.M.S. program director petitioning for admission under the no bachelor's degree option and submit with portfolio to
   Nova Southeastern University
   Enrollment Processing
   Services (EPS)
   College of Allied Health and Nursing
   Master of Medical Science
   Program Admissions
   3301 College Avenue
   P.O. Box 299000
   Fort Lauderdale, Florida 33329-9905.

Note: Some certifying bodies (such as NCCPA) maintain hard copies of continuing education logging forms. We will accept logging forms in lieu of actual certificates. We would, however, like to see copies of certificates for work completed since the individual's last logging period completion date. Application transcripts sent to the Office of Admissions with the application must be official and originals. Copies are acceptable for the portfolio only.

**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. Tuition waivers and discounts for NSU students, staff members, and faculty members will be in accordance with published policy and administered through the dean of the College of Allied Health and Nursing.

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 may be submitted year round. 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 nonrefundable application fee
- official transcripts of all coursework attempted at all colleges and universities must be forwarded, by institutions attended, to the Office of Admissions, 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 official 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.
- official copies of all professional certifications, registrations, licenses, or relevant credentialing materials
- complete CV or resume

If the applicant does not have a bachelor's degree, a portfolio must be submitted to the M.M.S. 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 Coursework
Undergraduate coursework taken at a foreign institution must be evaluated for U.S. institution equivalence. Foreign coursework must be evaluated by one of the services listed below. Contact one of the following:

- World Education Services
  P.O. Box 745
  Old Chelsea Station
  New York, New York 10113-0745
  (212) 966-6311
  www.wes.org
- Josef Silny & Associates
  P.O. Box 248233
  Coral Gables, Florida 33124
  (305) 273-1616
  (305) 273-1338 fax
  www.jsilny.com
  info@jsilny.com
- Educational Credential Evaluators
  P.O. Box 514070
  Milwaukee, Wisconsin 53203-3470
  (414) 289-3400
  www.ece.org

Once accepted, a start date will be assigned to 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.

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 grade point average (GPA) of 80 or higher
- successfully complete the M.M.S. internship and practicum
- receive a recommendation by the M.M.S. program director to the dean of the College of Allied Health and Nursing

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 three credits each, two clinical courses of six credits each, and one professional project valued at six 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 six 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 and Nursing. 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
The curriculum involves completion of 36 credit hours that must be completed in each of the two categories of courses (didactic and clinical). There is some flexibility in curriculum design to accommodate the students’ overall interest, employment, and educational goals. Educational counseling and advisement is always available to assist in the planning and registration process.

Didactic Component Courses

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Lecture</th>
<th>Laboratory</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 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>
</tbody>
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### Master of Medical Science Course Descriptions

Note: Listed at the end of each entry are lecture hours, laboratory hours, and semester hours.

#### Didactic Core Component Courses

**MMS 5205—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. (45-0-3)

**MMS 5501—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. (45-0-3)

**MMS 5510—Research Methods**

This course is designed to enable participants to develop skills in reading and critically evaluating published research 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. (45-0-3)

**MMS 5211—Contemporary Issues in Nutrition**

The course 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 health care professionals are asked to perform. (45-0-3)

**MMS 5213—Stress Management: Concepts and Practice**

Covers a variety of general concepts and contemporary discussions in the area of stress and stress management for the health care professional. Attention is paid to research, assessment, interventions, the environment, and other related issues in this increasingly important area of health care. (45-0-3)

**MMS 5506—Principles of Advanced Life Support 1**

The student will examine the ethical issues that confront health care providers 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, and the allocation of scarce resources. (45-0-3)

#### Elective Courses

**MMS 5610 (45-0-3)—Computer Applications in Health Care**

The computer and associated technology and software are fast becoming key tools in the delivery of medical care. The future of medicine will hold great value in professionals that can use and master the technology for the good of the practice and the patient. This course will expose the student to general concepts of computer operation and allow the student to explore a wide variety of technologies in medicine. (45-0-3)

**MMS 5208—Medical Grand Rounds**

Discussion and review of current topics in the grand round forum of traditional medical teaching facilities and institutions. (45-0-3)

**MMS 5220—Advances in Evidence Based Practice**

This course provides the opportunity for students to explore a special topic of interest under the direction of a faculty member. Arrangements are made directly with the appropriate faculty member and the program director. (45-0-3)

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**College of Allied Health and Nursing—Master of Medical Science Program**

<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>MMS 5521</td>
<td>Ethical Issues in Health Care</td>
<td>45</td>
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<td>3</td>
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<td>MMS 5610</td>
<td>Computer Applications in Health Care</td>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5208</td>
<td>Medical Grand Rounds</td>
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<tr>
<td>MMS 5211</td>
<td>Contemporary Issues in Nutrition</td>
<td>45</td>
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<td>3</td>
</tr>
<tr>
<td>MMS 5213</td>
<td>Stress Management: Concepts and Practice</td>
<td>45</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MMS 5103</td>
<td>Principles of Advanced Life Support 1</td>
<td>45</td>
<td>0</td>
<td>3</td>
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<tr>
<td>MMS 5400</td>
<td>Directed Studies in Medical Science</td>
<td>45</td>
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<td>3</td>
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<tr>
<td>MMS 5106</td>
<td>Advanced Clinical 1</td>
<td>20</td>
<td>240</td>
<td>6</td>
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<tr>
<td>MMS 5206</td>
<td>Advanced Clinical 2 (Continuation of 5106)</td>
<td>20</td>
<td>240</td>
<td>6</td>
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<tr>
<td>MMS 5306</td>
<td>Graduate Project</td>
<td>20</td>
<td>240</td>
<td>6</td>
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258 College of Allied Health and Nursing—Master of Medical Science Program
Topic exploration is governed by the needs of the program and the educational goals of the student. Possible topics involve clinical and nonclinical aspects of the practice of medicine in the United States. (45-0-3)

**Required Clinical Components**

**MMS 5106—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 adviser will cooperatively define 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 M.M.S. degree. (20-240-6)

**MMS 5206—Advanced Clinical 2**
Based on a foundation established through successful completion of Advanced Clinicals Segment 1, 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 adviser will cooperatively define specific learning objectives. May be taken consecutively with MMS 5106—Advanced Clinical 1. (20-240-6)

**MMS 5306—Graduate Project**
Includes individual programs of clinical observation, practice, and/or research. Students work under the direction of a supervisor and faculty advisers 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. (20-240-6)

**Department of Nursing**
The Department of Nursing offers a R.N. to B.S.N. Nursing Program in which the registered nurse with an associate's degree or diploma can obtain a baccalaureate degree in nursing. The focus of the program is to develop a nursing professional who will be knowledgeable and comfortable in assuming a leadership role in the complex health care environment. The curriculum focuses on current health care issues and delivery, contemporary trends, legal issues, and the concepts and skills necessary to assume a leadership role in health care organizations.

**Department Mission Statement**
The mission of the Nova Southeastern University School of Nursing is to educate the health care leaders of tomorrow through the provision of quality and innovative teaching and learning environments. This mission is fostered within an interdisciplinary Health Professions Division promoting an atmosphere of respect within which students may evolve as broadly educated, responsible, and accountable professionals dedicated to the principles of lifelong learning.

**R.N. to B.S.N. Program Outcomes**
- Assume individual responsibility and accountability in the role of the professional nurse as provider of care, manager of care, and member of the profession.
- Synthesize knowledge from nursing and other disciplines to develop primary, secondary, and tertiary interventions for culturally diverse individuals, families, groups, and communities in a variety of settings.
- Evaluate nursing research in planning evidence-based nursing care.
- Use nursing theory and theory from other disciplines as a basis for understanding self and others.
- Enhance professional nursing practice in the roles of advocate, provider, teacher, manager, researcher, and leader.
- Facilitate health care delivery to clients of diverse cultures using effective communication, negotiation, problem solving and collaboration with members of the interdisciplinary health care team.
- Evaluate the professional nurse role related to current socioeconomic, political, legal, and ethical issues impacting the current health care environment.

**Course of Study**
Nursing courses are offered one evening a week using a combination of classroom and Web-enhanced instructional strategies. General education courses are offered in a variety of formats including day, evening, and online. All nursing courses are offered in eight-week blocks. Students may complete the program in as little as four semesters.

**Accreditation**
The Nova Southeastern University Department of Nursing will have their initial accreditation visit in spring 2004.

**Admission Requirements**
The bachelor of science in nursing program accepts licensed registered nurses with an associate of arts, associate of
The Nurse as a Theoretical Science.

The Business of Studies in as little as four semesters.

credit for prior nursing and general academic evaluation, and written application.

Prior to matriculation, applicants must complete an associate's degree in nursing or receive a diploma from a hospital-based program.

Students must have a cumulative grade point average of 2.5 or higher on a four-point scale.

Applicants must have a current/active R.N. license.

Application Procedure
1. a completed application form along with a $50 nonrefundable application fee
2. two letters of evaluation from individuals other than relatives—one from an academic instructor, professor, or supervisor, and one from a community associate
3. official college and/or diploma-based transcripts from all undergraduate and graduate institutions attended, sent directly from the institution
4. coursework taken at a foreign institution must be evaluated for U.S. institutional equivalence by one of the following services
   • World Education Services
     P.O. Box 745
     Old Chelsea Station
     New York, New York 10113-0745
   • Josef Silny & Associates
     P.O. Box 248233
     Coral Gables, Florida 33124
     (305) 273-1616
     (305) 273-1338 fax
     www.jsilny.com
     info@jsilny.com
   • Educational Credential Evaluators
     P.O. Box 514070
     Milwaukee, Wisconsin 53203-3470
     (414) 289-3400
     www.ece.org
   • American Association of Collegiate Registrars and Admissions Officers
     www.aacrao.org
   • National Association of Credential Evaluation Services
     www.nace.org
   • International Educational Credential Evaluators
     www.wes.org

Tuition and Fees
Tuition is $445 per semester hour. A variety of nursing student grants are available including hospital sponsorship opportunities. In addition to tuition, students are responsible for purchasing a white lab coat and physical assessment equipment kit.

Transfer of Credits
Nursing credits from other accredited nursing programs are evaluated on an individual basis.

Graduation Requirements
Degrees are awarded when the faculty believes the student has attained sufficient maturity of thought and proficiency and has maintained a high standard of professionalism. Students are not awarded their degree upon the completion of any prescribed number of courses or passing a prescribed number of examinations. If a student fails to graduate, he or she does not fail in any one subject but is judged by the faculty to be unqualified for the practice of the health profession as a whole.

In order to be eligible for a degree from the Nursing Program students shall
• successfully complete all academic courses and requirements for the degree
• have satisfactorily completed the program of study required for the degree with a minimum cumulative grade point average of 2.5
• have satisfactorily discharged all financial and library obligations
• attend in person the rehearsal and commencement program at which time the degree is conferred

In addition to the above minimum requirements, the Nursing Program has specific graduation requirements.

• satisfactorily complete the program of study required for the degree with a minimum cumulative grade of 75 percent
• successfully complete all didactic and practicum work
• receive a recommendation by the Nursing Program directors to the vice-chancellor of the Health Professions Division

Nursing Requirements
• Nursing Portfolio (45 semester hours awarded per R.N. license)
• NUR 3010—The Nurse as a Professional (three credits)
• NUR 3020—Theoretical Foundations of Nursing Practice (three credits)
• NUR 3030—Health Assessment (two credits)
• NUR 3031—Pathophysiology (three credits)
• NUR 3040—Legal Issues in Health Care (one credit)
• NUR 3050—Applied Nursing Research (three credits) Requires Statistics
• NUR 3051—Pathophysiology (three credits)
• NUR 3052—Community-Based Nursing Practice (three credits)
• NUR 3053—Community-Based Nursing Practice (three credits)
• NUR 3054—Community-Based Nursing Practice (three credits)

Curriculum
General Education Requirements
• communication (nine semester hours)
• mathematics (six semester hours) MAT 3020—Applied Statistics or equivalent
• humanities (15 semester hours) PHIL 3180—Biomedical Ethics or equivalent

• social/behavioral science (15 semester hours) PSYC 2350—Life-Span Human Development or equivalent
• natural/physical science (six semester hours awarded per R.N. license)

College of Allied Health and Nursing—Department of Nursing
Nursing Course Descriptions

NUR 3010—The Nurse as a Professional
This course emphasizes the physiological variable and incorporates the psychological, sociocultural, spiritual, and developmental variables included in the Neuman’s Systems Model. The student will integrate and apply pathophysiological concepts to client care in the development of primary, secondary, and tertiary interventions to attain, maintain, and retain the health state. The focus will be on maintaining lines of defense and stressors that penetrate the lines of resistance that cause instability in the client system. (2 credits)

NUR 3031—Pathophysiology
This course emphasizes the physiological variable and incorporates the psychological, sociocultural, spiritual, and developmental variables included in the Neuman’s Systems Model. The student will integrate and apply pathophysiological concepts to client care in the development of primary, secondary, and tertiary interventions to attain, maintain, and retain the health state. The focus will be on maintaining lines of defense and stressors that penetrate the lines of resistance that cause instability in the client system. (3 credits)

NUR 3032—Theoretical Foundations of Professional Nursing Practice
This course focuses on the acquisition, evaluation, utilization, and interpretation of information designed to link Neuman’s Systems Model as a foundation for nursing practice. Selected behavioral, social, and physical science theories impacting nursing practice will be explored as a basis for understanding self and others as individuals, families, groups, and communities. (3 credits)

NUR 3030A—Health Assessment
This course builds on previous learned health assessment skills emphasizing data collection among the five variables of Neuman’s Systems Model. Students will be expected to utilize assessment skills in identifying pertinent data as it relates to physiological, psychological, sociocultural, spiritual, and developmental variables. Students will use this data to identify stressors and develop appropriate primary, secondary, and tertiary nursing preventions/interventions to attain, maintain, or retain lines of defense. (2 credits)

NUR 4010—Contemporary Nursing Trends
The course examines socioeconomic, political, legal, and ethical issues confronting nurses as a member of the interdisciplinary health care team. The student will identify issues affecting culturally diverse individuals, families, groups, and communities in a variety of community based settings. The student will evaluate the impact of the nurse in the health care system, legal and ethical responsibilities, and as a change agent within the political milieu. (1 credit)

NUR 4020—The Nurse as Leader and Manager
This theory based nursing course is designed to assist the nursing student focus on basic concepts that relate to leadership, management, and working with individuals, families, groups, and communities in providing nursing care. Using Neuman’s Systems Model students will view the collective staff as a client system and assess the extrapersonal, interpersonal, and intrapersonal stressors that may impact the functioning of the nursing unit. (4 credits)

NUR 4030—The Business of Health Care
This course explores the regulatory, economic, and financial responsibilities of the nurse manager in the utilization of human and material resources within a variety of health care environments. The student will develop the knowledge and skills to effectively manage a nursing unit. (4 credits)

NUR 4040—Concepts of Community-Based Nursing Practice
This course provides the foundation for developing and using Neuman’s System Model in planning and implementing primary, secondary, and tertiary levels of prevention for individuals, families, and communities. Students will study stressors and adaptations of at-risk aggregates. Students will also learn to facilitate health care delivery to aggregates and communities of diverse cultures utilizing effective communication, negotiation, problem solving skills, and collaboration with the interdisciplinary health care team and members of the community. Students will examine the economic, sociocultural, and ethical influences on community based nursing practice. This course will include both a clinical and didactic component. (4 credits)

NUR 4050—Community-Based Nursing Practicum
The course continues the process of conceptualizing individuals, families, groups, and communities within their environment. Students will demonstrate an ability to evaluate health within primary, secondary, and tertiary levels of prevention utilizing the Neuman’s System Model and principles of nursing practice. (3 credits)
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

Lori B. Dribin, B.A., Ph.D.
Assistant Dean for Student Affairs

Degree Programs

In line with its mission, the College of Medical Sciences currently offers a master of biomedical sciences degree program.

Accreditation

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:

• completion of a bachelor's degree from a regionally accredited college or university
• completion of eight 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
• a minimum cumulative GPA of 2.5 on a four-point scale.
• 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 ensure 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 nonrefundable application fee. Application deadline is May 15
2. official transcripts of all undergraduate, graduate, and professional coursework, submitted directly to Nova Southeastern University, Enrollment Processing Services (EPS), College of Medical Sciences, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905.
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 preprofessional 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 May 15 of the year of matriculation.

**Tuition and Fees**

1. Anticipated tuition for 2004-2005 is $24,325. A student activities fee of $125 and a microscope/lab fee of $100 each year are required of all students.

2. Acceptance fee is $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. A deposit of $400 is due March 15, under the same terms as the acceptance fee.

4. Preregistration fee is $500, due May 15, under the same terms as the acceptance fee.

5. Student activities fee is $100, payable at each fall registration.

6. University technology fee is 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 Nova Southeastern University, Enrollment Processing Services (EPS), College of Medical Sciences, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905. The student shall submit a letter of recommendation directly to the dean of the College of Medical Sciences.

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.

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

- they earn less than an 80 percent grade in more than seven hours of classroom courses in any semester or overall
- they do not achieve an overall average of 80 percent during any semester
- they fail a course during any semester
- they exceed a six-year limit for completing all graduation requirements, exclusive of any approved leave of absence or withdrawal in good standing,
- 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 Readmission

Students who are dismissed for any reason may petition for reinstatement, if a reasonable time has elapsed since the dismissal. Readmission will be at the discretion of the dean. The applicant is required to present adequate evidence that the factors that 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:
- be of good moral character
- satisfactorily pass all required examinations
- complete a minimum of 40 semester hours of coursework
- satisfactorily complete the program requirements for the degree including all assignments, with a minimum GPA of 80 percent and with no credit hours below 80 percent
- have satisfactorily met all financial and library obligations
- 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 adviser who directs their program of study. Coursework is completed along with students in the professional programs and select coursework is offered by the College of Medical Sciences. Many of the courses offered in the College of Medical Sciences are taught to students within other HPD colleges. Students will enroll in the seminar course each semester.

Student Organization

Student Council—The College of Medical Science 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 Medical Sciences Course Descriptions

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 at the end of each entry are lecture clock hours, laboratory clock hours, and semester hours.

Anatomy

Chairman and Professor: G. R. Conover
Professor Emeritus: R. H. Higginbotham
Professors: L. Dribin, A. Mariassy, R. K. Yip
Associate Professors: R. Casady, D. Herney
Assistant Professors: S. Purvis, K. Tu, J. Kalmey
Visiting Professor: S. Barry

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

ANA 5713—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. (36-18-3)

ANA 5723—Gross Anatomy
The study of the structure and function of the human trunk, extremities, head, and neck. Course includes laboratory study of cadavers. (108-54-7)

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

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

Biochemistry
Chairman and Professor: R. E. Block
Professor: E. E. Groseclose
Associate Professor: K. V. Venkatachalam
Assistant Professor: W. G. Campbell
BCH 5716—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. (108-0-6)

BCH 5730—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. (72-0-4)

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

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

MIC 5500—Microbiology
Introduction to pathogens of the oral cavity. Topics covered include immunology, bacteriology, virology, and mycology. (80-0-5)

MIC 5727—Medical Microbiology
Comprehensive study of immunology and of disease-producing microorganisms. Covers the taxonomy, epidemiology, pathogenesis, diagnosis, and treatment of human pathogens. (126-0-7)

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

Pathology
Chairman and Professor: M. A. Khin
Professor Emeritus: D. C. Bergman
Professor: K. Khin
Assistant Professor: B. C. Jones

PTH 5500—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 that affect the orofacial region. (54-0-3)

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

Pharmacology
Chairman and Associate Professor: C. Reigel
Assistant Professors: T. Panavelil, L. Gorman, C. Powell

PCO 5504—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. (50-0-4)

PCO 5503—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. (48-0-3)

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

Core Courses
COMS 5701—Thesis/Research
Credit is given for a supervised, original study of an area of medical science. Topics and hours to be arranged. (1 to 6 semester hours)

COMS 5702—Seminar
Students and faculty members observe and present research seminars on selected topics. Topics and hours to be arranged. (1 to 4 semester hours)

COMS 5711—Introduction to Research
The course emphasizes the importance of data collection, research methods, and application of scientific thought to research findings. (16-0-1)

COMS 6700—Special Topics
Coursework is designed to advance knowledge in a specific area of science. Topics and hours to be arranged. (1 to 6 semester hours)
College of Dental Medicine
Mission Statement
The College of Dental Medicine's mission is to educate and train students 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 excellence in dental education through innovative teaching, research, scholarship, and community service.

Administration
Robert Uchin, D.D.S.
Dean

Timothy L. Hottel, D.D.S., M.S., M.B.A.
Associate Dean of Academic and Financial Affairs

Steven M. Kelner, D.M.D., M.S.
Associate Dean of Institutional Affairs

Richard Masella, D.M.D.
Associate Dean of Student and Educational Affairs

Franklin Garcia-Godoy, D.D.S., M.S.
Assistant Dean for Research

Peter Keller, D.D.S.
Executive Associate Dean of Clinical Affairs

Dental Medicine
If you are considering a career in dentistry, your education will focus on producing a competent, confident, and mature professional. You will be trained to function as a highly qualified primary care practitioner capable of delivering 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, prosthodontics, 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 (NSU-CDM) 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 oral maxillofacial surgery orthopedics, periodontics, pediatric dentistry, and prosthetics 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 uses 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, research laboratories, and offices of the dean, faculty, administration, and staff.

Doctoral Program

Requirements for Admission

The College of Dental Medicine selects students based on preprofessional 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 coursework 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 grade point average (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—zoology and microbiology are acceptable alternatives (eight semester hours including laboratory)
   - general chemistry (eight semester hours including laboratory)
   - organic chemistry (eight semester hours including laboratory)
   - physics (eight semester hours including laboratory)
   - English composition (three semester hours)
   - English literature (three semester hours)

Courses strongly recommended are the following:
   - additional biology courses— including anatomy, histology, biochemistry, immunology, or physiology
   - courses in social sciences, principles of management, accounting, communication, foreign languages, and art and sculpture

Upon review of a student's individual record, the Committee on Admissions may require additional coursework 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 South University Drive Fort Lauderdale, Florida 33328-2018 (954) 262-1101 800-356-0226, ext. 1101

Application Procedure

1. Nova Southeastern University College of Dental Medicine uses the American Association of Dental Schools Application Service (AADSAS). AADSAS takes no part in the selection of students. The deadline for AADSAS application is March 1, 2004, for the class entering August 2004. Applications are available from American Association of Dental Schools Application Service (AADSAS) 1625 Massachusetts Ave., NW Suite 600 Washington, D.C. 20036-2212 (202) 667-1886 800-353-2237

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

Materials to be mailed to AADSAS include the following:
   - AADSAS application
   - an official transcript from the registrar of each college or university in which the student was enrolled (mailed directly by the college to AADSAS)
   - Dental College Admission Test (DAT) scores

2. The applicant should mail the following materials to the Office of Admissions:
   - the supplementary application sent to the applicant by the College of Dental Medicine.
   - a nonrefundable application fee of $50
   - an evaluation by a preprofessional 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 people (nonrelatives) who can provide an evaluation to the Committee on Admissions.
   - 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 of applicants take the OAT in October, by the Committee on Admissions.

Acceptance fee is $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 before February 1 are required to submit their acceptance fee within 15 days. Applicants accepted after July 1 must pay their acceptance fee immediately.

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

Pre-registration fee is $1,000 and is due May 15, under the same terms as the acceptance fee.

University technology fee is 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 each semester of training. This should include tuition, living expenses, books, equipment, and miscellaneous expenses.

It is mandated that each student carry adequate personal medical and hospital insurance. Students may avail themselves of the hospitalization insurance plan obtained through the university.

International Dental Graduate Program

The College of Dental Medicine has available a limited 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

The College of Dental Medicine selects students based on academic record, letters of evaluation, a score of 213 in the Test of English as a Foreign Language (TOEFL), a minimum score (85) on Part 1 of the National Board Dental Examination, a translated GPA of the American equivalent of a 3.0, 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

The applicant should mail materials to Nova Southeastern University, Enrollment Processing Services (EPS), College of Dental Medicine, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905. The following materials should be mailed by February 14, 2004:

- the completed College of Dental Medicine application form for the International Dental Graduate Program
- a nonrefundable application fee of $50
- official scores from the Test of English as a Foreign Language (TOEFL)

The applicant must arrange for the following to be sent to the Office of Admissions by February 14, 2004:

1. one official transcript sent directly from each college, professional school, or university attended
2. Transcripts must be sent directly from the institutions attended by the applicant
3. Nova Southeastern University, Enrollment Processing Services (EPS), College of Dental Medicine, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905. Coursework 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
  P.O. Box 745
  Old Chelsea Station
  New York, New York 10113-0745
1. Have this coursework evaluated, and an official National Board scores.

3. Three letters of evaluation are required. These letters should be sent to Nova Southeastern University, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905.

2. Official National Board scores should be sent to Nova Southeastern University, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905.

4. Notice of acceptance or other action by the Committee on Admissions will be sent on a rolling or periodic schedule; therefore, early completion of the application is in the best interest of the applicant.

Tuition and Fees

- Anticipated tuition for 2004–2005 (subject to change by the board of trustees without notice) is $31,195.
- A student activity fee of $125 per year and a microscope/lab fee of $125 per year are required of all students.
- Additional fees: Upon entering the program, students will purchase all necessary instruments, equipment, and NSU-specific laptop computer required of all first- and second-year predoctoral students.

- Acceptance fee is $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.
- Deposit is $500, due March 15, under the same terms as the acceptance fee.

- Preregistration fee is $1,000, and due May 15, under the same terms as the acceptance fee.
- University technology fee is 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 mandated that each student carry adequate personal medical and hospital insurance. Students may avail themselves of the hospitalization insurance plan obtainable through the university.

Expenses and Financial Aid

Students should anticipate the following approximate expenses for books:

- First year—$1,200
- Second year—$1,200
- Third year—$500
- Fourth year—$500

Students should anticipate the following approximate expenses for instruments, equipment, and NSU-specific laptop computer:

- First year—$8,200
- Second year—$5,000
- Third year—$1,000

The purpose of the Student Financial Assistance 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.

Policies Related to Academic and Student Affairs

The policies regarding suspension, dismissal, re-admission and other academic and student policy issues are described in the College of Dental Medicine Student Handbook, which is revised, updated, and distributed annually to all dental medicine students.

Graduation Requirements

To receive a degree from the College of Dental Medicine, every student must fulfill the following requirements:

- Be of good moral character
- Have demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of dental medicine
- Have satisfactorily passed all required didactic and clinical courses
• have satisfactorily completed all clinical requirements and competency examinations
• have completed coursework in College of Dental Medicine within five years from the date of matriculation (exclusive of any approved leave of absence in good standing)
• have satisfactorily completed all assigned curriculum requirements for the D.M.D. degree with a numerical average of 70 percent or higher
• have passed the National Board Dental Examination (NBDE) Part I
• have satisfactorily met all financial and library obligations
• have attended, in person, the graduation rehearsal and the commencement program at which the D.M.D. degree is awarded
• have complied with any other university or Health Professions Division graduation requirements

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 that the student has attained sufficient maturity of thought and proficiency. Matriculation and enrollment do not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree 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's College of Osteopathic Medicine and the other health professions colleges 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. It also 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 health care delivery system.

2003–2004 Curriculum Outline

YEAR 1—Semester 1

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*per year

### Year 3—Summer Semester 1 (May–August)

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### Year 4—Summer Semester 1 (May–August)

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The following courses are 1 credit hour per year to be calculated at the end of the winter term.

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### College of Dental Medicine Course Descriptions

#### Anatomy
Chair and Professor: G. R. Conover  
Professor Emeritus: F. H. Higginbotham  
Professors: L. Dribin, A. Mariassy, R. K. Yip  
Associate Professors: R. L. Casady, D. Hervey  
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—Anatomy Lecture/Laboratory
Human anatomy with an emphasis on the thorax, neck, and head. Lecture sessions, laboratory dissection and prosection, organogenesis of regions dissected. Radiological anatomy.

#### CDM 1010—Cariology
Introductory course dealing with the disease, dental caries-prevention, causes, and treatment. The interdependent roles of saliva, diet, bacteria, plaque, tooth factors, and heredity in this disease are discussed. The medical diagnosis, treatment, and prevention is emphasized.

#### CDM 1130—Neuroanatomy/Head and Neck Anatomy Lecture/Laboratory
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
Chair and Professor: F. DePiano  
Adjunct Associate Professor: C. Gotthelf  
Professor: W. Ayer  
Adjunct Assistant Professor: A. Fins  
Research Associate: S. Strauman

#### 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
Chair and Professor: R. E. Block  
Professor: E. E. Groseclose  
Associate Professor: K. V. Venkatadharla

#### CDM 1020—Biochemistry
Concepts and principles of biochemistry of normal and pathologic human life processes. Structures, functions,
and metabolism of carbohydrates, lipids, amino acids, proteins and nucleic acids, genetics, clinical enzymology, coagulation, muscle metabolism, porphyrin and erythrocyte metabolism, cancer, endocrinology, and dental biochemistry.

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

Endodontics
Chair and Professor: S. Kuttler
Professors: S. Dorn, J. Guttuso, S. Oliet, R. Uchin, R. Zelikow
Visiting Professor: D. Tartakow
Assistant Professors: A. Fleury, R. Gelman, P. Murray, K. Namerow

CDM 2050—Preclinical Endodontic Technique Lecture
An introduction to the theory and practice of endodontics. Presents fundamental principles of the treatment of pulp and periradicular disease and, along with the Endodontic Technique Laboratory course, prepares the student to provide clinical endodontic treatment.

CDM 2060—Preclinical 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.

CDM 3603—Clinical Endodontics I
Junior dental students are taught clinical endodontic treatment of single rooted and premolar teeth. This includes diagnosing a tooth with pulpal problems as well as sequencing of endodontic treatment in the treatment plan. Proper documentation in the treatment record, anesthesia techniques, patient management, and root canal therapy.

CDM 3602—Clinical Endodontics II
Junior dental students are taught clinical endodontic treatment of single rooted and premolar teeth. This includes diagnosing a tooth with pulpal problems as well as the sequencing of endodontic treatment in the treatment plan. Proper documentation in the treatment record, anesthesia techniques, patient management, and root canal therapy.

CDM 4601—Clinical Endodontics III
Senior dental students display proficiency and knowledge of anesthetic techniques, patient management, endodontic treatment of single rooted premolar teeth. They also manage endodontic emergencies. The completion of competency requirements demonstrates that students have reached the level of “safe starter” to treat basic endodontic cases in the practice of general dentistry. Molar teeth after successful completion of competency examinations.

CDM 4602—Clinical Endodontics IV
Junior dental students rotate through the postgraduate endodontic clinic where they observe and assist postgraduate residents in treatment and diagnosis of complicated endodontic cases. Students learn when and how to refer cases to a specialist to ensure that a patient is properly treated. The postgraduate clinics offer students the opportunity to become familiar with the latest technology in endodontics as well as conventional instruments and materials.

Community Dentistry
Chair and Associate Professor: J. Tabak
Professor: S. Kelner
Associate Professors: D. Ede-Nichols, J. Henkin, H. Hood, J. Tabak
Assistant Professors: K. Douglas, S. Marks, M. Jones
Adjunct Faculty: M. Brothers, A. Burch, R. Cantor, J. Carle, A. Diamond, E. Fellows, C. Freidman, F. Knoll, L. Sakarias, S. Witkof

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, and insurance and managed care), and extramural programs (offsite 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 3090—Introduction to the Dental Profession
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 the 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 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

Chair 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 as well as taxonomy, morphology, epidemiology, growth cycles, pathogenesis, and treatment. Emphasizes oral microbial systems.

Oral Diagnostic Sciences Division

Chair and Professor: M. Siegel
Vice Chair: P. Bradley
Professors: P. Bradley, H. Kaplan, A. Ponce, H. Remnick
Associate Professors: I. Goldstein, C. Migliorati
Assistant Professors: J. Arenas, S. Caplan, A. Dare, W. Hupp, P. Levine, I. Velez

Adjunct Professors: W. Balton, J. Bloch, N. Lasker, D. Stern

CDM 1160—Clinical Oral Histology

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 1170—Clinical Histology

Clinical Histology introduces the students to systemic diseases that have oral manifestations and correlates them to the normal tissues of the body that are either affected by the disease or have a part in causing the disease.

CDM 1280—Applied Oral Biology I

A multi-disciplinary, problem-based predoctoral course promoting increased student learning in restorative dentistry and in correlation of basic sciences to restorative dentistry.

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 2280—Applied Oral Biology II

A multi-disciplinary, problem-based predoctoral course promoting increased student learning in biomedical sciences and in correlation of basic sciences to clinical dentistry.

CDM 3011—Oral Pathology I

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

CDM 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 3021—Oral Medicine II

A continuation of Oral Medicine I and II. The lectures are presented to develop the skills of interpreting a medical history through head and neck examinations and the dental management of the medically complex patient. The course will discuss the diagnosis and management of common oral and orofacial conditions as well as how to provide safe and effective oral health care for patients with life threatening medical disorders.

CDM 3110—Internal Medicine

Introductory course in various aspects of clinical medicine. Consists of a series of lectures presented in such areas as cardiology, pulmonology, 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 3111—Internal Medicine II

Internal Medicine is an introductory course encompassing various aspects of clinical medicine. It is based on a solid foundation in the following disciplines: cardiology, pulmonology, infectious diseases, gastroenterology, endocrinology, bone and joint diseases, and neurologic diseases.

CDM 3150—Forensic Dentistry

This course will acquaint the student with the forensic sciences with particular emphasis on forensic odontology. The student will have a better understanding of a branch of dentistry that can contribute to the community in the event of a mass disaster, in identification of unknown human remains, bite mark recognition and documentation, and recognition and management of human abuse cases. Students will be made aware of their role as future members of the health care team in this most complex subject. One of the primary goals of this course is to provide the student with a working knowledge of the art and science of forensic odontology.
CDM 4020—Oral Manifestations of Systemic Disease
Clinical manifestations of common systemic disorders in making a tentative presumptive diagnosis and developing a differential diagnosis.

CDM 4170—Oral Medicine
A case-based presentation of common conditions and diseases that patients will bring to the general practitioner. The goal is to review the physiology, clinical signs and symptoms, and the modifications to dental treatment that may be necessary. Also to be included are pharmacotherapeutics of common oral conditions, tobacco cessation, and recommendation for referrals to dental specialists.

CDM 4240—Discipline-Integrated Comprehensive Care
This course (with a seminar format) builds on course material from CDM 3241 and provides formal seminar/lecture presentations to help prepare the student to deal with their patients from the standpoint of diagnosis and comprehensive care treatment plans. An interactive component enables students to be exposed to a methodology of treatment plan selection (optimal, alternatives), and emergency diagnostic or recall treatment plan(s) that is actually used in the comprehensive care clinic. The lectures emphasize the phase approach to the treatment planning and include the concept of decisional analysis. Information relative to the process of formulating acceptable treatment plans via presentations of previously developed patient treatment plans is presented. Students are required to deliver oral, case-based final discipline-integrated comprehensive care treatment plan presentations (derived from a clinic patient and modeled after the defense of a thesis) to their peers and selected faculty.

CDM 2110—Radiology I
Lecture course with a preclinical 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 extracranial 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 Pathology I
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.

CDM 3011—Oral Pathology
Continuance of CDM 3010, Oral Pathology I, didactic course focuses on the etiology, clinical, and histologic appearance and treatment of specific disease entities involving the head and neck. Differential diagnosis is emphasized, giving clinical relevance to the discipline.

Oral and Maxillofacial Surgery
Chair and Professor: S. Kaltman
Professors: P. Bradley, S. Mintz
Associate Professors:
D. Rubin, E. Stelnicki

Assistant Professor: R. Wagner

Adjunct Professors:

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 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 that 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 that 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
Chair and Professor: M. Meister
Professors:
J. Burch, W. J. Thompson
Assistant Professor and Codirector of Postgraduate Orthodontics:
K. Sherwood
Assistant Professor and Director of Predoctoral Orthodontics:
O. Sotsky
Associate Professors:
R. Masella, J. Zagarra
Assistant Professors: K. Sherwood, O. Sotsky, K. Valencia
Adjunct Professors: S. Aaron, R. Blank, A. Kapit, S. Kessel, N. Le, B. Matza, J. Singer, D. Tartakow
Visiting Professors:
S. Darling, M. Yaffey
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 normal and abnormal growth 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 participate in the clinical experience.

Pediatric Dentistry
Chair and Professor: J. Klein, E. Nacht, M. J. Young-Brady
Associate Professors: M. Donaldson, W. Trevarthen
Assistant Professors: J. Larumbe, L. Li, R. Ocano, D. Vedrenne, P. Villalta

CDM 2081—Introduction to Pediatric Dentistry
This course is a primer on the diagnosis and treatment planning of primary and mixed dentition patients. Emphasis will be placed on dental disease, etiology, and prevention, recognition and management of disorders common in childhood. This course prepares students for the second semester didactic and laboratory experience in pediatric dentistry.

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

CDM 2190—Pediatric Dentistry Laboratory
Behavioral and interpersonal components of working with children, basic information related to pediatric dentistry, concepts of facial and dental growth and development, and primary and permanent teeth.

Pathology
Chair and Professor: M. A. Khin
Professor Emeritus: D. C. Bergman
Professor: K. Khin

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

Pharmacology
Chair 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
Chair 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 translocation; electrophysiology; muscle physiology; neurophysiology; and cardiovascular, renal, respiratory, gastrointestinal, endocrine, and nervous systems.

Periodontics
Chairman and Associate Professor: C. Galin
Director of Post Graduate and Professor: R. London
Professor: S. Stahl
Associate Professors: A. DeCarlo, M. Rosenberg
Assistant Professors: B. Flera, S. Galperin, J. Lopez, E. Migliorati, M. Roth
Clinical Instructors: B. Cohen, C. Coleman, N. Dowd
Adjunct Clinical Instructors: R. Charin, L. Colucci, M. Frost, M. Guerin, M. Martinez, E. Masciantonio, C. Strunin

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

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

CDM 1185—Introduction to Clinical Periodontology
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

CDM 2160—Periodontology IV

CDM 2501/2502—Clinical Periodontology I and II
The purpose of this course is to introduce the student to the concepts of clinical periodontics and further develop skills related to hand instrumentation. After active periodontal treatment is completed, D2 students will provide treatment and follow the progress of patients involved in supportive periodontal therapy. Each student will plan appropriate maintenance sequences for their patients.

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; and frenectomy, frenotomy, free gingival grafts, and connective tissue grafts. The objective of new attachment versus reattachment.

CDM 3501—Clinical Periodontology II
The purpose of this year in periodontics is to provide students with clinical experience to recognize periodontal disease of the hard and soft tissues and develop a process for formulating a properly sequenced and effective periodontal treatment plan. In addition, students will be exposed to protocols relative to implant maintenance.

CDM 3502—Clinical Periodontology III
The purpose of this year in periodontics is to provide students clinical experience to recognize periodontal disease of the hard and soft tissues and develop a process for formulating a properly sequenced and effective periodontal treatment plan, focusing on early to moderate periodontitis. In addition, students will be exposed to protocols relative to implant maintenance.

CDM 4501—Clinical Periodontology IV
The purpose of this year in periodontics is to provide students with clinical experience to recognize periodontal disease of the hard and soft tissues and develop a process for formulating a properly sequenced and effective periodontal treatment plan. In addition, students will be exposed to protocols relative to implant maintenance.

Restorative Dentistry
Chair and Professor: D. Antonson
Professors: D. Antonson, F. Kohler
Associate Professors: M. Berger, A. Brodie, L. Nimlitch, J. Warren

Prosthodontics
Chair and Professor: R. Brandt
Professors: J. Antonelli, S. Askins, R. Brandt
Associate Professors: R. Acosta-Ortiz, A. Gotlieb, P. Krasne, S. Siegel
Assistant Professors: G. Antonson, R. Castellon, H. Foster, J. Gartner, M. Goldberg, J. Hauptman, S. Rauchweiger, B. Perlman, H. Quinton
Adjunct Faculty:

CDM 1015—Introduction to Clinical Assisting I
Introduction to Clinical Dental Assisting will familiarize D1 students with the role of a dental assistant in a clinic setting. This course will indoctrinate them into correct patient positioning and instrument transfer, patient interaction, and OSHA requirements. Upon completion of the course, students will be able to assist upper classmen in the clinical areas of the schools and facilitate efficient therapies.

CDM 1100—Dental Biomaterials Lecture I
At the end of this course, students will be able to understand the optimum performance requirements, properties, and handling characteristics for specific dental materials as well as understanding the selection criteria based on clinical significance of the mechanical and physical properties of dental materials.

CDM 1101—Tooth Morphology and Function
The course will be a study of the morphology and physiology of the human dentition and the related components of the masticatory system. Through lectures the student will attain a comprehensive understanding of the morphology and function of the dentition and related structures.

CDM 1080/CDM 1090—Dental Anatomy Lecture/Laboratory
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—Operative Dentistry Lecture/Laboratory
Appropriate use of the terminology and instruments, and psychomotor skills of tooth preparation.

CDM 1220—Occlusion I Lecture/Laboratory
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 1230—Dental Biomaterials Laboratory
At the end of this course, students will be able to understand the optimum performance requirements, properties, and handling characteristics of specific dental materials as well as understanding the selection criteria based on clinical significance of the mechanical and physical properties of dental medicine.

CDM 2221—Occlusion II
This course will provide dental students with information and knowledge in dental occlusion and its related topics. Through lectures and preclinical and guided clinical procedures, the dental students will attain a comprehensive understanding of all the related areas of dental anatomy and occlusion.

CDM 2241—Integrated Comp I
The lectures guide students through the thought process necessary for the development of workable, multidisciplinary treatment plans. An interactive component enables students to be exposed to a methodology of treatment plan selection that is actually used in the comprehensive care clinic.

CDM 2070/CDM 2080—Fixed Prosthodontics Lecture/Lab I
Appropriate use of the terminology and instruments, psychomotor skills of tooth preparation, and provisional and final restoration. Preparing teeth for single or multiple unit cast fixed prosthodontic restorations and fabricating provisional restorations for single or multiple unit restorations.

CDM 2090/CDM 2100—Removable Partial Prosthodontics Lecture/Laboratory
Fundamental technical knowledge, concepts, and skills. Diagnosing and treating oral conditions that require replacement of lost teeth and their associated structures with complete and partial removable dentures.

CDM 2260/CDM 2270—Fixed Prosthodontics Lecture II/Laboratory II
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 use the same knowledge and techniques that will be used in clinical application.
CDM 2220/CDM 2230—
Complete Denture Prosthodontics
Lecture/Laboratory
Fundamental technical knowledge, concepts, and skills. Diagnosing and treating conditions that require replacement of lost teeth and their associated structures with complete and partial removable dentures.

CDM 2240—Documentation
for Comprehensive Care
This course provides formal lectures to guide students through the thought processes necessary in the development of treatment plans. The emphasis will be on comprehensive diagnosis and the approach used in our clinic for providing patients with optimal, alternative, and emergency treatment plans. Lectures will focus on the phase approach and will include the concept of decisional analysis. Students will develop treatment plans based on actual diagnostic aids. Expertise from various clinical and biological disciplines will be provided.

CDM 4040—National
Board Part II Prep Course
This course consists of a lecture series that presents an overview of the subjects included in the National Board of Dental Examination Part II for fourth-year students. The course presents didactic material related to operative dentistry, pharmacology, prosthodontics, oral surgery, orthodontics, pediatric dentistry, endodontics, periodontics, oral pathology, radiology, and behavioral science. Successful completion of this course should assist students in taking the National Board Dental Examination Part II, but does not guarantee a passing grade for a student taking this exam.

CDM 4120—
Regional Board Preparation
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.

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.

CDM 2550—
Introduction to Clinic
CDM 3500—
Clinical Restorative Dentistry II
CDM 3550—
Clinical Restorative Dentistry III
CDM 4500—
Clinical Restorative Dentistry V
CDM 4550—
Clinical Restorative Dentistry VI

Predoctoral Programs
The College of Dental Medicine offers the following predoctoral programs:

Combined D.M.D./Master of Science Degree in Craniofacial Research
Dental school applicants seeking advanced knowledge in biomedical sciences, the opportunity to pursue laboratory-based research, and/or preparation for academic careers, may pursue a five-year academic track leading to both a D.M.D. and master of science in craniofacial research. Opportunities will be provided for attendance at graduate-level courses in biomedical sciences and the institution of research during the four-year predoctoral program. The fifth year of study will be devoted to research completion and scientific article preparation. Students accepted into this program may be given the opportunity to perform research in the area of craniofacial anomalies.

Combined D.M.D./Master’s
Degree in Health Law
Students seeking specialized knowledge in law as related to health care may apply for admission to the combined D.M.D./Master’s Degree in Health Law Program. The master’s degree in health law is an online program offered by NSU’s Shepard Broad Law Center, requiring significant self-directed study and learning.

Combined D.M.D./Master’s
Degree in Public Health
An academic track combining specialized knowledge in public health, leading to the M.P.H. degree, with the doctor of dental medicine curriculum will enhance career prospects in government and private health care enterprises. This program will require six to twelve months of additional study beyond the four years needed for the D.M.D. Application may be made on successful completion of the first dental-school year.

Predoctoral Honors
Research Program
Students showing exceptional performance in biomedical sciences, laboratory, and clinical dentistry will be eligible for selection to the Predoctoral Honors Research Program. Under the supervision of faculty, these students will gain familiarity with the scientific method and engage in laboratory and clinical research leading to preparation and presentation of a scientific article. One credit per semester may be earned through this program.

Predoctoral Honors
Clinical Participation Program
Students with exceptional academic records will be eligible for special clinical experiences in the third and fourth years of predoctoral study in endodontics, oral surgery, orthodontics, pediatric dentistry, and restorative dentistry. Selection of such participants will be at the discretion of the department chairperson.

Combined D.M.D./Doctoral Degree in Health Care Education
In the third dental year, applicants considering part-time or full-time teaching and administration in dental education and whose clinical competencies are current may apply for enrollment in either the master’s degree or doctoral degree in health
care education programs. Candidates for the master's degree in health care education will spend the year after dental school graduation in full-time study in education, while doctoral candidates will invest two to three years of study in education after receipt of the D.M.D. degree.

Research
The College of Dental Medicine in the Health Professions Division of Nova Southeastern University provides an active and collaborative research environment that is growing rapidly. Currently, the NSU College of Dental Medicine has eight D.D.S./Ph.D.s and four basic science Ph.D.s on the full-time faculty. Recently, 13 new research faculty members have been hired: 12 Ph.D.s (eight of which have D.D.S./Ph.D.s) and 1 D.D.S./M.S. Further, 18 of the faculty members have dual research/clinical graduate degrees and 12 of these are also practicing clinicians. Each of these is working together in some capacity with our health professional postdoctoral students on research activities.

The NSU College of Dental Medicine is currently engaged in research areas that meet the national agenda such as neoplastic diseases of the head and neck, bacterial genetics, craniofacial anomalies and healing, infectious diseases, biomaterials, biomimetics and tissue engineering, systemic manifestations of oral disease, and diabetes. Our research program is expected to attract, develop, and train scientists with an appreciation for research directed toward the needs of underserved and special care populations, including geriatrics, and to meeting health disparities in health care and health care delivery.

The continuous development of research infrastructure and research training programs within the College of Dental Medicine and the NSU HPD significantly strengthens the research program at the dental college. The international experience of the faculty and the opportunities for research exchange also add strength and diversity to the research program.

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, advanced education in general dentistry, and an oral and maxillofacial surgery program that was initiated July 1, 2002.

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
- Research Design and Ethics
- Biomolecules
- Prokaryotic Cell Biology
- Eukaryotic Cell Biology

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

Postdoctoral Specialties
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. The program is designed to fulfill the specialty certification 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 Oral and Maxillofacial Surgery

Nova Southeastern University offers a four-year accreditation eligible program in oral and maxillofacial surgery sponsored by the College of Dental Medicine. This clinical and didactic program is designed to meet the accreditation standards set forth by the Commission on Dental Accreditation of the American Dental Association and certification requirements of the American Board of Oral and Maxillofacial Surgery.

The program has been designed to give residents a broad academic and didactic experience in the complete spectrum of oral and maxillofacial surgery. To increase the scope of the residents training and to maximize available clinic exposure, rotations through a multi-hospital network—including two level 1 trauma centers and two outpatient clinics—will provide the core teaching sites of the program. Residents will gain experience in the full scope of oral and maxillofacial surgery with particular strengths in the areas of maxillofacial trauma, reconstruction, cleft and craniofacial surgery, cosmetic maxillofacial surgery, temporomandibular joint procedures, and implant surgery. Residents are assigned to formal rotations in anesthesia, medicine, general surgery, trauma surgery, plastics, and head and neck surgery.

The curriculum is designed to develop the clinical, academic, and communicative skills that will provide for diversified career options. Graduates of the program will be prepared to pursue a contemporary full scope oral and maxillofacial surgery practice and be prepared for licensure and the rigorous of special board examination.

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 fulfill the specialty certification of the American Board of Pediatric Dentistry. This university and hospital-based training program includes significant hospital and extramural affiliations in the Miami and Fort 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 protocols 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 prosthodontics. Students will participate as clinical instructors in the predoctoral periodontics clinic. In addition, all students participate in related research.

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 pursue the specialty certification 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). 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 multi-position one- or two-year program. The optional second year of the program includes either a special needs care track or a geriatric dentistry track. 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. 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 on-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, 2004:

1. the completed College of Dental Medicine application for postdoctoral students
2. a nonrefundable application fee of $50
3. an official transcript from each college, professional school, or university attended. Coursework taken at foreign institutions must be evaluated for U.S. institution equivalence. This coursework must be evaluated by one of the services listed below.

Students should contact one of the following:

World Education Services
P.O. Box 745
It is the applicant's responsibility to have this coursework evaluated, and an official evaluation must be provided.

The applicant must arrange for the following to be sent to Nova Southeastern University, Enrollment Processing Services (EPS), College of Dental Medicine, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905:

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 Enrollment Processing Services (EPS), College of Dental Medicine, Office of Admissions, 3301 College Avenue, P.O. Box 299000, Fort Lauderdale, Florida 33329-9905.

Postdoctoral Tuition and Fees

- Tuition for all postdoctoral programs for 2004-2005 (subject to change by the board of trustees without notice) is $29,820. A student activities fee of $125 per year and a microscope/lab fee of $100 per year are required of all students.
- Acceptance fee is $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.
- Deposit is $500, due March 15, under the same terms as the acceptance fee.
- Preregistration fee is $1,000, due May 15, under the same terms as the acceptance fee.
- University technology fee is 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 mandated that each student carry adequate personal medical and hospital insurance. Students may avail themselves of the hospitalization insurance plan obtainable through the university.
Health Professions Division Faculty
Emeritus Faculty

Reba L. Anderson
Emeritus Professor, Occupational Therapy
B.S., Richmond Professional Institute, 1959
M.A., University of Florida, 1970
Ph.D., University of Florida, 1982
Fellow, American Occupational Therapy Association

Donald C. Bergmann
Emeritus Professor, Pathology
B.S., Baldwin-Wallace College, 1942
D.O., Kirksville College of Osteopathic Medicine, 1945
Fellow, American College of Pathologists

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

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

Maxwell Greenhouse
Emeritus Professor, Osteopathic Principles and Practice
B.A., Webster University, 1939
D.O., University of Osteopathic Medicine and Health Sciences, 1939
M.S., Kansas University, 1943
D.P.H., Kansas University, 1943

Frances Higginbotham
Emeritus Professor, Anatomy
A.B., West Virginia University, 1962
M.S., West Virginia University, 1964
Ph.D., West Virginia University, 1966

Lester Janoff
Emeritus Professor, Optometry
O.D., Pennsylvania College of Optometry, 1953
M.S.Ed., University of Southern California, 1975
Fellow, American Academy of Optometry

Stanley B. Kaye
Emeritus Professor, Surgery
B.A., University of Arizona, 1949
D.O., University of Health Sciences College of Osteopathic Medicine, 1954
Fellow, American College of Osteopathic Surgeons

Harold Kirsh
Emeritus Professor, Surgery
D.O., Philadelphia College of Osteopathic Medicine, 1946
Fellow, American Osteopathic College of Proctology

Michael A. Longo
Emeritus Professor, Surgery
B.S., St. John's University, 1942
D.O., University of Health Sciences College of Osteopathic Medicine, 1946
Fellow, American College of Osteopathic Surgeons

Paul Magalian
Emeritus Associate Professor, Pharmacy Administration
B.S., University of Rhode Island, 1945
B.S., Memphis State University, 1948

Nancy Nashiro
Emeritus Professor, Occupational Therapy
B.A., University of Hawaii, 1961
B.S., University of Puget Sound, 1963
M.A., Southern Methodist University, 1982
Ph.D., Southern Methodist University, 1986
Fellow, American Occupational Therapy Association

Charles B. Radlauer
Emeritus Professor, Surgery
M.D., George Washington University College of Medicine, 1961
Fellow, American College of Surgeons

Paul Abplanalp
B.S., University of Florida, 1982

Arthur Snyder
Emeritus Professor, Osteopathic Principles and Practice
D.O., Philadelphia College of Osteopathic Medicine, 1944

Full-time Faculty

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

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

Renee B. Alexis
Assistant Professor, Obstetrics and Gynecology
B.S., Jacksonville University, 1989
M.D., University of Maryland School of Medicine, 1996

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

Holly Anderson
Assistant Professor, Pharmacy Practice
A.A., University of South Florida, 1978
B.S., University of Georgia, 1981
Pharm.D., Nova Southeastern University, 1999

Lori Anderson
Associate Professor
B.S., Springfield College, 1976
M.S., Medical College of Virginia Commonwealth University, 1979
Ed.D., Nova Southeastern University, 1997

Paula L. Anderson-Worts
Assistant Professor, Family Medicine
Assistant Professor, Public Health
B.S., University of Miami, 1988
D.O., Nova Southeastern University College of Osteopathic Medicine, 1994
M.P.H., Nova Southeastern University, 2001

John Antonelli
Professor, Restorative Dentistry
D.D.S., New York University, 1976
Fellow, American Association of Hospital Dentists

Maryellen Antonetti
Assistant Professor, Physician Assistant Studies
Assistant Professor, Public Health
B.S./P.A., Nova Southeastern University College of Allied Health, 1996
M.P.H., Nova Southeastern University College of Allied Health, 1996
Fellow, American Academy of Physician Assistants

Donald Antonson
Chair, Restorative Dentistry

Sibel Antonson
Associate Professor, Restorative Dentistry
D.D.S., University of Hacettepe, 1992

Barbara Arcos
Assistant Professor, Family Medicine
B.S., University of Florida, 1980
D.O., Nova Southeastern University College of Osteopathic Medicine, 1994

Graciela Armayor
Assistant Professor, Pharmacy Practice
Pharm.D., University of Florida, 1987

Renee B. Alexis
Assistant Professor, Optometry
A.A., Miami-Dade Community College, 1993
Pharm.D., Nova Southeastern University, 1998

Dean L. Arnenson
Associate Professor, Pharmacy Administration
Pharm.D., University of Nebraska, 1981

Samuel W. Askinas
Professor, Restorative Dentistry
D.D.S., New York University School of Dentistry, 1949
CT, University of Texas, 1960
Fellow, International College of Dentists

Michelle T. Assa
Assistant Professor, Pharmacy Administration
B.S., University of Colorado, 1992
Ph.D., University of Florida, 1997

Myint M. Aye
Professor, Internal Medicine
M.B.B.S., University of Rangoon, 1957
D.T.M. and H., University of London, 1961
Fellow, Royal College of Physicians

William Ayer
Professor and Director, Behavioral Science
D.D.S., University of Illinois, 1967
Ph.D., State University of New York at Buffalo, 1976

H. John Baldwin
Associate Professor of Pharmacy Administration
B.S., University of Manitoba, 1962
M.S., Purdue University, 1967
Ph.D., Purdue University, 1969

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

Robert Barr
Assistant Professor, Optometry
B.S., Albright College, 1979
O.D., Pennsylvania College of Optometry, 1984
M.B.A., Brenau University, 1998

Mary Bartuccio
Assistant Professor, Optometry
O.D., Nova Southeastern University, 1997

Herbert Bass
Assistant Professor, Restorative Dentistry
D.D.S., University of New York, 1961

Christine Bello
Assistant Professor, Pharmacy Administration
Pharm.D., Nova Southeastern University, 1997

Camille Z. Bentley
Assistant Professor, Family Medicine
B.S., University of South Florida, 1977
M.S., George Mason University, 1982
D.O., Nova Southeastern University College of Osteopathic Medicine, 1992

316 Health Professions Division—Full-time Faculty Members

317 Health Professions Division—Full-time Faculty Members
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Years</th>
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<tbody>
<tr>
<td>Marshall Berger</td>
<td>Associate Professor, Restorative Dentistry</td>
<td>D.D.S., University of Illinois, 1962</td>
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<tr>
<td>Manuel Bergman</td>
<td>Assistant Professor, Optometry</td>
<td>B.H.L., Sperdus College, 1943</td>
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<td>O.D., Illinois College of Optometry, 1945</td>
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<tr>
<td>Bridget Bernstein</td>
<td>Assistant Professor, Pharmacy Practice</td>
<td>B.S., University of South Florida, 1991</td>
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<td></td>
<td>Pharm.D., Nova Southeastern University College of Pharmacy, 1995</td>
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<td>Eulogio Besada</td>
<td>Assistant Professor, Optometry</td>
<td>O.D., University of Houston, 1989</td>
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<tr>
<td>Gregory Black</td>
<td>Assistant Professor, Optometry</td>
<td>O.D., Indiana College of Optometry, 1996</td>
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<tr>
<td>Mary T. Blackinton</td>
<td>Associate Professor, Physical Therapy</td>
<td>B.S./P.T., University of Maryland, 1983</td>
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<td>M.S., Nova Southeastern University, 1991</td>
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<td>Ed.D., Nova Southeastern University, 2000</td>
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<td>Cyril Blavo</td>
<td>Professor, Public Health</td>
<td>Professor, Pediatrics</td>
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<td>B.S., Abilene Christian University, 1979</td>
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<td>D.O., Texas College of Osteopathic Medicine, 1984</td>
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<td>M.P.H. and T.M., Tulane University School of Public Health and Tropical Medicine, 1988</td>
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<td>Fellow, American College of Osteopathic Pediatricians</td>
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<tr>
<td>Charles Bleich</td>
<td>Assistant Professor, Restorative Dentistry</td>
<td>D.D.S., University of Pennsylvania, 1960</td>
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<td>Edward Bock</td>
<td>Assistant Professor, Restorative Dentistry</td>
<td>D.D.S., Temple University, 1941</td>
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<tr>
<td>Carolyn Bordenkircher</td>
<td>Clinical Assistant Professor, Pharmacy</td>
<td>A.A., Broward Community College, 1994</td>
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<td>Pharm.D., Nova Southeastern University, 1998</td>
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<td>Paul Bradley</td>
<td>Professor, Oral and Diagnostic Services</td>
<td>D.B.S., University of Birmingham, UK, 1959</td>
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<td>M.B., B.S., University of London, UK, 1966</td>
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<td>F.D.S.R.C.S. (Eng), Royal College of Surgeons of England, 1985</td>
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<td>F.D.S.R.C.S. (Edin), Royal College of Surgeons of Edinburgh, 1985</td>
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<td>M.D., University of London, UK, 1989</td>
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<td>William Brandt</td>
<td>Chair and Professor, Prosthodontics Dentistry</td>
<td>D.D.S., Ohio State University, 1964</td>
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<td>M.S., University of Texas-Houston, 1975</td>
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<td>CT, Wilford Hall Medical Center, 1975</td>
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<td>Abby Brodie</td>
<td>Associate Professor, Restorative Dentistry</td>
<td>D.M.D., University of Pennsylvania, 1983</td>
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<tr>
<td>Dawn Brown-Cross</td>
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<tr>
<th>Name</th>
<th>Title and Institutions</th>
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<tr>
<td>Emil Kozarov</td>
<td>Assistant Professor, Periodontics</td>
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<td>Ph.D., Russian Academy of Sciences Moscow</td>
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<td>Lawrence Krasne</td>
<td>Associate Professor, Restorative Dentistry</td>
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<td>D.D.S., St. Louis University, 1954</td>
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<td></td>
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<td>Sergio Kutler</td>
<td>Associate Professor, Endodontics</td>
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<td>L. Leanne Lai</td>
<td>Assistant Professor, Pharmacy Administration</td>
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<td>B.S.Pharm., Kaohsiung Medical College, Taiwan, 1990</td>
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<td>Jose Larumbe</td>
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<td>Cynthia Last</td>
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<td>Assistant Professor, Public Health</td>
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<td>B.S., Southwestern Oklahoma State University, 1968</td>
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<td>Janet Leasher</td>
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<td>O.D., Pacific University, 1986</td>
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<td>Roni Cohen Leidner</td>
<td>Affiliated Professor, Child Development Specialist</td>
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<td>B.S., Boston University, 1972</td>
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<td>Su Jin Lee</td>
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<td>Pharm.D., Samford University, 2002</td>
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<td>Harry Lehrer</td>
<td>Assistant Professor, Restorative Dentistry</td>
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<td>Simon Leung</td>
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<td>Lawrence Levin</td>
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<td>D.D.S., Fairleigh Dickinson University, 1965</td>
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<td>Phil Levine</td>
<td>Assistant Professor, Oral Medicine</td>
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<td>D.D.S., University of Tennessee, 1962</td>
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<td>Leonard A. Levy</td>
<td>Professor, Family Medicine</td>
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<td>Richard E. Lindstrom</td>
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<td>Hal Lippmann</td>
<td>Assistant Professor, Director of Admissions, Restorative Dentistry</td>
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<td>Elysia G. Lipschutz</td>
<td>Assistant Professor, Occupational Therapy</td>
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<td>Bini Litwin</td>
<td>Assistant Professor, Physical Therapy</td>
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<td>Robert London</td>
<td>Professor, Periodontics</td>
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<td>D.D.S., UCLA School of Dentistry, 1979</td>
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<td>Juan C. Lopez</td>
<td>Assistant Professor, Periodontics</td>
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<td>Name</td>
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<td>D.M.D., University of Puerto Rico, 1990</td>
<td>Assistant Professor, Optometry</td>
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<td>M.D., University of Pittsburgh, 1996</td>
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<td>David S. Loshin</td>
<td>Professor, Optometry</td>
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<td>Jennie Q. Lou</td>
<td>Associate Professor, Public Health</td>
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<td>Ferol Menks Ludwig</td>
<td>Professor, Occupational Therapy</td>
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<td>Carla A. Luque</td>
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<td>Caridad Machado</td>
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<td>Anthony Madpak</td>
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<td>Tanya Mahaphon</td>
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<td>Andrés Malavé</td>
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<td>Sheldon Mintz</td>
<td>Professor, Oral and Maxillofacial Surgery</td>
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Christopher Mitchell
Assistant Professor
B.A., Lynchburg College, 1989
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<td><strong>James Cresanta</strong></td>
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<td><strong>Stella Cross</strong></td>
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<td>B.S.N., University of Alabama, 1975</td>
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<td><strong>M.D., University of the Health Sciences School of Medicine, 1984</strong></td>
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<th>Education</th>
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<td></td>
</tr>
<tr>
<td>D.O., College of Osteopathic Medicine and Surgery, 1979</td>
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<tr>
<td>Arthur Kapit</td>
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370 Health Professions Division—Clinical/Visiting Faculty Members
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<th>Education/Institution</th>
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