



NEW YORK MEDICAL COLLEGE

A MEMBER OF THE Touro College and University System

School of Health Sciences and Practice
and INSTITUTE OF PUBLIC HEALTH

SHSP ACADEMIC CATALOG

2022-2023



Where Knowledge and Values Meet



NEW YORK MEDICAL COLLEGE

A MEMBER OF THE Touro College and University System
SCHOOL OF HEALTH SCIENCES & PRACTICE ~ INSTITUTE OF PUBLIC HEALTH

Catalog

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Accreditation

New York Medical College (NYMC) is chartered by the Regents of the State of New York, and all of its degree programs are authorized by the New York State Department of Education.

The College is accredited by the Middle States Commission on Higher Education (MSCHE). Specialty accreditations for programs in the School of Health Sciences and Practice have been granted by:

Council on Education for Public Health (CEPH)

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

Commission on Accreditation in Physical Therapy Education (CAPTE)

Comments regarding programs in the School of Health Sciences and Practice may be made directly to the appropriate accrediting body.



Catalog Terms of Use

Curricula, programs, and policies cannot be static in the living and breathing environment of a health sciences college. They need to be responsive to the latest developments in student learning, teaching methodologies, scientific and medical practice, and the larger world in which we live.

Accordingly, the provisions of this publication are not to be regarded as the irrevocable terms of a contract between the student and New York Medical College's School of Health Sciences and Practice (SHSP). Changes are necessary from time to time in admission requirements, academic requirements, payment and financial aid policies, and other regulations. The tuition and fees schedule commonly changes each academic year; the amounts for the coming year will be published on New York Medical College's School of Health Sciences and Practice website as soon as they are available – and prior to registration for classes. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and/or can be accommodated within the span of years normally required for graduation.

For information on educational expenses, student affairs, or financial aid, the student should contact his/her advisor or the respective administrative office. Information on current tuition and fees is published on the Bursar's Office website at: <http://www.nymc.edu/current-students/student-services/bursar/tuition-and-fees/school-of-health-sciences-and-practice>

Mission

The School of Health Sciences and Practice prepares tomorrow's leaders to preserve, protect, and improve the health of individuals, families, and communities through education.

History

The School of Health Sciences and Practice—which opened its doors in 1981 as the Graduate School of Health Sciences—embraces the founding principles of New York Medical College (NYMC) and shares pride in its past.

Founded in 1860 by poet William Cullen Bryant, NYMC has a long history of academic excellence and public service as well as an unwavering commitment to inclusion and diversity. While much has changed at the College since the early days, NYMC's tradition of progress and service has remained steadfast. The School of Health Sciences and Practice embraces these tenets and has enjoyed remarkable growth and development since its inception.

NYMC Joins the Touro University System

In May 2011, New York Medical College joined the Touro University System, creating one of the United States' largest biomedical higher education consortiums under one institutional banner. Touro is a system of non-profit institutions of higher and professional education. Touro was granted university status in 2022 and is now known as Touro University. Touro University was chartered in 1970 primarily to enrich the Jewish heritage, and to serve the larger American and global community. Approximately 19,000 students are currently enrolled in its various schools and divisions. Touro has 35 campuses and locations in New York, California, Nevada, Illinois, Berlin, Jerusalem and Moscow. New York Medical College; Touro University California and Touro University Nevada; Touro University Worldwide and its Touro College Los Angeles division; as well as Hebrew Theological College in Skokie, Illinois are separately accredited institutions within the Touro University System.

Today, New York Medical College is proud of its longstanding reputation for producing superior physicians, scientists and healthcare professionals, as well as members of the faculty who enjoy international recognition for their clinical and scientific accomplishments.

Dean's Message



Dear SHSP Student,

Welcome, or welcome back!

It is a privilege to introduce this most recent edition of the school catalog. As we begin a new academic year, we acknowledge again the dynamism of our academic programs and their focus on you—creating real-world experiences in and out of the classroom—and giving you the professional knowledge and skills to be successful in your chosen career.

You are in good company here. Many of your classmates are (or aspiring to become) clinicians, administrators, analysts and researchers. They share your interest in improving health and health care in their communities and worldwide.

Our faculty and staff are exceptional, as you soon will see or already can attest. They too are committed and dedicated to education and to enhancing the health and well-being of others.

As you navigate through the course work, exams and assigned papers, don't miss out on the additional opportunities for real-world experience and collaboration, along with the chance to do important research that can lead to real change.

Start developing your professional ties. Join our greater community of leaders and scholars by engaging with some of our countless alumni and industry leaders. They can be your primary contacts who may become mentors and colleagues, and perhaps lead to others as you advance in your profession. Many are actively involved with health systems, clinics, local health departments, and pharmaceuticals across the New York area, and at national and international agencies and institutions.

The Dean's Office is here to help you along the way. Please feel free to visit or contact Fiona Villate for an appointment: Fiona_Villate@NYMC.edu or (914) 594-4531.

Best of luck in your studies,

Robert W. Amler, M.D., M.B.A.

Dean

Professor of Public Health, Pediatrics and Environmental Health Science

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Graduate School Overview

The School of Health Sciences and Practice (SHSP) is a founding member the Association of Schools and Programs of Public Health (ASPPH).

The New York Medical College School of Health Sciences and Practice is located just 15 miles north of the New York City limits, in suburban Westchester. We offer exceptional opportunities to upwardly mobile professionals from varied backgrounds. More than three million people live in our primary catchment area, which includes the scenic Hudson River valley and parts of Connecticut, and encompasses a variety of community settings – urban, suburban, and rural.

Most of our faculty are actively involved with local health departments, health systems, and other agencies. The region has a rich history and highly developed network of social services, advocacy for children and the elderly, disability services, and vocational rehabilitation.

Our public health programs are accredited by the Council on Education for Public Health (CEPH), and feature online and late afternoon and evening on-campus classes to accommodate the busy schedules of working professionals.

Our full-time weekday professional programs in physical therapy and speech-language pathology, add a community-oriented perspective that does not occur in most other teaching settings. Service-based learning activities integrate health sciences and public health practice with the clinical arts.

New York Medical College is one of the nation's largest private health sciences colleges. It has a strong history of involvement in the social and environmental determinants of health and disease, and special concern for the underprivileged.

All NYMC degree and certificate programs are approved by the New York State Education Department (NYSED). Programs are approved to be

taught in a particular format such as on-campus or online. In the event of emergency situations and with the approval of NYSED, the School of Health Sciences and Practice reserves the right to make modifications to the delivery of classes as may be necessary.

Graduate Departments

Master of Science in Bioethics – Certificate in Bioethics

The School of Health Sciences and Practices offers a Master of Science (M.S.) degree and Advanced Certificate in Bioethics. The Bioethics Program offers a M.S. degree targeted to medical students, health professional students, scientists, and practicing health care providers who are interested in expanding their training in bioethics. Students will also be prepared to pursue further graduate work in health sciences or in fields such as history, philosophy, anthropology, scientific research, or law. Through the Jewish Bioethics track, the program is also of interest to rabbinical students who want to work in chaplaincy or in a medical or health care setting. The M. S. degree and the Advanced Certificate will prepare students for their future careers in bioethics (clinical ethics, chaplaincy, bioethics consultations for pharmaceutical companies, etc.).

The Department of Public Health

The Department of Public Health houses five divisions: Environmental Health Science, Epidemiology, Health Behavior and Community Health, Biostatistics, and Health Policy and Management.

Environmental Health Science

Environmental Health Science is a multi-faceted field incorporating a variety of professionals, including engineers, hydrologists, industrial hygienists, toxicologists, epidemiologists, and molecular biologists. Environmental health professionals typically hold positions in industry, in compliance programs or as health safety officers; in consulting firms performing environmental monitoring or audits; in not-for-profit organizations as researchers and/or

advocates; or in government in the areas of inspections and permits, water quality, food, sanitation, or air quality.

The program in Environmental Health Science provides the conceptual framework and practical tools to recognize and address environmental hazards. Required program courses familiarize the student with issues of air and water quality as well as solid waste and environmental and industrial toxicology. Students learn analytical and problem-solving skills as well as how to communicate with technical and non-technical groups.

The Division of Environmental Health Science offers the M.P.H. degree in Environmental Health Science as well graduate certificate programs in Industrial Hygiene, Environmental Health Science and in conjunction with the Center for Disaster Medicine. Students enrolled in these certificate programs will be awarded graduate credit in the courses taken, which may then be used as the basis for further study leading to an M.P.H. degree. The M.P.H. program is offered in an **on-campus** and **online** format.

Epidemiology

Epidemiology is the discipline used to find the causes of health outcomes and diseases in populations. It is the scientific, systematic and data driven study of the frequency and patterns, as well as causes and risk factors, of health-related states and events in specified populations (neighborhood, school, city, state, country, global).

The M.P.H. in Epidemiology program is based in the quantitative study of disease distribution in populations, the underlying concepts of disease dissemination, the elucidation of disease risk and disease prevention. You will learn how to develop studies and use data to understand and explain disease processes and apply this information to develop and evaluate prevention and control measures. The M.P.H. in Epidemiology is offered **on-campus** only.

Health Behavior and Community Health

The Division of Health Behavior and Community Health offers an M.P.H. in Health Behavior and Community Health. The program will give you a clear understanding of the role of behavior and social influences in illness and health, and the skills necessary to develop effective public health interventions to reduce risk and promote health. You will learn how to help individuals and communities change behaviors and improve their environment for a healthier lifestyle. In addition, the Division of Health Behavior and Community Health offers a one-year accelerated M.P.H. in Health Behavior and Community Health. The M.P.H program is offered in an **on-campus** and **online** format.

Biostatistics

The Division of Biostatistics offers an M.S. in Biostatistics. The program is a quantitative program that will arm you with the tools to build and interpret models to assess health outcomes. You will learn quantitative analytic techniques including sophisticated regression and modeling techniques and interpretation skills to help inform optimal healthcare delivery models. The M.S. in Biostatistics is offered **on-campus** only.

Health Policy and Management

The Division of Health Policy and Management offers the M.P.H. and Dr.P.H. degrees in Health Policy and Management, in addition to an accelerated M.P.H. in Health Policy and Management. The Division also offers a graduate certificate in Global Health and a certificate in Health Administration. The M.P.H. in Health Policy and Management and graduate certificate in Global Health are offered both **on-campus** and fully **online** as distance learning programs.

Graduates of our M.P.H., certificate and Dr.P.H. programs will be equipped with powerful tactical tools for overseeing the financing and organization of resources to deliver health care services efficiently and effectively for the populations who need it the most.

The Department of Physical Therapy

The Department of Physical Therapy offers a professional doctorate degree in physical therapy (D.P.T.) completed over three years of full-time study, including summers. A D.P.T./M.P.H. (Master of Public Health) dual degree option is available for students who take public health coursework while in the D.P.T. program and additional coursework to complete the M.P.H. degree in a fourth year of study. The D.P.T. program is designed to prepare competent and caring physical therapists to practice in a variety of settings, adapt to changes in the health care system, and be capable of critical thinking and autonomous practice.

The didactic coursework emphasizes a strong foundation in the basic sciences and the application of these sciences to evidence-based clinical practice. A major feature of the program is a problem-based learning format for clinical application courses. In this format, learning is promoted through small tutorial groups, lectures, and structured laboratory experiences that include working with patients. The problem-based learning approach provides an opportunity for students to fully participate in their learning, to integrate basic and clinical science with clinical skills, and to develop skills in the critical analysis of patient problems. In addition to didactic coursework, students have a total of 36 weeks of full-time clinical experiences in four different settings, developing and refining their clinical skills under the direct supervision of practicing physical therapists.

Another major feature of the program is the requirement for all students to complete a group doctoral project. Students select a project offered by faculty in an area of clinical research, teaching, or public health service. Close mentoring of the student groups results in project outcomes and a manuscript that is acceptable for publication or presentation at a professional meeting.

The department admits full-time students only. Classes begin in June each year.

Accreditation

The Doctor of Physical Therapy Program at New York Medical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>

The Department of Speech-Language Pathology

The Department of Speech-Language Pathology offers a two-year, full time Master of Science (M.S.) degree and provides entry level professional education. The educational program prepares skilled clinicians who are committed to excellence in the delivery of speech-language pathology services in health care facilities and other professional settings. Faculty and students use state-of-the art clinical and technological resources to advance the field of communication sciences through research and clinical care.

Completion of the program leads to qualification for licensure and credentials necessary for entry into the profession. In addition to preparing graduates to meet the health care needs of many populations in a variety of settings, the program is a regional resource for information and continuing professional education in speech-language pathology.

The M.S. program offers two optional specialization tracks to support graduate students with an interest in advanced training in the areas of pediatric dysphagia or early intervention services.

This full-time program is designed to be completed in five to six consecutive semesters starting in the mid-August. English is the language of instruction throughout the curriculum.

In addition to the Master's program, the Department also offers a Post-Graduate Certificate in Pediatric Dysphagia.

Accreditation

The Master of Science (M.S.) education program in speech-language pathology at New York Medical

College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Visit their website is: <https://caa.asha.org/>.

Strategic Plan

The Department engages in a continuous process of program evaluation and quality improvement. Program development is guided by a strategic planning process. To view the Department of Speech-Language Pathology strategic plan, visit: <https://www.nymc.edu/departments/academic-departments/school-of-health-sciences-and-practice/speech-language-pathology/>

Degree Requirements

Master of Science- Bioethics

Candidates for the M.S. degree must complete a minimum of 36 credits and maintain a cumulative grade point average (GPA) of 3.0 or better within a period of no more than five calendar years subsequent to the first term of study. A thesis or a practicum is required. Students registering full-time can complete the program in 1.5 years.

Graduate Certificate Program

Candidates for the graduate certificate must complete a minimum of 12 credits and maintain a cumulative grade point average (GPA) of 3.0 or better within a period of no more than five calendar years subsequent to the first term of study. A thesis or a practicum is not required. Students registering full-time can complete the program in 1 year or less.

Core Course Requirements and Competencies

The Master of Science degree has 3 required courses, and the Graduate Certificate requires students to choose 2 of the 3. The core courses for the programs are:

1. ETHM 5001: The Patient-Clinician Relationship
2. ETHM 5002: Theories and Practice in Biomedical Ethics
3. ETHM 5003: Ethical Leadership and the Business of Healthcare

The purpose for requiring these courses is to ensure that students acquire foundational knowledge of ethical thinking in biomedical ethics and then learn to apply that knowledge and the skills of ethical deliberation that they develop to three major areas, namely (1) society and social policies, (2) the clinical encounter, and (3) a hospital's or health system's organizational culture and ethos.

Students will be able to choose elective courses that speak to their individual interests to complete the remaining coursework for both the Master of Science degree and the Graduate Certificate. Their choices will be guided through faculty mentors who can assist them in determine the appropriate course of study.

Master of Public Health (M.P.H.)

M.P.H. Core Courses

All M.P.H. degree students must successfully complete several required core public health courses.

The core course requirements for the M.P.H. degree are:

- HPMM 5001 CORE: Health Care in the United States (3 credits)
- BISM 5001 CORE: Introduction to Biostatistics (3 credits)
- ENVM 5001 CORE: Environmental Influences on Human Health (3 credits)
- BSHM 5001 CORE: Behavioral and Social Factors in Public Health (3 credits)
- EPIM 5002 CORE: Introduction to Epidemiology (3 credits)
- CHSM 5005a CORE: Public Health in Action: Policies and Interventions (1.5 credits)
- CHSM 5005b CORE: Public Health in Action: Policies and Interventions (1.5 credits)
- CHSM 7088 CORE: Applied Practice Experience Initiation (1 credit)

Culminating Experience

- Capstone is required for all concentrations. Other options are available upon departmental and advisor approval (3 credits).

A student who completes master’s degree requirements later than the fourth anniversary of the semester of entry into the School of Health Sciences and Practice may also be required to pass a comprehensive written examination in addition to any culminating experience as part of the requirements for the degree.

Practicum: Applied Practice Experience

The Public Health practicum provides students with a structured public health practice experience whereby they can take a population-based approach to a public health problem and apply the knowledge and skills acquired in the classroom.

Thesis (CRN by Division)

The thesis consists of a student completing an individual project with approval and under faculty supervisions. The thesis includes a thorough literature review, formulation of research questions, methods to carry out the inquiry and presentation of results of the research. Must receive approval from department chair and advisor to complete a thesis for credit.

Capstone

The capstone is the expected culminating experience for all students and is designed to provide students with the opportunity to demonstrate mastery of knowledge and skills they have acquired through their M.P.H. education. Students work cooperatively in groups on real-time public health issues appropriately applying, theory, methods and tools learned in the M.P.H. program.

Comprehensive Examination

Students are expected to take the Capstone of their division. The only exceptions are those in the Accelerated Program, are Active Military, or for extenuating circumstances. The comprehensive examination is a proctored and covers all core areas of knowledge offered by the Department of Public Health as well as the core areas of knowledge offered by the concentration of the student. Students must earn a minimum score of 80 percent to complete this degree requirement. More details

regarding content and preparation will be available upon registration for this examination. One must receive approval from their advisor of their respective program and the Chair of the Department to opt out of the Capstone and take the comprehensive examination. Students who are given permission must take an additional 3 credit course to replace the 3 credit Capstone.

M.P.H. CONCENTRATIONS

[M.P.H. in Health Behavior and Community Health \(Online/On Campus/Accelerated\)- 43 credits](#)

The M.P.H. in Health Behavior and Community Health is offered in an on-campus or online format or as a blended program. The following courses are all 3 credits, unless otherwise noted.

See Core Courses Above: 19 credits total

Required concentration courses: 12 credits total

- BHSM 6001 Principles and Techniques of Behavior Change
- BSHM 6012 Research Methods for Population Science
- BSHM 6021 Health Program Planning and Evaluation
- BHSM 6014 Social Marketing and Health Communication OR BSHM 6025 Health Communication in the Age of Social Media

Electives: 9 credits (Consult with Advisor)

Culminating Experience BSHM 7096 Capstone (other options by Departmental approval).

[M.P.H. in Health Policy and Management \(Online/On-Campus/Accelerated\)- 43 credits](#)

The M.P.H. in Health Policy and Management is offered on-campus or online or as a hybrid program. The following courses are all 3 credits, unless otherwise noted.

See Core Courses Above: 19 credits total

Required concentration courses: 18 credits total

HPMM 5003 Law and Health Economics
 HPMM 5002 Health Economics
 HPMM 6010 Financial Implications of Managing Health Care
 HPMM 6036 Information Systems for Health Care Management
 HPMM 6048 Organizational Theory
 HPMM 6072 Systems Thinking and Design

Electives: 3 credits (Consult with Advisor)

Culminating Experience – HPMM 7096 Capstone (3 credits)

M.P.H. in Environmental Health Science
(Online/On Campus)- 43 credits

The M.P.H. in Environmental Health Science is available on-campus and an online format (no residency requirement). The following courses are all 3 credits, unless otherwise noted.

See Core Courses Above: 19 credits total

Required concentration courses: 15 credits total

ENVM 6009 Air Pollution
 ENVM 6017 Pollution and Waste Management
 ENVM 6026 Public Health and Water Quality
 ENVM 6018 Fundamentals of Toxicology
 ENVM 6001 Principles of Occupational Health OR
 ENVM 6045 Industrial Hygiene

Electives: 6 credits (Consult with Advisor)

Culminating Experience: ENVM 7096 Capstone (3 credits)

M.P.H. in Epidemiology
(On-Campus)- 43 credits

The M.P.H. in Epidemiology is available on-campus (residency requirement). The following courses are all 3 credits, unless otherwise noted.

See Core Courses Above: 19 credits total

Required concentration courses: 21 credits total

BISM 6031 Intermediate Biostatistics I

BISM 6032 Intermediate Biostatistics II
 EPIM 6012 Advanced Epidemiology I
 EPIM 6013 Advanced Epidemiology II
 BISM 6092 Seminar in Biostatistics: Introduction to SAS

Concentration Electives (6 credits)

Culminating Experience – EPIM 7096 Capstone (3 credits)

M.P.H. Generalist (available January 1, 2023)
(Online/On Campus)- 43 credits

The M.P.H. Generalist is offered in an on-campus or online format or as a blended program. The following courses are all 3 credits, unless otherwise noted.

See Core Courses Above: 19 credits total

Required concentration courses: 3 credits total

BSHM 6012 Research Methods for Population Science

Electives: 18 credits (Consult with Advisor)

Culminating Experience Capstone (specific capstone to be determined by advisor; other options by Departmental approval).

Advanced Graduate Certificates

Emergency Management – 15 credits

This certificate is offered online and on-campus and is preparation for the Certified Emergency Manager® examination offered by the International Association of Emergency Managers. It may be taken independently or as part of an M.P.H. degree.

Required courses: 15 credits

EPRM 6016 Fundamentals of Emergency Preparedness
 EPRM 6017 Emergency Preparedness for Acts of Terrorism
 EPRM 6018 Emergency Preparedness for Natural Disasters and Complex Humanitarian Emergencies
 EPRM 6019 Public Health Emergency Preparedness
 EPRM 7092 Seminar in Applied Emergency Preparedness*

*This seminar applies only to *distance education certificate only or distance education M.P.H. students* who are pursuing the certificate as part of their studies. On-campus M.P.H. students will complete the Capstone course or a Thesis on an emergency preparedness topic.

Environment Health Science 15 credits

This *fully-online* only certificate may be taken either independently or as a component of a fellowship or an advanced medical training program. Upon completion, coursework may serve as an entry to the M.P.H. program. Not available for students earning an M.P.H. in Environmental Health Sciences.

Required Online Courses (12 credits):

- ENVM 5001 CORE: Environmental Influences on Human Health
- ENVM 6026 Public Health and Water Quality
- ENVM 6009 Air Pollution
- ENVM 6042 Public Health Risk Assessment

Select one from the courses listed below (3 credits):

- ENVM 6017 Pollution and Waste Management
- ENVM 6027 Environmental Law and Management
- ENVM 6048 Children and the Environment

Global Health 12 credits

This fully-online only certificate may be taken independently or as part of an M.P.H. degree.

Required Online Courses: 12 credits

- INHM 6001 Primary Care Around the World
- INHM 6005 Infectious Diseases and Public Health
- INHM 6007 Comparative Healthcare Delivery Systems
- INM 6008 Women and Health: A Global Perspective

Health Administration 15 credits

The certificate in Health Administration is designed to provide the knowledge and skill set needed for competence in managing and directing the administration of health departments, hospitals, clinics, and other similar health care facilities. Not

available for students earning their M.P.H. in Health Policy and Management. **Required Courses: 6 credits**

- HPMM 5001 Health Care in the U.S.
- HPMM 6072 Systems Thinking and Design
- HPMM 6010 Financial Implications of Managing Health Care
- HPMM 6048 Organizational Theory

One of the following:

- HPMM 5002 Health Economics
- HPMM 5003 Law and Health
- HPMM 6036 Information Systems for Health Care Management
- HPMM 6062 Ethics in Health Care

Health Education 27 credits

Students who complete the Certificate in Health Education are eligible to take the Certified Health Education Specialist (CHES) examination offered by the National Commission for Health Education Credentialing (NCHEC). The certificate is offered in an online and on-campus format and may be taken independently or as part of the M.P.H. degree.

Choose 9 of the following courses with the advice and approval of the Director of Health Education Certificate Program:

- BSHM 5001 Core: Behavioral and Social Factors in Public Health
- ENVM 5001 CORE: Environmental Influences on Human Health
- BHSM 6001 Principles and Techniques of Behavior Change
- BHSM 6003 Stress and Health
- BHSM 6004 Introduction to Health Education
- BHSM 6012 Research Methods for Population Science
- BHSM 6014 Social Marketing and Health Communication
- BHSM 6025 Health Communication in the Age of Social Media
- BHSM 6021 Health Program Planning and Evaluation
- BISM 5001 CORE: Introduction to Biostatistics
- EPIM 5002 CORE: Introduction to Epidemiology

BHSM 6023 Health Promotion Strategies

Industrial Hygiene – 15 credits

Completion of the Certificate in Industrial Hygiene (CIH) will fulfill the coursework in industrial hygiene required for admission to the American Board of Industrial Hygiene (ABIH) examination. Successful completion of this certificate will also provide training to prepare students to sit for certification examinations given by the Board of Certified Safety Professionals (BCSP) and the Council on Certification of Health, Environmental and Safety Technologists (CCHST).

This certificate is offered in an online and on-campus format, and may be taken independently or as part of an M.P.H. degree.

Required Courses: 15 credits

- ENVM 5001 CORE: Environmental Influences on Human Health
- ENVM 6018 Fundamentals of Toxicology
- ENVM 6005 Industrial Hygiene
- ENVM 6013 Safety Engineering and Occupational Health
- ENVM 6044 Exposure Assessment and Monitoring Metrics

Public Health 18 credits

The Advanced Certificate in Public Health is customizable and designed for individuals with a non-public health background who are now working in a public health context or preparation/prerequisites for admissions to the Doctor of Public Health program. This certificate is offered in an online and on-campus format and may be taken independently. This is not available for any student earning an MPH. Students must meet with the certificate advisor their first semester.

Required Courses: 12 credits

- BISM 5001 CORE: Introduction to Biostatistics
- EPIM 5002 CORE: Introduction to Epidemiology

Select one (1) of the following:

- HPMM 5001 Core: Health Care in the US
- BSHM 5001 Core: Behavioral and Social Factors in Public Health
- ENVM 5001 CORE: Environmental Influences on Human Health
- HPMM 5001 CORE: Health Care in the US

Select one (1) of the following:

- EPIM 6012 Advanced Epidemiology I
- BHSM 6012 Research Methods in Population Science
- BHSM 6021 Health Program Planning & Evaluation
- HPMM 5002 Health Economics

Elective Courses: 6 credits - Select 2 of the following:

- BISM 6031 Intermediate Biostatistics I
- BISM 6032 Intermediate Biostatistics II
- HPMM 6036 Information Systems for Health Care Management
- BHSM 6001 Principles & Techniques of Behavior Change
- HPMM 6062 Ethics in Health Care
- BISM 6052 Introduction to Clinical Study Design
- ENVM 6043 Environmental Health Policy
- ENVM 6010 Principles of Food Safety & Hygiene

Applied Biostatistics 15 credits

The advanced certificate in Applied Biostatistics provides a specialized emphasis in research and statistics. Students earning an MS in Biostatistics are ineligible to register for this certificate.

Required Courses: 6 credits

- BISM 500 CORE: Introduction to Biostatistics
- BISM 6092: Introduction to SAS

Elective Courses (Select 3 courses—9 credits):

- BISM 6031: Intermediate Biostatistics I
- BISM 6032: Intermediate Biostatistics II
- BISM 6048: Survival Analysis
- BISM 6011: Statistical Modeling
- BISM 8001: Survey Sampling and Data Analysis
- BISM 6052: Intro to Clinical Study Design

SPECIAL CERTIFICATES

Children with Special Health Care Needs (15 Credits)

Enrollment in this 15-credit certificate program is restricted to those who are participating as trainees in the LEND Program (Leadership Education in Neurodevelopmental and Related Disabilities) at the Westchester Institute for Human Development, an on-campus affiliate of NYMC and the SHSP. The certificate requires on campus participation on Thursdays (8:45 a.m. to 5 p.m.) from the start of the fall semester until the end of the spring semester, with the usual academic holidays. Permission of the Certificate Program director (Jcastillo@wihd.org) is required for enrollment. For additional information about the LEND Program and to learn how to apply to the LEND Program, see our website (www.wihd.org/lend) and contact the Program Director.

Three required certificate courses must be taken concurrently:

DISM 6084 & 6085 Seminar in Evidence-based Methods I & II; 2-semester course; 4 credits/year

DISM 6010 & 6011 Overview of Neurodevelopmental Disabilities I & II; 2-semester course; 6 credits/year

DISM 6080 & 6081 Interdisciplinary Leadership in Action I & II; two-semester course; 5 credits per year over two semesters, these courses meet from 9:00 a.m. to 5:00 p.m. on all Thursdays of the academic year from early September to early May except for academic holidays.

Post-Graduate Certificate in Pediatric Dysphagia – 15credits

The Post-Graduate Advanced Certificate in Pediatric Dysphagia requires completion of 5 courses with an opportunity for an optional in-person practicum. All coursework is offered online. Completion of this 15-

credit certificate requires maintaining a GPA of 3.0 or above for all coursework.

Courses

PFDM 6001 Acquisition/Development of Feeding/Swallowing Skills in Children (3 credits)
 PFDM 6002 Feeding/Swallowing Disorders in Pediatric Populations (3 credits)
 PFDM 6003 Comprehensive Assessment and Clinical Writing (3 credits)
 PFDM 6004 Treatment Approaches in Pediatric Feeding Disorders (3 credits)
 PFDM 6005 Clinical Applications of Assessment and Treatment Processes (3 credits)
 PFDM 6006 Optional In-person Clinical Experiences (1 credit)

Courses are taught online, with strong faculty support throughout. Chat sessions are regularly scheduled to ensure the material is being processed appropriately. Class discussions will also serve to clarify student concerns. The program offers an optional in-person opportunity for students to observe in a neonatal intensive care unit (NICU) and conduct feeding/swallowing evaluations and complete required clinical writing tasks in our on-campus outpatient clinic. Expert supervisors work with small groups of students as the clinical services are provided.

Doctor of Public Health (Dr.P.H.) in Health Policy and Management (On Campus) - 54 Credits

The classes in this program are offered in a traditional on-campus format (generally once a week with 8 credits for the fall and spring semesters).

The program has a residency requirement of at least two years and is a 54-credit post-masters program, with credits derived from coursework, internships, and dissertation work. Applicants to the program must have attained a Master of Public Health (M.P.H.) in Health Policy and Management or a comparable degree. An applicant's coursework will be evaluated upon receipt of a completed application to determine

whether additional graduate coursework may be required prior to admission to the doctoral program.

Coursework (39 credits): All students are required to take a minimum of 39 credits of didactic coursework as part of the program. Course selection is conducted with an advisor as part of an individual program plan.

- HPMM 8010 Socioeconomic Determinants of Health (4 credits)
- HPMM 8011 Health Care Economics (4 credits)
- HPMM 8012 Health Services Research and Evaluation I (4 credits)
- HPMM 8013 Introduction to Public Health Law (4 credits)
- HPMM 8014 Public Health Leadership (4 credits)
- HPMM 8015 Regulation and Market Approaches to United States Health Care (4 credits)
- HPMM 8016 Political Economy of United States Health care Reform (4 credits)
- HPMM 8017 Clinical and Research Ethics (4 credits)
- HPMM 8019 Health Services Research and Evaluation II: Applications of Research (4 credits)
- HPMM 9093 Independent Study in Health Policy and Management (1 credit)
- HPMM 9094 Directed Doctoral Research (3 credits)

Internship - HPMM 9090 and HPM 9091 (6 credits upon completion of year-long internship): Students are provided with opportunities to interact with other public health professionals in a variety of settings and to apply their skills to real-world problems under the guidance of a mentor. These internships will make use of the rich academic and practice environment offered by New York Medical College, its hospital and county health department affiliates, or other health-related organizations.

Dissertation Research - HPMM 9095 (9 credits): The dissertation serves as the culmination of the research competency of the doctoral program. The dissertation must address an original research question and the student must interpret and discuss the significance and potential application of the study results within the context of the public health arena.

Master of Science (M.S.) in Biostatistics (On Campus) 36 Credits

The M.S. in Biostatistics is available on-campus (residency requirement). The following courses are all 3 credits, unless otherwise noted.

Required core courses:

- BISM 5001 CORE: Introduction to Biostatistics
- EPIM 5002 CORE: Introduction to Epidemiology

Required program courses:

- BISM 6011 Statistical Modeling
- BISM 6031 Intermediate Biostatistics I
- BISM 6032 Intermediate Biostatistics II
- BISM 6048 Survival Analysis
- BISM 6050 Mathematical Statistics I: Probability
- BISM 6051 Mathematical Statistics II: Inference
- BISM 8001 Survey Sampling and Data Analysis
- BISM 6092 Introduction to SAS Programming for Data Management and Analysis

Elective Courses (select two of the following)

- BISM 6053 Large Observational Data Analysis
- BISM 6052 Introduction to Clinical Study Design
- Advanced MPH and Public Health courses (selected in consultation with advisor)
- BISM 7091 Directed Research or BISM 7094 (3 credits)

DUAL DEGREES

M.D. /M.P.H. Dual Degree

Students accepted into the School of Medicine at New York Medical College may apply for admission to the M.P.H. program or advanced graduate certificates, thereby providing an opportunity to pursue both programs simultaneously. M.D. /M.P.H. students earn 43 credits (15 courses plus a practicum in public health). There are several pathways through which to pursue the 5-year M.D. /M.P.H. degree including the accelerated one-year program option. The majority of the M.D. /M.P.H. students take a gap year to complete the M.P.H. program. See the M.P.H. curriculum for each of the concentrations.

D.P.T. /M.P.H. Dual Degree

Students in good academic standing at the end of the first year of the Doctor of Physical Therapy (D.P.T.) degree may apply for admission to the Master of Public Health (M.P.H.) degree in Health Policy and Management and work towards each degree concurrently. Students will complete the D.P.T. degree in three years and the M.P.H. degree in one additional year. Students may extend the completion of the M.P.H. degree to a fifth year. Completing both degrees in a dual degree process lowers the cost and shortens the usual time to complete a M.P.H. degree program.

Doctor of Physical Therapy (D.P.T.)

The Doctor of Physical Therapy program is a full-time, cohort-based program with classes and clinical experiences scheduled between 8:30 a.m. and 4:30 p.m., Monday - Friday. This doctoral degree takes three (3) years to complete and requires 120 credits.

Foundational sciences, which provide the underlying knowledge base for physical therapy practice, include Human Anatomy and Histology, Physiology, Neuroscience, and Clinical Medicine. At NYMC, the faculty who teach these sciences are experts in their field. Faculty from the School of Medicine and Graduate School of Biomedical Sciences are the primary faculty in Human Anatomy and Histology, Physiology, Neuroscience, and Clinical Medicine. Faculty from the Department of Physical Therapy assist in the teaching of these courses and also help students to apply these sciences to clinical practice in courses that include Kinesiology, Exercise Science, Introduction to Clinical Science, and Clinical Science in Physical Therapy.

The program philosophy of providing students an engaging and personalized education in foundational sciences, clinical sciences, and professional development is readily apparent from the structure of the curriculum. In the first semester students, take Human Anatomy and Histology, which includes small group cadaver dissection. Kinesiology, the study of

movement, is taught simultaneously with the anatomy course. As a part of Kinesiology, students work in groups to analyze a functional task that patients typically perform in a clinical setting and design an intervention plan to promote motor learning of that task. In addition, students take the first of a three-course series in Professional Practice, which addresses group process, learning styles, and professionalism in physical therapy. Thus, from the very first semester students are integrating material from the foundational sciences directly to clinical practice. The parallel processing of foundational and clinical science course work provides a direct link between these two areas of study.

The second and third semesters of the first year extend the coursework in foundational sciences to Human Physiology, Neuroscience, and Clinical Medicine for Physical Therapists. A laboratory component of Neuroscience titled Neurological Examination and Evaluation provides students a direct link between the science and clinical application of neurologic physical therapy to clinical practice. Through a series of laboratory sessions, including hands-on experiences with actual patients, students deepen their understanding of the structure and function of the nervous system, how specific motor and sensory mechanisms operate in healthy individuals and how they may be altered secondary to neurologic pathology, and how to examine and evaluate individuals to assess the integrity of the nervous system. Clinical Medicine for Physical Therapists ensures that students have a knowledge base in medical management sufficient for making physical therapy diagnoses, screening patients, and making referrals to other health team members within a health care environment that includes direct access to patients.

Team Based Learning and Problem Based Learning

In the first two semesters of the program (Summer I and Fall I), students take courses taught in Team-Based Learning (TBL) and conventional lecture/laboratory formats. TBL involves

predetermined small groups of students working together to master the information discussed. These two semesters have a primary focus of providing students fundamental knowledge and skills in basic and medical sciences, and in applying these sciences to clinical practice. In addition, students' study and become aware of issues associated with educational theory and the profession of physical therapy. Beginning in the third semester of the program (Spring I), Problem-Based Learning (PBL) methodology is implemented. This and the remaining semesters of the program include TBL, conventional, and PBL lectures and labs, full-time clinical education experiences, and the completion of a doctoral thesis.

PBL methodology is used primarily within two 15-week and two 6-week course units (Spring I, Fall II, Summer III), utilizing three pedagogical elements. The first of these is small group tutorial sessions, the second is laboratory sessions, and the third is specialized lectures. In the small group tutorials, students work within groups that include a faculty tutor whose role is primarily that of facilitator. The tutorial groups meet two times per week for two and one-half hours each time. Tutorial groups work through case studies that have been carefully crafted to address a range of clinical issues and scenarios. Addressing the PBL cases requires students to integrate basic and clinical sciences, psychosocial issues, professional practice considerations, and concepts of scientific inquiry. Clinical problems are selected and developed that provide exposure to common clinical conditions and physical therapy interventions. Groups work through each case to integrate prior knowledge and identify areas for further study. The group facilitators assist the students in identifying pertinent objectives and learning outcomes.

The second element of the PBL triad, laboratory sessions, occurs four times each week in three-hour sessions. Within these laboratory sessions, students test their ideas about how to solve patient problems, and learn skills in patient screening, diagnosis, goal planning, intervention, referral to other professionals,

and outcome assessment. The laboratories are designed to complement the case studies being discussed in the tutorial sessions each week and to bring in additional cases. Thus, discussions of patient problems and the acquisition of skills in physical therapy evaluation and intervention occur simultaneously.

The third component of the problem-based learning curriculum is weekly specialized lectures. Lectures and demonstrations are provided by physical therapists, physicians, and other health professionals who work with patients similar to those described in the tutorial case studies. These lectures enhance students' awareness in the science and art of physical therapy, and the integration of these areas in client management.

Problem-based learning promotes the integration of foundational and clinical science, scientific inquiry, and clinical reasoning. The use of this triad of problem-based learning elements provides a context for learning that makes it easier for students to retain the material and to transfer knowledge and skills to the clinical setting. The opportunity provided in small group tutorial settings to verbalize and debate concepts leads to greater depth of understanding and improved retention than a lecture format alone. The group skills developed and the learning issues addressed provide students with a basis for evolving into lifelong learners with a scientific approach to clinical practice.

Evidence-Based Practice

Because physical therapy is a clinical science, evidence for the validity of clinical intervention approaches can be complex and elusive. In the Department of Physical Therapy at NYMC, students are taught to base their clinical decision-making on a system of evidence-based practice that reflects sound scientific principles, formal investigations of the effectiveness of clinical intervention strategies, and on contemporary patterns of best practice that may have yet to be formally tested. An integral goal of the program is for students

to become skilled in the critical analysis of the professional practice of physical therapy.

A very important benefit of the problem-based learning model used at NYMC is that students learn from their earliest clinical coursework to base their intervention strategies on evidence of best practice. Physical therapy is a clinical science that utilizes treatment approaches that are based on sound scientific principles and investigations of clinical effectiveness. In the Doctor of Physical Therapy program at NYMC, students learn how to establish a physical therapy diagnosis, set goals, develop a treatment plan, and modify treatments as the patient progresses. The learning of these skills is not delayed until clinical affiliations but is explicitly integrated into the academic curriculum. Furthermore, because scientific investigation is taught as an integral part of the professional practice of physical therapy, students learn clinical reasoning based on a critical analysis of scientific and clinical literature.

Clinical Education

Clinical education allows each student to integrate academic knowledge, refine clinical skills, and continue developing his/her professional self. Students expand their clinical and professional skills by evaluating and treating patients in diverse clinical settings while receiving supervision and feedback from practicing physical therapists. These clinical education experiences require students to collaborate closely with their clinical instructors in an active learning process.

The goals of the clinical education program at NYMC include: to prepare graduates who implement evidence-based practice across a variety of settings; to prepare graduates with a good understanding of regulatory and market forces affecting the provision of physical therapy care; and to prepare graduates who adapt successfully to changes in the health care environment.

The clinical education component of the physical therapy program consists of four full-time clinical

education experiences, each eight to twelve weeks in length, for a total of at least thirty-six weeks. The clinical education experiences are integrated into the second and third years of the program.

To provide these clinical education experiences, the Department of Physical Therapy at NYMC partners with a wide variety of clinical institutions. While most of our affiliating institutions are located in the tri-state area, additional opportunities are available throughout the United States. Current clinical sites include acute-care hospitals, outpatient clinics, sports medicine clinics, rehabilitation hospitals, skilled nursing facilities, other long-term-care institutions, and various types of pediatric settings. Specialty affiliations at burn centers, home health care agencies, aquatic centers, in the performing arts, and at a Native American reservation are also available.

Following nine months of clinical practice under the supervision of licensed physical therapists, graduates of our program are fully prepared to meet the practice challenges of the current and future health care environments.

Physical Therapy D.P.T. Curriculum – 120 Credits

SUMMER 1	12
PTRM 6001 Human Anatomy and Histology	6
PTRM 6006 Kinesiology	3
PTRM 6016 Professional Practice I: Introduction to Professionalism	3
FALL 1	14
PTRM 6003 Neuroscience	4
PTRM 6006 Human Physiology	3
PTRM 6011 Introduction to Clinical Science in Physical Therapy	4
PTRM 6007 Exercise Science	3
SPRING 1	16
PTRM 6012 Clinical Science in PT I: Acute Medical and Orthopedic Conditions	10
CHSM 5004 Introduction to Biostatistics	3
PTRM 6025 Clinical Medicine for Physical Therapists	3
SUMMER 2	10
PTRM 6021 Clinical Education I	7
PTRM 6024 Clinical Applications of Research	3

FALL 2	16
PTRM 6013 Clinical Science in PT II: Neurologic Conditions and Conditions of the Spine	10
HPMM 5001 Health Care in the United States	3
Elective	3
SPRING 2	9
PTRM 6022 Clinical Education II	7
PTRM 6028 Public Health and Physical Therapy	2
SUMMER 3	14
PTRM 6014 Clinical Science in PT III: Pediatric Conditions	5
PTRM 6017 Professional Practice II: Practice Management	3
PTRM 6002 Biomechanical Analysis of Gait	3
PTRM 7093 Seminar in Decision-Making for Complex Patients	3
FALL 3	14
PTRM 6026 PT in Preventive Healthcare & Wellness	3
PTRM 6027 Professional Practice III	3
PTRM 6023 Clinical Education III	8
SPRING 3	15
PTRM 6029 Clinical Education IV	8
PTRM 7095 Doctoral Project	4
PTRM 7092 Advanced Clinical Seminar	3
Comprehensive Written Examination	
TOTAL CURRICULUM	120

Master of Science (M.S.) in Speech-Language Pathology

The Master of Science program in Medical Speech-Language Pathology provides entry-level professional education.

There are two sets of prerequisite course requirements that must be completed prior to beginning the program.

ASHA Requirements

Biological Sciences – at least 1 course - Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)

Physical Sciences - at least 1 course - Acceptable courses in physics or chemistry

Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied

Social Sciences - at least 2 courses - Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.

Statistics Course- at least 1 course - Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.



Department of Speech-Language Pathology Requirements

A course in phonetics with phonetic transcription component.

A course in anatomy and physiology of speech or speech/hearing.

A course in language acquisition or child development.

An introductory course to communication disorders.

A course in speech science focused on the study of the acoustic, aerodynamic, and physiological aspects of speech production.

Optimally, prerequisite courses should be completed prior to applying to the program; however, applications will be reviewed with at least 3 prerequisite courses completed. All prerequisite

courses must be satisfactorily completed prior to starting the program.

Essential Functions

The Department of Speech-Language Pathology at New York Medical College prepares skilled clinicians who are committed to evidence-based and ethical practice in the delivery of speech-language and swallowing services in healthcare facilities and other professional settings. The curriculum is focused on an integration of research and clinical applications across academic and clinical coursework. The department supports and initiates the development of inter-professional practice skills within the College and in community-based settings. The department promotes clinical excellence in the community through service activities and continuing professional education opportunities. The Department affirms its commitment that graduates meet the standards for clinical certification through the American Speech-Language-Hearing Association. Toward this end, graduate students must demonstrate essential functions for the education and practice of speech-language pathology.

“In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experiences. The starred items (), however, are skills that are most inherent and should be present when a student begins the program.”*

Source: Council of Academic Programs in Communication Sciences and Disorders, 2007

Essential Function Domain 1 - Communication

A student must possess adequate communication skills to:

- ✓ Communicate proficiently in both spoken and written English language.
- ✓ Possess reading and writing skills sufficient to meet curricular and clinical demands
- ✓ Perceive and demonstrate appropriate non-verbal communication for culture and context.
- ✓ *Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- ✓ *Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups. Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice. Convey information accurately with relevance and cultural sensitivity.

Essential Function Domain 2 - Motor

A student must possess adequate motor skills to:

- ✓ Sustain necessary physical activity level in required classroom and clinical activities.
- ✓ Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- ✓ Access transportation to clinical and academic placements.
- ✓ Participate in classroom and clinical activities for the defined workday.
- ✓ Efficiently manipulate testing and treatment environment and materials without violation of testing protocols and with best therapeutic practice.
- ✓ Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- ✓ Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

Essential Function Domain 3 – Intellectual / Cognitive

- ✓ A student must possess adequate intellectual and cognitive skills to:
- ✓ Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- ✓ Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- ✓ Solve problems, reason, and make sound clinical judgements in patient assessment, diagnostic and therapeutic plan and implementation.
- ✓ Self-evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- ✓ Utilize detailed written and verbal instruction in order to make unique and independent decisions.

Essential Function Domain 4 – Sensory / Observational

A student must possess adequate sensory skills of vision, hearing, tactile and smell to:

- ✓ Visually and auditorily identify normal and disordered fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the area of semantics, pragmatics, syntax, morphology and phonology, hearing, swallowing, cognition, and social interaction related to communication.
- ✓ Identify the need for alternative modalities of communication.
- ✓ Visualize and discriminate anatomic structures and imaging findings (e.g., MBSS, FEES, etc.).
- ✓ Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
- ✓ Recognize when a client’s family does or does not understand the clinician’s written and/or verbal communication.

Essential Function Domain 5 – Behavioral / Social

A student must possess adequate behavioral and social attributes to:

- ✓ Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- ✓ Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, races, religions, sexual orientations, and cultural and socioeconomic backgrounds.
- ✓ Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and college and federal privacy policies.
- ✓ Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- ✓ Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- ✓ Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- ✓ Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.

Completion of the program leads to qualification for licensure and credentials necessary for entry into the profession. In addition to preparing graduates to meet the health care needs of many populations in a variety of settings, the program is a regional resource for information and continuing professional education in speech-language pathology. We also offer the NYS Certificate for Teacher of Students with Speech and Language Disabilities (TSSLD).

The program admits full-time day students only, for a five-six- semester program that includes one summer.

Features of the curriculum:

- The program begins with a Clinical Readiness Series designed to establish core skills needed to engage in beginning clinical practice.

- Case-based and problem-based learning promotes the integration of clinical and basic sciences.
- Students learn how to establish a diagnosis, set goals, develop a treatment plan, and modify treatment as the patient progresses.
- Curriculum covers the complete scope of practice.
- The program offers an elective course in research for interested students
- An overseas elective is structured to provide students with experiences in the practice of speech-language pathology in a U.S. territory or foreign country.
- Clinical practice begins during the first semester of the program and occurs for each semester.
- One external rotation consists of a combination of inpatient and outpatient medically based experiences designed to provide students with a wide variety of foundational skills in medically based speech-language pathology.
- Students have the opportunity to engage in interprofessional education activities along with students from the Department of Physical Therapy.
- Students complete training programs in LSVT LOUD (Lee Silverman Voice Therapy) and FEES (Fiberoptic Endoscopic Evaluation of Swallowing).

M.S. in Speech-Language Pathology Curriculum - 68 Credits

Coursework:

FALL 1	17
SLPM 6001 Foundations of Speech, Language, and Cognition	3
SLPM 6010 Diagnostic Methods and Clinical Processes	2
SLPM 6050 Diagnostic Lab	1
Phonetics Boot camp	0
SLPM 6008 Speech Sound Disorders	3

SLPM 6032 Neuroscience	3
SLPM 6062 Seminar in Management of Medical Patients I	1
SLPM 6066 Speech Science	3
SLM 6040 Internal Practicum I	1
SPRING 1	19
SLPM 6004 Advanced Anatomy of the Speech and Hearing Mechanisms	4
SLPM 6009 Language Disorders of Children	3
SLPM 6013 Neuromotor Speech Disorders	3
SLPM 6014 Dysphagia (Lab)	3
SLPM 6029 Seminar in Early Intervention	2
SLPM 6045 Seminar in Professional Issues and Ethics I	1
SLPM 6069 Research Methods in Communication Disorders	2
SLPM 6041 Internal Practicum II	1
SUMMER	14
SLPM 6011 Voice Disorders	2
SLPM 6035 School-based Speech-Language-Hearing Services	3
SLPM 6046 Seminary in Professional Issues and Ethics II	1
SLPM 6053 AAC	3
SLPM 6063 Seminar in Management of Medical Patients II	1
SLPM 6068 Pediatric Dysphagia	3
SLPM 6042 External Practicum: Health Care Practice Setting	1
SLPM 6043 External Practicum: Modules for Medical Competencies	
SLPM 6044 External Practicum	
SLPM 6067 External Practicum: School Setting	
FALL 2	8
SLPM 6019 Adult Neurogenic Language Disorders	3
SLPM 6020 Adult Neurogenic Cognitive Disorders	3
SLPM 6064 Seminar in Management of Medical Patients III	1
SLPM 6042 External Practicum: Health Care Practice Setting	1
SLPM 6043 External Practicum: Modules for Medical Competencies	
SLPM 6044 External Practicum	
SLPM 6067 External Practicum: School Setting	
SPRING 2	10

Spring 6012 Fluency Disorders	3
SLPM 6022 Audiology for Speech Language Pathologists	3
SLPM 6031 Seminar in Counseling	2
SLPM 6047 Seminar in Professional Issues and Ethics III	1
SLPM 6042 External Practicum: Health Care Practice Setting	1
SLPM 6043 External Practicum: Modules for Medical Competencies	
SLPM 6044 External Practicum	
SLPM 6067 External Practicum: School Setting	
TOTAL CURRICULUM (without electives)	68
ELECTIVES	
SLPM 7090 Overseas elective	1
SLPM 7091 Research Experience	1

Key elements of our Clinical Training include:

- An academic health center environment;
- State-of-the-art clinical and technological resources;
- Gross anatomy classes taught by medical school faculty;
- “Hands-on” experience with a diverse client population;
- Minimum of 375 hours of direct clinical contact at on-site and off-site facilities;
- More than 130 off-campus clinical sites, including acute-care hospitals, out-patient clinics, rehabilitation hospitals, and other types of long-term-care institutions and pediatric facilities.
- One external rotation consists of a combination of inpatient and outpatient medically based experiences designed to provide students with a wide variety of foundational skills in medically based speech-language pathology. These include: inpatient and outpatient instrumental swallow studies (adult and pediatric); inpatient and outpatient evaluations (adult and pediatric); experience in Critical Care unit, to include trach/vent (adult), inpatient and outpatient language groups (adult and pediatric) as

well as outpatient therapy at the on-campus clinic. Students participate in inpatient and outpatient experiences in Audiology as well. All of these experiences are competency-based.

Speech-Language Pathology Specialization Tracks

The M.S. Program in Speech-Language Pathology offers two **optional** specialization tracks to support graduate students with an interest in advanced training in the areas of pediatric dysphagia or early intervention services. The specialization tracks are not required for graduation from the existing M.S. program.

Specialization Track in Pediatric Dysphagia

The **Specialization Track in Pediatric Dysphagia** offers M.S. students the ability to enroll in currently existing courses in the Certificate in Pediatric Dysphagia post-graduate specialization in pediatric dysphagia with a focus on:

- Development of a thorough understanding of normal swallow physiology, feeding development and the underlying factors of physiological differences and problem
- Protocols for assessment and treatment in pediatric populations
- Management of multiple social issues, including cultural differences, parent counseling and ethical considerations
- Clinical skills training focused on the development of a team-based, comprehensive treatment and management program

Course	Offering	Credits
SLPM 6068 Pediatric Dysphagia	Summer 1 Term	N/A
PFDM 6001 Acquisition/Development of Feeding/Swallowing Skills in Children ** Not part of specialization track- students encouraged to audit this course in preparation for subsequent courses**	Fall 2 Term Course online	N/A

PFDM 6002 Feeding/Swallowing Disorders in Pediatric Populations	Fall 2 Term Course online	3
PFDM 6003 Comprehensive Assessment and Clinical Writing	Spring Term Course online	3
PFDM 6004 Treatment Approaches in Pediatric Feeding Disorders	Summer Term Course online	3
PFDM 6005 Practicum	Spring Term Course online	3
Total		12

The Specialization Track in Early Intervention

Offers M.S. students the M.S. students the ability to enroll in a sequence of courses aligned with the New York State Department of Health Bureau of Early Intervention established competencies for practice with the birth-to-three population.

Program Information

Course	Offering	Credits
SLPM 7001 Seminar in Early Intervention 2	Fall 2 Term	2
SLPM 7002 Early Intervention Assessment	Fall 2 Term	2
SLPM 7003 EI for for Children with Complex Medical Conditions	Spring 2 Term	3
SLPM 7004 Working with Families and Reflective Practice	Spring 2 Term	3

Course Descriptions

Bioethics

Core Requirements

ETHM 5001 - The Patient-Clinician Relationship (3 credits)

This course will introduce students to different models of the patient-clinician relationship, both in the ideal as well as models that do not reflect the highest values of care. By contrasting different manifestations of the patient-clinician relationship, this course will provide tools to answer the question of how relationships are actually made and how they can be improved.

ETHM 5002 - Theories and Practice in Biomedical Ethics (3 credits)

This course will introduce students to the moral theories/ethical frameworks used in biomedical ethics as well as various topics related to the ethical implications of biotechnology and health care. In contrasting different methods of decision-making, the course will provide tools to answer the question of how decisions are actually made. It will give students theoretical and practical illustrations to prepare them to engage ethical deliberation and scholarly research related to biomedical ethics.

ETHM 5003 - Ethical Leadership and the Business of Healthcare (3 credits)

This course introduces the student to the ways in which physicians and other medical professionals make decisions. Students will learn how to aggregate data to consider different possible health outcomes of various medical decisions. The course will also introduce students to the various heuristics that physicians and other medical professionals use when they must make decisions quickly. In contrasting different methods of decision-making, the course will provide tools to answer the question of how decisions actually are made.

Elective Courses

ETHM 5004 - Healthcare Ethics & Health Law (3 credits)

The course will introduce students to the basic principles in medical ethics as well as how the ethics

of the medical profession is grounded in the law. Students will learn about the principle of autonomy, which includes its application in confidentiality and informed consent; the principles of beneficence and non-maleficence, and issues.

ETHM 6000 - Bioethics: Questions Regarding End of Life Issues (3 credits)

This course introduces the student to the various ethical issues regarding circumstances of end of life care. It will discuss how to treat terminally ill patients, definitions of death, the autonomy of the dying patient. The course will also teach students how to identify the needs of the dying patient and family, along with how to meet those needs. Student will also explore their own individual feelings regarding the end of life.

ETHM 6001 - Philosophy of Medicine (3 credits)

This course will provide an overview of the philosophical foundations of two major perspectives on medicine and medical knowledge, namely, the biomedical model and the humanistic medical model. It will examine the metaphysical, epistemological, and axiological premises upon which these two models are based. By the end of the course, students should recognize that the two models are complementary rather than contradictory, and that the utilization of both models will best procure a positive patient-physician relationship in today's medical and social environment.

ETHM 6002 - Medical Anthropology (3 credits)

This course introduces the student to the ways in which culture influences health and medical decisions for the student to understand how different societies manage the social and cultural conditions that affect health. The course will use anthropological methodologies as applied to health and biomedicine to cover concepts related to cultural competence and responsiveness, cultural effects on biology, ethno-medicine, and understanding health activities as cultural practices.

ETHM 6003 - Bioethics: Questions Regarding Beginning of Life Issues (3 credits)

This course introduces the student to the various ethical issues regarding circumstances of reproduction and neonatal care. In particular, it will examine the social and ethical issues surrounding contraception, abortion, surrogacy, reproductive technologies,

genetic screening and engineering, the safety and consequences of transgenics and xenotransplantation procedures, cloning, and (moral) decision-making on behalf of neonates, considering the individual's chance of surviving medical intervention and his/her future quality of life.

ETHM 6004 - Medicine & Literature: A Cross-Cultural Perspective (3 credits)

This course introduces the student to the different ways that illness, health, and medicine are portrayed in literature by exposing the student to authors and characters that come from different cultural backgrounds. While the reading list is by no means comprehensive, it is intended to convey how the perception of medicine is dependent not only on technical scientific knowledge but also on individual experiences and social norms. By contrasting the different perspectives of medicine that each week portrays, the course will provide tools for cross-cultural understanding in a multi-cultural medical environment.

Jewish Bioethics Elective Courses

ETHM 6005 - Introduction to Jewish Medical Ethics (3 credits)

This course will introduce bioethical principles in the Jewish legal tradition, as well as their relation to the ethics of modern scientific practice.

ETHM 6006 - Jewish Medical Ethics: Questions Regarding Beginning of Life Issues (3 credits)

This course introduces the student to the various ethical issues that are discussed in the Jewish tradition regarding circumstances of reproduction and neonatal care. In particular, it will examine the social and ethical issues surrounding contraception, abortion, surrogacy, reproductive technologies, genetic screening and engineering, cloning, and (moral) decision-making on behalf of neonates, considering the individual's chance of surviving medical intervention and his/her future quality of life.

ETHM 6007 - Jewish Medical Ethics: Questions Regarding End of Life Issues (3 credits)

This course introduces the student to the various ethical issues that are discussed in the Jewish tradition regarding end of life issues. It will discuss how to treat terminally ill patients, definitions of death, the

autonomy of the dying patient, and religious decisions regarding autopsies.

ETHM 6008 - Jewish Medical Ethics: Questions Regarding Surgery (3 credits)

This course introduces the student to the various ethical issues that are discussed in the Jewish tradition regarding surgical procedures. In particular, it will discuss choices over whether to have surgery or not, the religious consequences that certain surgeries entail, how the Jewish tradition negotiates between the priority of saving lives and other religious demands, and the complex considerations regarding transplants.

ETHM 6009 - Jewish Medical Ethics: The Patient-Physician Relationship (3 credits)

This course introduces the student to the various ethical issues that are discussed in the Jewish tradition regarding the patient-physician relationship. In particular, it is designed to help students appreciate the ways in which Jewish ethical values can influence the practice of medicine and the clinical encounter between doctors and patients. The course also attempts to make students more aware of the issues to be identified in clinical settings whereby the patients' and doctors' consideration of treatment options may be based on competing ethical values.

ETHM 6010 – Sex and Gender Bias Discrimination in Health Care (3 credits)

This course will introduce students to the various ways that sex and gender bias and discrimination impact health care and social discourse, with the purpose of learning ways to check those biases and end discrimination personally and systemically.

ETHM 6011 - Pharmaceutical Ethics (3 credits)

This course will examine the reasons for the development of the Food and Drug Administration, the approval process of drugs, and the impact of pharmaceuticals on society. It will also introduce students to historical examples of unethical treatment of patients that were used to advance medical science and drug development. Students will also gain an appreciation for the economics of drug pricing, the communication of policies mandated by the government, major pharmaceutical litigations, the role of Wall Street and the financial markets in funding new therapies, and the current and historic work of

the National Institutes of Health as it pertains to the pharmaceutical industry.

ETHM 6013 - Jewish Medical Ethics: Moral Foundations Medicine (3 credits)

This course will introduce students to the moral principles found in the Jewish tradition that relate to the practice of medicine and the patient-physician relationship.

ETHM 6014 - Ethics of Pandemic & Disaster Medicine (3 credits)

This course will introduce students to ethical healthcare decision-making during pandemics and disasters. The first part of the course will view ethical concerns related to public health; the second part of the course will focus on ethical concerns related to clinical care.

ETHM 6015 - Aristotle's (Medical) Ethics (2 credits)

This course will analyze Aristotle's *Nicomachean Ethics*, with an eye towards how concepts such as purpose, happiness, justice, prudence, good habits, and friendship shape one's personal and professional aspirations. The course is meant to help students develop skills for purposeful self-reflection and to be able to engage others in thoughtful and value-driven ways.

ETHM 6016 - Bioethics and the Holocaust (3 credits)

While the Holocaust has traditionally been taught from a historical perspective, this course intentionally shows how the Holocaust continues to have contemporary ramifications for the ways in which the power of medicine and the promise of scientific progress can be used to subvert the basic human rights of those deemed inferior. The course also provides strategies and techniques to mitigate those risks in order to create opportunities to improve the future of society.

ETHM 6017 – Ethical Values of COVID

The COVID-19 pandemic has led all levels of government and our healthcare system to take unprecedented measures to help slow the spread of COVID-19 and minimize illness. This three-credit course integrates a science- and ethics- based approach to examine the difficult ethical decisions about allocation of scarce resources, prioritization guidelines for vaccines and medical countermeasures, curtailment of individual freedoms, and closing of

public spaces. The objective of this course is to enable decision makers to identify competing values and interests, weigh relevant considerations, identify options and make well-considered and justifiable decisions.

ETHM 6018 - Ethical Challenges of Gene Editing: A CRISPR Perspective (3 credits)

This science-based ethics course is designed to help students master the multi-disciplinary skills and diverse cultural principles and guidelines to develop an ethical approach to deal with CRISPR and gene editing technologies. The future of genome editing, and precise genome engineering is adapting, evolving and unfolding at lightning speed raising many ethical challenges that need to be discussed. This course focuses on both the various underlying biotechnologies associated with CRISPR before analyzing the current and future ethical challenges of gene editing.

ETHM 7095 - Thesis (6 credits)

It is expected that the thesis will include some independent research and integration of skills acquired by the student through coursework. The thesis includes formulation of research questions, methods to carry out the inquiry and presentation of results of the research. The student should work through the program director and must maintain regular contact with the program and thesis advisors during the thesis work.

ETHM 7097 - Practicum (6 credits)

The practicum ensures that students have practical experience to support academic skills and information acquired within the field of medical ethics. For the practicum, students will choose from a number of pre-approved programs or internships, which will provide experience as to how to engage in the medical ethics issues that a professional confronts. Students who participate in the practicum are required to submit a journal of their experience, as well as a short analysis of one of the issues that they confronted as part of the project. Potential practica include:

- working with the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Training Program at the Westchester Institute for Human Development

- receiving clinical pastoral education at Westchester Medical Center
- working with the Bereavement Center of Westchester
- working with rabbis and other religious figures to learn about religious sensitivities

Physical Therapy

PTRM 6001 Human Anatomy and Histology (Summer I)

Credits: 6

This course provides an in-depth study of the structures of the human body, especially the locations, relationships, and functions of all muscles, bones, joints, and peripheral nerves. The organs of the thorax, abdomen, pelvis, and perineum are identified, along with their blood supplies, innervations, and general functions. Gross features of the brain and spinal cord are also examined. Students learn through lecture, laboratory dissection, and study of prepared materials. Consideration of functional anatomy, kinesiology, and identification of structures through palpation are integrated via a series of lectures and laboratory experiences. The students learn basic cell structure and function of muscle and connective tissues through lectures, readings, and study of histologic slides.

PTRM 6002 Biomechanical Analysis of Human Gait (Summer III)

Credits: 3

This course addresses the area of observational gait analysis from both a quantitative and qualitative perspective. Standardized forms of gait analysis forms are used, appropriate terminology is discussed, and the students are taught how to incorporate these methods into their clinical practice. Students are instructed in use of the GAITRite, a device that collects foot contact data as an individual traverses an instrumented walkway. Students use this technology to collect and analyze patient data that they formally present in a group project. In addition to collecting

and studying data, students learn about various gait-related topics such as postural control of gait, the effect of orthotics on gait, and the use of motion analysis and EMG data to analyze gait.

PTRM 6003 Neuroscience (Fall I)

Credits: 4

This course presents a study of the structure and function of the central nervous system including embryology, circulation, nuclei, tracts, and functional connections. Lectures focus on basic principles of neural organization as well as the consequences of damage to the nervous systems. Laboratories provide an opportunity for students to visualize the three-dimensional structure of the brain, as well as to learn structure-function relationships in an interactive fashion. In a sub-component of the course, "Neurological Examination and Evaluation," students learn to conduct and interpret the findings of clinical tests that are used to identify neurologic pathology in patients and clients.

PTRM 6004 Human Physiology (Fall I)

Credits: 3

This is a basic course in human physiology which examines the functional characteristics of the nervous, musculoskeletal, cardiovascular, and respiratory systems. Topics include the physiology of excitable tissues, reflexes, muscle contraction, hemodynamics, micro and macro circulation, respiratory mechanics, cellular respiration, and the autonomic nervous system.

CHSM 5004 Introduction to Biostatistics and Epidemiology for Public Health Studies (Spring I)

Credits: 3

This course introduces fundamental statistical approaches employed in clinical and public health research. Lectures cover common distributions, samples and populations, interval estimation, and inferential statistical approaches. Students learn how

data are presented and interpreted in the professional literature by considering published articles, professional reports and public health data. This introductory course also introduces students to the principles and practices of epidemiology and provides them a population-based perspective on health, disease, and prevention. Students learn the basic measurements of frequency and association and the methods employed in describing, monitoring, and studying health and disease in populations. Students will also learn how to apply fundamental statistical methods to key epidemiological concepts such as measures of morbidity, mortality, and measures of effect. This course also includes an introduction to experimental and observational study designs, the process of conducting each design as well as the strengths, limitations, and issues of design selection. Bias and challenges relating to causal inference in epidemiological research will also be covered.

PTRM 6006 Kinesiology (Summer I)

Credits: 3

This course creates an opportunity for students to apply their knowledge of gross human anatomy in a practical and clinically oriented way. Students study the biomechanics, kinetics, kinematics, and muscle dynamics of movement; the analysis of functional tasks; and principles of motor learning and motor control. Through a series of paired lectures and laboratories, students receive information regarding how an individual's body characteristics, the environment, and the task being carried out interact to generate the movements that emerge. Lab sessions provide students with a guided learning environment for practicing the physical examination of surface anatomy, the analysis of functional motor tasks, and basic skills in gait analysis. As a major project, students carry out a task analysis of a functional activity and design an intervention to promote motor learning the task. The palpation and task analysis skills that students attain comprise a fundamental component of physical therapy examination that students will utilize throughout their careers as clinicians.

PTRM 6007 Exercise Science (Fall I)

Credits: 3

This course provides the scientific rationale for predicting human response to exercise. The course focuses on the acute and chronic adaptations to exercise in the musculoskeletal, cardiopulmonary, and neuromuscular systems. Also covered are healing mechanisms in various tissues, and the response of injured tissue to biomechanical forces. In addition, exercise intervention in special populations such as pediatrics, geriatrics, and the pregnant female are discussed. Finally, the course introduces selected assessment and therapeutic exercise theories and techniques.

PTRM 6011 Introduction to Clinical Science in Physical Therapy (Fall I)

Credits: 4

An introduction to the methods used in physical therapy to examine patients and clients, evaluate examination data, generate a physical therapy diagnosis, determine a prognosis and meaningful goals, and create intervention strategies that include consultation or referral, patient/client education, and direct intervention. Students learn examination techniques in depth for range of motion and flexibility. The emphasis in this course is on developing the ability to measure motor function objectively and accurately, and knowledge of the scientific rationale for using a particular examination tool. The interview is seen as an essential source of information and a basis for selecting appropriate evaluations and treatments. Basic skills in handling, positioning, and moving patients are reinforced. Analysis of posture, measurement of joint range of motion, and muscle testing are covered in depth. Students also learn how patients and clients can compensate for functional limitations with the use of wheelchairs and other assistive devices, and work in small groups to perform environmental assessment projects in the community.

**PTRM 6012 Clinical Science in Physical Therapy I:
Acute Medical and Orthopedic Conditions (Spring I)**

Credits: 10

This course is the first of three problem-based learning (PBL) courses that are designed to foster critical thinking, clinical reasoning, and evidence-based practice for comprehensive and effective patient/client management. Students are assigned to small tutorial groups with a faculty tutor. Groups meet bi-weekly to discuss patient/client management of hypothetical clinical cases. In these tutorial sessions, students identify learning issues associated with a case, examine and critique resources, discuss readings, and contribute to their own learning and that of their group members through dynamic group interactions. Discussions include matters relating to professional behavior, scientific and clinical knowledge, and competent performance of clinical skills. Weekly lectures provide students information to supplement their own case research. Laboratories that take place four days each week provide the means for students to learn the psychomotor skills associated with specific types of patient/client problems, and to raise additional cases for students to consider. One of the weekly labs is dedicated to the use of modalities. The first half of this course focuses on the individuals with integumentary pathologies such as burns, wounds, or limb amputation, and individuals with cardiopulmonary pathologies. The second half of the course concentrates on individuals with orthopedic conditions.

**PTRM 6013 Clinical Science in Physical Therapy II:
Neurologic Conditions and Conditions of the Spine
(Fall II)**

Credits: 10

This is the second of three problem-based learning (PBL) courses that are designed to foster critical thinking, clinical reasoning, and evidenced-based practice for comprehensive and effective patient/client management. Students are assigned to small tutorial groups with a faculty tutor. Laboratories

that take place four days each week provide the means for students to learn the psychomotor skills, associated with specific types of patient/client problems, and to raise additional cases for students to consider. One of the weekly labs is dedicated to the use of modalities. The first half of the course focuses on the individuals with neurologic pathologies. The second half addresses advanced orthopedic skills of patient/client management, with emphasis on conditions of the spine. In addition, the complexity of the cases in this course is intentionally greater than that of the cases in the first PBL course. This helps students to elaborate and build on the patient/client management skills learned in the first course.

**PTRM 6014 Clinical Science in Physical Therapy III:
Pediatric Conditions (Summer III)**

Credits: 5

This is the last of three problem-based learning (PBL) courses that are designed to foster critical thinking, clinical reasoning, and evidence-based practice for comprehensive and effective patient/client management. Students are assigned to small tutorial groups with a faculty tutor. Groups meet bi-weekly to discuss patient/client management of hypothetical clinical cases. In these tutorial sessions, students identify learning issues associated with a case, examine and critique resources, discuss readings, and contribute to their own learning and that of their group members through dynamic group interactions. Discussions include matters relating to professional behavior, scientific and clinical knowledge, and competent performance of clinical skills. Weekly lectures provide students information to supplement their own case research. Laboratories that take place three days each week provide the means for students to learn the psychomotor skills associated with specific types of patient/client problems, and to raise additional cases for students to consider. The focus of this course is on pathological conditions commonly seen in children. Patient/client management takes into consideration the dynamics of parents, families, care providers, school environments, and children's

peers. Legal issues associated with rights to services are addressed, along with early interventions.

Ptrm 6016 Professional Practice I: Introduction to Professionalism (Summer I)

Credits: 3

This provides an introduction to professional issues that include theories of learning and educating others, group dynamics, concept mapping, critical thinking and principles of evidence-based practice, professional behaviors, and historical and contemporary aspects of the profession of physical therapy. The first half of the course addresses considerations in learning and teaching that students will use clinically, and principles of group dynamics important for working in groups. The second half of the course shifts to issues of professional behavior including Professional Behaviors for the 21st Century, ethics, professional service and political action, and the history of the physical therapy profession. The majority of the course is lecture-based, although several in-class activities occur to engage students in their learning.

Ptrm 6017 Professional Practice II: Practice Management (Summer III)

Credits: 3

This provides a comprehensive assessment of the professional role of the physical therapist, including current trends and future directions. Teaching strategies, management principles, ethical and legal issues in physical therapy, and interactions with patients and other professionals are among the topics of discussion. The course includes lectures, group discussions, and class presentations. The final sessions of the semester focus on career development.

Ptrm 6021 Clinical Education I (Summer II)

Credits: 7

This is the students' first full-time clinical education experience. Eight weeks are spent in a hospital facility, long-term care/sub-acute facility, or outpatient facility. This is the student's first opportunity to

perform supervised practice of newly acquired clinical skills in an actual patient care environment. Critical thinking skills, professionalism, safety communication, and assuming responsibility for learning are emphasized and expected of the student. Students will require clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions. The student is expected to be capable of maintaining 50% of a full-time physical therapist's caseload.

Ptrm 6022 Clinical Education II (Spring II)

Credits: 7

An eight-week, intermediate, full-time clinical education experience is undertaken in a rehabilitation facility, outpatient clinic, sports medicine clinic, hospital facility, long-term care/sub-acute facility, or other specialty setting. Students have the opportunity to practice more comprehensive and complex evaluation, treatment, and program planning skills, with supervision and increasing independence in an actual patient care environment. Students at this level will require clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent in managing patients with simple conditions. At this level the student is capable of maintaining 75% of a full-time physical therapist's caseload.

Ptrm 6023 Clinical Education III (Fall III)

Credits: 8

This ten-week terminal, full-time clinical education experience takes place in a rehabilitation facility, pediatric setting, sports medicine clinic, hospital facility, long-term care/sub-acute facility or other specialty setting. At this stage, the student is required to demonstrate increased flexibility and efficiency in performing skills under various circumstances. Internalization of professional ethics and values should be evidenced through exemplary professional behavior. Students at this level will require clinical supervision less than 25% of the time managing new

patients or patients with complex conditions and is independent in managing patients with simple conditions. At this level the student is capable of maintaining 75% of a full-time physical therapist's caseload. (Note: Selected specialty rotations, such as pediatrics, may require 12 rather than 10 weeks.)

PTRM 6024 Clinical Applications of Research (Summer II)

Credits: 3

This course is a four-week intensive module with two major focuses. The first is for students to progress through the early stages of planning their doctoral project and begin structuring and writing their doctoral manuscript. Students compose an Internal Review Board (IRB) appropriate proposal of their project, and begin writing the Introduction, Literature Review, and Methods sections of their doctoral manuscripts. Both are submitted at the end of the course. In addition, students present a 15-minute summary of their projects to the class. The second major focus of the class is for students to learn to apply principles of biostatistics and research design to clinical contexts. Mock and real data sets are given to students who determine appropriate statistical techniques to use to answer sets of questions. This process helps students build upon skills learned in CHSM 5004 Introduction to Biostatistics and Epidemiology for Public Health Studies.

PTRM 6025 Clinical Medicine for Physical Therapists (Spring I)

Credits: 3

The purpose of this course is to provide physical therapy students with a sufficient knowledge base in the various types of medical conditions that they will frequently encounter in the clinic and to manage patient rehabilitation in a safe and responsible manner. The conditions discussed include cardiac disease, metabolic disorders, oncological conditions, integumentary disorders, neurologic impairments, and inflammatory disorders. Through a series of lectures and discussion with physicians and other guest

clinicians, students become aware of the common ways in which the medical care of patients is managed, and thus how to optimize patient rehabilitation. Common disease pathways, risk factors, clinical manifestations, surgical and pharmacological strategies, and contraindications of which the physical therapist should be aware are discussed in relation to the scope of physical therapy practice.

PTRM 6026 Physical Therapy in Preventive Healthcare and Wellness (Fall III)

Credits: 3

This course is structured to promote a knowledge base and foster critical analysis skills in physical therapy related to wellness screening measures, and in the development and documentation of wellness programs for specific target groups in society. Through weekly lectures and laboratory sessions, students are educated in the physical therapist's role in preventative health care and wellness for members of society with particular health care needs. Areas of focus include cardiopulmonary and musculoskeletal wellness, detection of risk factors and prevention of injury and disease, and exercise considerations for specific populations including infants/ adolescents, adults, females and the elderly. Students are exposed to public health issues, screening techniques, and strategies for establishing wellness programs in a variety of settings.

PTRM 6027 Professional Practice III: Seminar in Scholarship and Service (Fall III)

Credits: 3

This is the final component of the Professional Practice I-III course series. The major emphasis of the course is promoting knowledge and skills necessary for effective scholarship and professional service. An important aspect of this involves critical analysis and advisement of students in their doctoral projects, both from classmates and faculty. Each student presents a summary of the foundational concepts, progress, and current status of their doctoral project. In addition, students discuss and practice skills in generic topics

that are relevant to scholarship and professional service. These areas include professional writing, grantsmanship, preparation and execution of poster and oral presentations, program development, and ethics. Students are graded on their presentation and oral presentations, program development and ethics.

PTRM 6028 Public Health and Physical Therapy (Spring II)

Credits: 2

This course is sub-divided into two components to address two major areas of public health and wellness. The first component is General Public Health, which provides an overview of public health issues related to behavioral and environmental sciences. The second component is Genomics, which addresses the Human Genome Project (HGP), how healthcare based on genomics is shifting the roles of health professionals toward a greater emphasis on health, wellness, and disease prevention, and the impact of the HGP on the physical therapy practice.

PTRM 6029 Clinical Education IV (Fall and Spring)

Credits: 8

This ten-week, terminal, full-time clinical education experience is the student's opportunity to refine familiar skills and to perform some additional newly acquired skills in an actual patient care environment. Demonstration of critical thinking skills, professionalism, safety, communication, and assuming responsibility for learning should be clearly evident throughout the experience. Pediatric and other specialty rotations are available at this level. Students work toward independence in the successful negotiation of a full complement of clinical responsibilities and skills during this final experience. The student is required to progress from maintaining a 75% caseload to a 100% full-time caseload in a cost effective manner. Entry level skills are expected in all performance areas at the end of the affiliation. Upon

completion of the Clinical Education sequence, students are fully prepared to assume the roles of a staff physical therapist. (Note: Selected specialty rotations, such as pediatrics, may require 12 rather than 10 weeks.)

PTRM 7092 Advanced Clinical Seminar (Spring III)

Credits: 3

This seminar is a leadership symposium in excellence in physical therapy. The course is conducted entirely on-line in a format that requires students to review selected articles and other resources about leadership, ethics, advocacy, clinical expertise, clinical teaching, and the challenges related to implementing clinical guidelines and engage in interactive discussions. This creates a virtual learning community in which students explore the concept of leadership as it applies to the physical therapy profession. Students will explore areas of advocacy, expertise, clinical teaching, the integration of leading-edge science (genomics) into clinical practice, and the challenge of an evolving practice environment. Students complete a group-based diversity, equity and inclusion project. Students will have opportunity to discuss the importance of leadership in physical therapy, recognize the impact of basic science advances on the clinical practice of physical therapy and develop a personal leadership vision.

PTRM 7093 Clinical Decision Making for Complex Patients (Summer III)

Credits: 3

This course is structured to foster clinical reasoning and critical analysis skills in the areas of assessment, goal development, intervention design and discharge planning for patients with multiple co-morbidities. Guided by the International Classification of Function (ICF) model, students identify learning issues, examine and critique resources, discuss readings, and contribute to their own learning as well as to that of others' through small group interaction, laboratory

experiences and lectures. Clinical cases are introduced to facilitate the student's ability to provide focused patient care. Group presentations focus on key elements within the cases.

PTRM 7095 Doctoral Project (Spring III)

Credits: 4

The Doctoral Project is a major component of the curriculum, which requires that students integrate many aspects of their academic work and clinical experiences. Successful completion of the Project is dependent on conscientious planning, preparation, and execution of the project from the spring of the first academic year to the spring semester of the third year. Students in project groups choose a topic for their doctoral project from a set of faculty offerings presented to students in the spring of the first year of study. Student groups work with a faculty advisor to explore in depth an issue in one of three areas germane to physical therapy: clinical research, education, or service. Clinical research topics are anchored to the expertise and ongoing scholarship of faculty of the Department of Physical Therapy and School of Health Sciences and Practice. Education projects involve teaching practica and the development of teaching tools. Public health service projects are focused on the development of physical therapy related programs and products that address the educational or health needs of individuals in schools, industry or community groups. All projects culminate in an oral presentation in the last semester of study, and a written manuscript that reflects an insightful synopsis of the project. The ultimate goal of all doctoral projects is peer-reviewed publication of the work, or presentations of the work at a professional meeting.



Speech-Language Pathology

SLPM 6001 Foundations of Speech, Language and Cognition

Credits: 3

This course examines the normal development of phonology, morphology, syntax, semantics and pragmatics in children's communication in the context of monolingual and bilingual populations. A comprehensive review of the theories of language development, acquisition, cultural and environmental factors contributing to language development will be provided. This information will establish a foundation for effective evaluation of both normal and disordered language as well as provide an understanding of how language affects academic achievement as well as social and emotional development.

SLPM 6004 Advanced Anatomy of the Speech and Hearing Mechanisms

Credits: 4

The anatomy of speech and swallow is examined in detail. Students will develop an appreciation of how the relevant body systems (chest, lungs, heart, abdomen, neck, cranial cavity, cranial nerves, etc.) contribute to the speech, swallowing, and breathing mechanisms. This is achieved through an integrated didactic and laboratory experience. Students use cadaver dissection to reinforce concepts and help them gain a three-dimensional understanding of the interplay of processes resulting in normal as well as abnormal function.

SLPM 6008 Speech Sound Disorders**Credits: 3**

This course surveys the theory, clinical effects, and management of phonological disorders related to native and second language acquisition. It also examines the management of articulatory disorders of a nonlinguistic character. Training in the use of the International Phonetic Alphabet to transcribe speech sounds is an important component of this course. Students develop facility in transcribing English as well as disordered speech.

SLPM 6009 Language Disorders of Children**Credits: 3**

This course examines the etiology of childhood disorders of language and communication as well as theoretical and practical approaches to the assessment and remediation of these disorders. Students gain knowledge of the influence of language and culture on the habilitation/rehabilitation of childhood language disorders.

SLPM 6010 Diagnostic Methods and Clinical Processes**Credits: 2**

This course examines theoretical and practical applications of current practices in the assessment and management of speech, language, and swallowing disorders across the lifespan. The primary focus is on assessment and intervention principles and practices that are applicable to a broad spectrum of individuals and disorders. The course emphasizes the development of skill in professional report writing. Lab sessions provide practical experience in administering and scoring formal and informal assessments, as well as developing appropriate assessment protocols for a variety of populations. Issues of cultural sensitivity, non-biased assessment and bilingualism are also introduced.

SLPM 6050 Diagnostics Lab**Credit: 1**

This course examines theoretical and practical applications of current practices in the assessment and management of speech, language, and swallowing disorders across the lifespan. The primary focus is on assessment and intervention principles and practices that are applicable to a broad spectrum of individuals and disorders. The course emphasizes the development of skill in professional report writing. Lab sessions provide practical experience in administering and scoring formal and informal assessments, as well as developing appropriate assessment protocols for a variety of populations. Issues of cultural sensitivity, non-biased assessment and bilingualism are also introduced.

SLPM 6011 Voice Disorders**Credits: 2**

This course addresses methods of evaluating and remediating voice problems in children and adults that result from a disturbance or disruption in laryngeal function, including disorders caused by neurological conditions, phonotrauma, psychological factors and non-neurological organic processes. Cultural differences and preferences are considered.

SLPM 6012 Fluency Disorders**Credits: 3**

The course reviews contemporary theories pertaining to the nature, etiology, and treatment of disfluent speech. Factors to consider in differential diagnosis and prognosis are also considered. Therapeutic principles and management procedures for pre-school and school-aged children and adults are studied.

SLPM 6013 Neuromotor Speech Disorders**Credits: 3**

This course uses the background provided in Neuroscience to provide a thorough grounding in the

neuropathologies of acquired and congenital motor speech disorders (the various forms of dysarthria and apraxia of speech). Using this grounding, the student will study rationales and procedures for the differential diagnosis and treatment of these disorders. Students will develop proficiency in the neurological examination as it pertains to speech and swallowing functions.

SLPM 6014 Dysphagia

Credits: 3

This course provides a thorough understanding of normal swallow physiology and its related disorders across the lifespan. Etiological factors are reviewed. Instrumental diagnostic techniques are introduced, with strong emphasis on videofluoroscopy and nasoendoscopy. Further emphasis is given to multiple management issues in general, as well as by varied cultural groups. Evidence-based practice issues are incorporated into all aspects of the course. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed. Course includes several practical assignments and clinical observations.

SLPM 6019 Adult Neurogenic Language Disorders

Credits: 3

This course addresses the nature, assessment and remediation of language and communication disorders associated with syndromes of aphasia. Students gain knowledge of the effects of language and culture on the rehabilitation of adult-onset language disorders.

SLPM 6020 Adult Neurogenic Cognitive Disorders

Credits: 3

This course reviews the nature, assessment, and remediation of cognitive, perceptual, and communication disorders associated with traumatic brain injury, right hemisphere dysfunction, and dementia. Associated nonlinguistic disorders such as coma, agitation, and neglect are considered.

Discussions include cross-cultural and lifespan considerations in communication and the management of communication disorders.

SLPM 6022 Audiology for Speech-Language Pathologists

Credits: 3

This course is designed to provide the knowledge and skills required by speech-language pathologists in the area of hearing to include the impact on speech and language. Topics will include an overview of the anatomy/physiology of hearing, acoustic, perceptual concepts of sounds and etiologies that result in hearing loss. Students will learn screening procedures consistent with the Scope of Practice in Speech-Language Pathology and referral criteria for pediatric, adult, and geriatric populations. The course covers habilitation and rehabilitation of individuals with hearing loss. Psychological, social, and educational aspects of hearing loss in children and adults are addressed. Processes for management of hearing loss are discussed to include amplification, counseling, and treatment strategies.

SLPM 6029 Seminar in Early Intervention

Credits: 2

Seminar surveys the characteristics of infants, toddlers, and preschool children with, or at risk of developing, disabilities; working with families through various types of services while considering cultural and linguistic variables; providing parent training and support; the development of trans-disciplinary teams, the role of team members, and the development of teaming skills. Consultation, collaboration, and communication with other professionals and parents are covered in this course.

SLPM 6031 Seminar in Counseling

Credits: 2

This seminar surveys major approaches to counseling within the context of communication disorders. Students examine the emotional and practical issues pertaining to the full range of communication disorders across the lifespan as they affect patients and their caregivers. Students study interviewing and counseling techniques for individuals, families and groups. The implications of multicultural and linguistic diversity for effective counseling are considered throughout the course. Ethical and professional issues relevant to counseling are brought into vivid focus as they are discussed in the context of students' clinical experiences. At the close of the course, each student presents counseling information and resources pertaining to specific communication disorders.

SLPM 6032 Neuroscience

Credits: 3

This course is designed to provide a foundation in the fundamentals of neuroanatomy and neurophysiology. Normal and disordered function will be addressed in the context of speech, language, and cognition.

SLPM 6035 School-Based Speech-Language-Hearing Services

Credits: 3

This course examines federal and state laws concerning service delivery in a school setting. Students develop skills in working with general curriculum teachers and other specialists to meet the needs of communication-disordered students with the full range of disabilities and cultural considerations. Problem-based learning activities are used to explore creative and innovative means of assisting these children in accessing the general curriculum.

SLPM 6040 and 6041

Internal Clinical Practicum Experiences (1 credit per semester) Students participate in a minimum of two internal clinical rotations at the on-campus clinic. Experiences in guided clinical diagnostics and evaluation processes provide students with the

foundational skills in preparation for external rotation experiences.

SLPM6042 External Practicum: Healthcare Practice Setting

Credit: 1

Students participate in a clinical rotation in a healthcare practice experience (e.g., acute care hospital, acute, subacute, or long-term rehabilitation facility, pediatric inpatient facility, outpatient medical setting, etc.)

SLPM 6043 External Practicum: Modules for Medical Competencies

Credit: 1

This experience is designed for students to achieve a variety of medically based SLP competencies through a series of modular experiences in health care settings. These include, but are not limited to, experiences in adult and pediatric dysphagia, trachs/vents/critical care, AAC in medical settings, audiology, and inpatient behavioral health.

SLPM 6067 External Practicum: School-based Setting
Credit: 1

This semester of clinical practicum experience in speech-language pathology includes experiences in diagnosis and treatment of speech-language disorders in a school setting (e.g., preschool, elementary, secondary schools). This course satisfies the practica requirement for teacher certification.

SLPM 6045; 6046; 6047 Seminar in Professional Issues and Ethics

Credits: 1

This seminar series includes discussion of the scope of practice in speech-language pathology and professionalism with a focus on supervision. Professional and ethical standards of practice are reinforced with a consideration of cultural differences.

Perspectives on speech-language pathology relative to public health issues are covered.

SLPM 6053 Adaptive and Augmentative Communication Systems and Devices

Credits: 3

This course is intended to facilitate an understanding and awareness of the communication options available to individuals who are unable to meet their daily communication needs through natural modes. The emphasis of this course is on determining appropriate technology supports that can be used to increase communication and daily functioning. The course covers characteristics of congenital and acquired communication disorders and cultural considerations; AAC and other assistive technology (AT) options and features; principles of AAC assessment; service delivery models; AAC intervention; funding; and current research in AAC.

SLPM 6062; 6063, 6064 Seminar in Management of Medical Patients I, II and III

Credit: 1

This three-part seminar course introduces students to the scope of speech-language pathology practice in medical settings. It provides familiarity with speech-language cognitive and swallowing disorders commonly encountered in medical settings; as well as medically oriented diagnostic, treatment and reporting practices. Students will also acquire familiarity with equipment and terminology employed in medical settings, and with elements of pathophysiology and pharmacology associated with speech-language disorders in medical settings. Specific content will include infection control practices, exposure to critical care units and pertinent equipment, working with laryngectomized individuals and gaining familiarity with tracheo-esophageal puncture and one-way valves, working with patients that are ventilator-dependent with/without speaking valves, understanding of syndromology and cranio-facial anomalies in the context of feeding/swallowing and communication. In addition, specific public health

issues will be addressed, including: reimbursement practices, impact on clinical practice in a variety of settings, collaboration with other professionals.

SLPM 6066 Speech Science

Credits: 3

This course encompasses an advanced study of the physiological functions responsible for the production of speech and the acoustic correlates of those functions. Topics include respiratory kinematics, phonatory dynamics, models of speech production and perception.

SLPM 6068 Pediatric Dysphagia

Credits: 3

This course provides an understanding of pediatric feeding and swallowing disorders. Exploration of normal communication of the infant, toddler and preschooler with emphasis on a multidisciplinary approach. Evaluation procedures and recommendations will be addressed as well as evidence-based therapeutic techniques. Counseling and parent training is discussed with consideration to cultural variables. Students become familiar with texture/characteristics of various foods and its impact on feeding and swallowing. Class encompasses overall developmental issues of the birth to preschool population.

SLPM 6069 Research Methods in Communication Disorders

Credits: 2

This course is designed to help students learn to critically analyze research in communication sciences and disorders. Critiques will include consideration of statistical analyses, subject selection criteria, ethics, strength of evidence, and potential fatal flaws.

SLPM 7090 Overseas elective

Credit: 1

This elective course will focus on the ongoing development of clinical skills in measurement and evaluation procedures for adults with speech, language, and/or swallowing disorders in a variety of locations outside the United States proper. This will include approved international and territorial sites. Students will engage in collaborative projects with other students at the site, as well as explore the delivery of speech-language pathology, and other healthcare services to adult and pediatric populations in a variety of settings.

SLPM 7091 Research Experience

Credit: 1

Students selecting this option will complete an extensive review of existing literature or complete a clinical research project on a specific topic in an area endorsed by a faculty mentor. Students may be participating in components of clinical research, inter-professional education opportunities, or community-based initiatives. Finished products will include a compilation of the information and presentation of the project in selected local and/or regional venues.

Certificate in Pediatric Dysphagia and Specialization Track in Pediatric Dysphagia

PFDM 6001 Acquisition/Development of Feeding/Swallowing Skills in Children (Credits: 3)

This is a foundational course which provides a thorough understanding of normal swallow physiology including the embryology, anatomy, and physiology of the swallow mechanism in a developmental context from birth to adolescence. The class learns to identify influencing factors on the swallow function such as medical comorbidities, developmental skills, and child engagement. The learning is completed via learning modules that explore the neurobiology of the swallow mechanism, in utero development of feeding and swallowing, normal development (birth to adolescence), developmental care, principles of assessment, and the introduction to objective

assessments. Assignments are designed to aid in the understanding and practical applications information learned to SLP practice. Evidence-based practice issues are incorporated into all aspects of the course. Interdisciplinary approaches in the area of typical/normal acquisition are discussed.

PFDM 6002 Feeding/Swallowing Disorders in Pediatric populations (Credits: 3)

This course provides a thorough understanding of assessment principles of a variety of disorders of feeding and swallowing in children. There is a focus on developing diagnostic skills based on foundational knowledge of normal acquisition of feeding and swallowing skills in children. Feeding and swallowing disorders of multiple factors are reviewed for their features, swallowing expectations, and feeding manifestations. Prevalence of expected feeding disorders in specific populations are discussed, including specific syndromes and other medical etiologies. Online learning modules address the medical management of medically complex pediatric cases ranging from prematurity through craniofacial disorders to include those who present with oral dysphagia, pharyngeal dysphagia, and esophageal concerns. Interdisciplinary approaches to assessment and treatment are discussed. Course assignments use evidence-based information to facilitate understanding and application to clinical practice.

PFDM 6003 Comprehensive Assessment and Clinical Writing (Credits: 3)

This course explores the principles of comprehensive clinical feeding and swallowing assessment through clinical observations, developmental checklists as well as up-to-date evidence-based objective measures available to clinicians. The course content is focused on interdisciplinary approach across settings including neonatal intensive care unit (NICU), inpatient acute

care, inpatient rehabilitation, homecare, educational/school settings, and outpatient clinics. Principles of instrumental/non-instrumental diagnostic techniques reviewed. Meaningful continuity of care ideas are explored. Assignments aim to build clinical writing skills to achieve thorough case histories, clinical skills to complete comprehensive screening, referrals, and assessments.

PFDM 6004 Treatment Approached in Pediatric Feeding Disorders (Credits: 3) This seminary-type course provides a thorough introduction and discussion of specific topics related to the assessment, treatment and management of feeding/dysphagia in children. Some topics considered are: 1) nutrition and interdisciplinary work with dieticians and how to advance diets in specific pediatric populations; 2) managing tube feeding in children-practices and impact on feeding development and how to wean off tube feeding; 3) multidisciplinary team building approaches to feeding and swallowing and the development of comprehensive clinical programs; 4) parent counseling to include caregiver/parental engagement and training; 5) ethical considerations including end-of-life topics; 6) specific treatment approaches are reviewed to include SOS approach to feeding, traditional and hybrid techniques; 7) advanced practice with tracheostomy and ventilation clients; 8) craniofacial anomalies and feeding/swallowing disorders through medical management; 9) review of current continuing education opportunities with need for certification or varied levels of training for specific treatment areas.

PFDM 6005 Clinical Applications of Assessment and Treatment Processes (Credits: 3)

The course aims to apply the principles learned in the academic coursework to case scenarios. Case scenarios and learning objectives are achieved via remote learning modules to which real cases are

presented, discussions regarding pertinent features, LIVE Q&A as well as assignments built on the learning opportunities from case discussions.

PFDM 6006 Optional In-person Clinical Experience (Credits: 2)

Specialization Track in Early Intervention

SLPM 7001 Seminar in Early Intervention 2 (credits:2)

Continues to review the characteristics of infants, toddlers and preschool children with, or at risk for developing disabilities; working with families through various types of services; eligibility requirements and current trends, providing parent training and support; the development of transdisciplinary teams; the role of team members; the development of teaming skills and working with families within an activity-based approach. Consultation, collaboration and communication with other professionals and parents are also covered in this course. In class discussion and dialogue will investigate early intervention topics. Students will keep a journal and prepare a final project working within teams. Students complete a field experience in EI settings as part of this course.

SLPM 7002 Early Intervention Assessment (credits: 2)

This course provides advanced information on assessment of infants, toddlers, and preschool children referred for assessment due to developmental concerns. This course will review formal and informal assessment processes used across five developmental domains of including cognition, communication, social-emotional, adaptive, and physical (i.e., fine and gross motor, hearing and vision) and how they interact with each other and impact children’s functioning. Students will learn about multiple evaluation tools and strategies used to assess a child’s skills that are culturally and linguistically appropriate. This course

will review the NYS Competency Areas for EI Professional designed to:

1. support skill building for the Early Intervention work force in delivering both in-person and telehealth services;
2. incorporate recognition that cultural and linguistic competence are central to successful Early Intervention practice in partnership with families;
3. guide development of required NYS BEI continuing education for NYS Early Intervention professionals delivering early childhood evaluation and services;

be shared with graduate programs that train EI professionals, the accrediting organizations that guide graduate professional training, and professional organizations to increase early childhood curriculum content and training experiences based on best practices identified in Part C IDEA, and to promote exposure and skills-building by offering field experience in early childhood settings.

SLPM 7003 Working with Children with Complex Communication Needs and Feeding Therapy in EI (credits: 3)

This seminar focuses on working with children with complex communication needs and pediatric feeding and swallowing disorders in Early Intervention (EI) home-based settings. It provides students with information regarding typical speech and language development and various medically complex conditions impacting growth. Anatomy-physiology of swallowing processes, the normal swallowing/feeding development, and common and uncommon feeding and swallowing difficulties in children with complex communication needs will be discussed. We will use current evidence-based practices to discuss strategies for preventing, assessing, and managing children with feeding and swallowing problems in challenging contexts. Evidenced-based treatment approaches will be reviewed and analyzed to effectively implement

therapy practices within home-based EI. This seminar will include discussions related to the family and environmental challenges, the significance of the interdisciplinary approach, and the understanding of the context of these services. Students will acquire knowledge about various challenges families may face in their day-to-day situations. Students will also learn to work closely with parents/caregivers to reinforce and support quality interactions with their children. After completing this seminar, students will have the foundational knowledge and the basic skills required to work with children with complex needs in Early Intervention settings.

SLPEI 7004 Working with Families and Reflective Practices

This seminar focuses on understanding the parent-child dyad and learning to enhance families' capacities to help their children through consistent and effective communication, coaching, coordination, and collaboration. It will prepare students to understand typical and atypical social-emotional development and the factors that may impact the parent-child interaction quality. Students will understand various challenges families may face in their day-to-day situations. Students will learn to work closely with parents/caregivers to reinforce and support quality interactions with their children. Students will consider and appreciate cultural diversity and practices. They will understand, explore and prepare ways to engage parents/caregivers in the EI programs and activities to support their child's speech and language development. Students will discuss various aspects of the consultation, collaboration, and communication with other professionals and parents. In-class discussion and dialogue will also investigate topics in reflective practices. Students will exchange reflective feedback during in-class activities to understand and practice providing feedback without judgment.

This optional in-person practicum is offered as an elective. For the in-person experience, students observe in neonatal intensive care units (NICU) as well in our on-campus outpatient clinic over two weekends in that semester. Students conduct feeding/swallowing evaluations and document these throughout the practicum experience. Expert supervisors work with small groups of students as the clinical services are provided.

Public Health

M.P.H. Core/Foundation Courses

BISM 5001 CORE: Introduction to Biostatistics

Credits: 3

This course presents the fundamental statistical employed in clinical and public health research. Lectures cover basic probability, common distribution, samples and population, interval estimation, and inferential statistical approaches. Students learn how data are presented and interpreted in the professional literature by considering published articles, professional reports and public health data.

BSHM 5001 CORE: Behavioral and Social Factors in Public Health

Credits: 3

This course is an overview and introduction to the way in which behavioral and social factors contribute to health. It covers a wide range of topics: theories of behavioral science which have been applied to health behaviors; socio-cultural factors in disease etiology and the role of social conditions and social policy in addressing critical public health problems; individual, group, community, and technology-based strategies for health behavior change; and current issues in behavioral sciences for health promotion including its application to achieving the Healthy People 2020 goals.

ENVM 5001 Environmental Influences on Human Health

Credits: 3

This survey of the major environmental determinants of human health covers physical, chemical and biological sources of exposure; routes of exposure in humans; etiology of environmental disease and mortality; and the complexities of environmental public policy. Topics include airborne pollution, contaminated water and food, solid and hazardous waste, and risk assessment as a tool for regulation. Students have the opportunity to tour a local public works facility.

CHSM 5005a CORE: Public Health in Action: Policies and Interventions

Credits: 1.5

CHSM 5005b CORE: Public Health in Action: Policies and Interventions

Credits: 1.5

This course is intended to apply concepts learned in earlier core courses, specifically BSHM 5001 (Behavioral/Social Factors in Public Health) and HPM 5001 (Health Care in the US). It provides an opportunity for students to see how public health issues and concerns can be translated into policies (potentially affecting a broad range of the population) and interventions targeted to communities, smaller groups and individuals. It also provides skills in leadership and appropriate communication of public health content for different audiences. During the course, there will be multiple opportunities to practice the concepts and skills covered in this course.

These courses are intended to apply concepts learned in earlier core courses, specifically HPMM 5001 (Health Care in the U.S.) and BSHM 5001 (Behavioral/Social Factors in Public Health). It provides an opportunity for students to see how public health issues and concerns can be translated into policies (potentially affecting a broad range of the population) and interventions targeted to communities, smaller groups and individuals. It also provides skills in leadership and appropriate

communication of public health content for different audiences. During the course, there will be multiple opportunities to practice the concepts and skills covered in this course. Must be taken concurrently.

Prerequisites: HPMM 5001; BHSM 5001

EPIM 5002 CORE: Introduction to Epidemiology

Credits: 3

This course introduces students to the principles and practices of epidemiology and provides them a population-based perspective on health and disease. Students learn the basic measurements of frequency and association and the methods employed in describing, monitoring, and studying health and disease in populations.

HPMM 5001 CORE: Health Care in the United States

Credits: 3

This course provides comprehensive overviews of the American health care systems, their organization, administration and financing. In addition to lectures, exercises and papers are structured to provide an understanding of the major stakeholders involved in health care; the issues driving the health care reform agenda; the use of community-based needs assessment in planning the delivery of health care services; and methods for measuring and monitoring the quality of care.

CHSM 7098 Comprehensive Examination

Credits: There is no credit awarded for the comprehensive examination. The cost of the exam is equivalent of 1 credit. There may be an additional fee required for exam proctoring. This fee is paid directly to the proctor by the student.

The Comprehensive Examination is the culminating experience for students in specific circumstances (i.e. accelerated program). This is a proctored comprehensive examination that covers all core areas of public health knowledge. Students must earn a minimum score of 80% to complete this degree

requirement. More details regarding content and preparation will be available upon registration for this examination. This exam is offered spring, summer and fall semesters. See page 10 for those eligible to take the comprehensive exam.

BSHM 7098 Health Behavior & Community Health Comprehensive Examination (to be taken in conjunction with CHSM 7098 at no cost)

The exam includes a take home written portion. Students must earn a minimum score of 80% to complete this degree requirement. More details regarding content and preparation will be available upon registration for this examination.

Prerequisites: Prior or current completion of required course work AND approval from the Department Chair.

CHSM 7088 Core: Applied Practice Experience (APE) Initiation

Credits: 1

All students pursuing a Master of Public Health (M.P.H.) degree must complete the APE. The APE provides students with a structured public health practice experience whereby they take a population-based approach to a public health problem and apply the knowledge and skills acquired in the classroom. M.P.H. students demonstrate foundational and concentration-specific competency attainment through applied practice experiences. The APE infrastructure is comprised of the student’s Site Supervisor, Director of Public Health Practice, Assistant Director of Public Health Practice, and Academic Advisor.

Community Health Sciences

CHSM 5004 Introduction to Biostatistics and Epidemiology for Public Health Studies

Credits: 3

This course consists of two modules. Module 1 introduces fundamental statistical approaches

employed in clinical and public health research. Lectures cover common distributions, samples and populations, interval estimation, and inferential statistical approaches. Students learn how data are presented and interpreted in the professional literature by considering published articles, professional reports and public health data. Module 2 introduces students to the principles and practices of epidemiology and provides them with a population-based perspective on health, disease, and prevention. Students learn the basic measurements of frequency and association and the methods employed in describing, monitoring, and studying health and disease in populations. Students also learn how to apply fundamental statistical methods to key epidemiological concepts such as measures of morbidity, mortality, and measures of effect. This course also includes an introduction to experimental and observational study designs, the process of conducting each design as well as the strengths, limitations, and issues of design selection. Bias and challenges relating to causal inference in epidemiological research are also covered.

CHSM 5005a CORE: Public Health in Action: Policies and Interventions

Credits: 1.5

CHSM 5005b CORE: Public Health in Action: Policies and Interventions

Credits: 1.5

These courses are intended to apply concepts learned in earlier core courses, specifically HPMM 5001 (Health Care in the U.S.) and BSHM 5001 (Behavioral/Social Factors in Public Health). It provides an opportunity for students to see how public health issues and concerns can be translated into policies (potentially affecting a broad range of the population) and interventions targeted to communities, smaller groups and individuals. It also provides skills in leadership and appropriate communication of public health content for different audiences. During the course, there will be multiple

opportunities to practice the concepts and skills covered in this course. Must be taken concurrently.

Prerequisites: HPMM 5001; BSHM 5001

Health Behavior & Community Health

BSHM 6001 Principles and Techniques of Behavior Change

Credits: 3

This course will describe the psychological, social, and environmental determinants of a wide range of health and health-related behavior. Theoretical models from the behavioral and social sciences will be used to explain health behavior at the individual, interpersonal, and community levels. The course emphasizes the acquisition of theoretical understandings, but is also intended to improve actions or activities undertaken for the purpose of promoting, preserving, or restoring wellness, and actions or activities that endanger wellness or cause illness.

Prerequisites: BSHM 5001

BSHM 6003 Stress and Health

Credits: 3

This course is designed as a comprehensive introduction to the relationship between stress, health, illness, and disease. It provides a conceptual and operational framework for understanding the interaction of psychological, social and behavioral stress factors as they influence the etiology and management of illness and disease, especially chronic diseases. The course is structured to present both an evidence-based cognitive understanding of the research literature relevant to stress and health, as well as an experiential appreciation of the effects of stress on particular individuals, including the application of stress management techniques.

Prerequisites: BSHM 5001

BSHM 6004 Introduction to Health Education

Credits: 3

This course provides a conceptual framework for students who seek careers in health education and presents clear, succinct principles of health education, health promotion, and disease prevention. The course is designed to introduce students to the competencies necessary for being a Certified Health Education Specialist (CHES), and the concepts and skills required for carrying out effective health education programs in a variety of different settings, including school, community, health care and worksite settings. Through a combination of text readings, online module sessions, and self-study, students will gain an understanding of the CHES competencies and certain core concepts in the fields of public health and health promotion.

BSHM 6005 Introduction to Maternal and Child Health**Credits: 3**

This course applies the life course perspective to maternal and child health while providing an overview of the social, economic, environmental and behavioral influences that have a profound impact on the health of women, infants, children and adolescents in the United States. It builds on social science and public health research that posits that each stage in an individual's life influences the next with significant implications for community and societal health. The importance of promoting and maintaining the health, safety and well-being of women, children and families is highlighted as essential to assuring the health and welfare of future generations and our society.

BSHM 6006 Nutrition in Health and Disease**Credits: 3**

This course provides an exploration of the relationship between nutrition, and health and disease risk. You will gain an understanding of how dietary change can impact public health. There will be a specific focus on the role of nutrition and physical activity in overweight and obesity, as well as the major chronic diseases:

heart disease, diabetes and cancer. The importance of addressing the physical, social and psychological aspects of eating to promote positive behavior change will also be addressed.

BSHM 6012 Research Methods for Population Science**Credits: 3**

The course provides an overview of the principles of research as applied to public health issues. Students gain an understanding of the process of research from the initial development of research questions through the final presentation of research findings. Topics covered include: selection of an appropriate research design, discussion of issues of measurement, data collection strategies, and interpretation of data. Examples are drawn from health education, health promotion, disease prevention, and community health services.

Prerequisites: BSHM 5001; Pre-requisite or Co-requisite: EPIM 5002.

BSHM 6013 Health Promotion in Clinical Practice**Credits: 3**

Health providers can implement health promotion programs to change health behavior, improve health status, and enhance the value of treatment. This course examines approaches to clinical practice in which the assessment and modification of health behaviors assumes a central role. Topics include the integration of health promotion into clinical practice and managed care programs, and steps in developing meaningful, lasting behavior change. Resources to support health promotion and behavior change programs as part of the process of delivering care are reviewed.

BSHM 6014 Health Communication and Social Marketing**Credits: 3**

This course provides a detailed study of social marketing and health communication efforts and their

role at facilitating behavior changes at both an individual and community-wide level. Students in this course will learn how to use peer-reviewed research and key social marketing principles to develop a comprehensive and effective social marketing campaign; learn how to target health communication efforts towards specific audiences and via varied channels of distribution; understand the role of social media and technology in facilitating/influencing behavior changes; study current examples of successful social marketing initiatives; discuss the ethics surrounding health communication and social marketing efforts. The course incorporates reviews of current research being conducted on social marketing and health communication efforts on a range of health issues and across different communities.

Prerequisites: BSHM 5001

BSHM 6021 Health Program Planning and Evaluation

Credits: 3

This course covers the basic concepts and principles of the health planning process. Topics covered include: needs assessment, program planning, and implementation and evaluation of public health interventions and programs. The use of quantitative and qualitative data is discussed. Examples are drawn from health education, health promotion, disease prevention and community health services. Students can expect to identify a health problem in a community, describe it, develop a program to address the issue, and evaluate it from a formative and summative perspective.

Prerequisites: BSHM 5001

BSHM 6022 Food Policy and Food Security in the 21st Century

Credits: 3

This course will provide an understanding of one of the most compelling public health challenges we face – hunger, malnourishment, and food security in the U.S. We will explore the social, economic, political and

growing environmental causes of hunger by studying the history and the current status of our food policies and our food and agricultural systems and predictions for future trends. Examples will be offered of some of the most promising developments in the field. We will consider the role of the public health professional in these endeavors using models of individual and societal behavior change.

BSHM 6023 Health Promotion Strategies

Credits: 3

This course will describe effective health promotion strategies for use by a variety of health professionals in diverse settings where health promotion and prevention of illness are addressed. A common foundation of how, why, what, and when people of all ages learn will be first established. Then, how learning can positively affect patients', families', and diverse communities' ability to understand, manage, prevent and live well with illness are discussed. Using evidenced-driven case studies, which demonstrate both successful and unsuccessful strategies, this course will help public health professionals identify best practices to implement, preserve, and replicate. Additionally, the coursework will help professionals to understand and explain why unsuccessful efforts might have failed and how those cases could have been handled differently. Prerequisites: BSHM 5001

BSHM 6024 Public Health Perspectives of Sexual Health

Credits: 3

Sexual health is a growing component of public health outreach. The goal of this course is to provide students with a foundational understanding of sexual health from a public health perspective. Through participation in this course, students will increase knowledge about the history of sexual health promotion in the public health sphere. They will critically examine and discuss common sexual health issues addressed by public health practitioners, their

epidemiology, and their underlying social determinants. Additionally, recognition of the key methodological considerations in the measurement of sexual behavior and sexual health outcomes will be elucidated (including strengths and limitations of various methodological approaches – quantitative, qualitative, clinical, and biomedical). By the completion of the course, students should be able to demonstrate knowledge and application of key theoretical foundations of sexual health promotion and sexual health behavior change and be able to promote sexual health messages through marketing and dissemination. From a policy perspective, students can expect an increased knowledge about issues related to social and legislative policy analyses, their applications, and implications.

BSHM 6025 Health Communication in the Age of Social Media

Credits: 3

Social media is transforming the world, including the field of public health. This course focuses on using social media for public health messaging. It also provides background in health communications theory, social marketing, media advocacy, communications and strategic planning, and message/content development and management. Students will gain not only an understanding of the far-reaching footprint of social media in public health today, but also practical experience and skill enhancement in health communications in an increasingly digital and social age.

Prerequisite: BSHM 5001

BSHM 6092 Seminar in Health Behavior & Community Health

Credits: 3

This course looks at contemporary trends and recent developments in an area of study not examined in other elective courses. Topics may change each term. Consult the professor for subject matter to be covered.

BSHM 7090 Field Experience in Health Behavior & Community Health

Credits: 3

Students engage in the application of health promotion and planning skills by working in an approved corporate environment, public health organization, or equivalent. Field work is supervised by a faculty member who serves as liaison to the organization.

BSHM 7091 Directed Research in Health Behavior & Community Health

Credits: 3

This course provides advanced study and research in an area chosen by the student in consultation with the professor.

BSHM 7093 Tutorial in Health Behavior & Community Health

Credits: 3

This is a comprehensive individual study of a specific topic, guided by the professor.

BSHM 7095 Health Behavior & Community Health

Credits: 3

Under special circumstances, and with prior approval of the Chair of Public Health, Health Behavior & Community Health students may write a thesis as an alternative to the Health Behavior & Community Health capstone course. It is expected that the thesis will include some independent research and integration of skills acquired by the student through coursework. The thesis includes formulation of research questions, methods to carry out the inquiry and presentation of results of the research. Some theses may require approval of the College's Institutional Review Board (IRB) prior to initiation of any thesis work. Students should work through their department chair/program advisor to determine if their thesis will require IRB review. Students must

maintain regular contact with their Program and Thesis Advisors during their thesis work which usually takes about 12-18 months to complete.

BSHM 7096 Health Behavior & Community Health Capstone

Credits: 3

The capstone is a culminating experience designed to provide students with the opportunity to demonstrate mastery of knowledge and skills they have acquired through their Master of Public Health (M.P.H.) education. Students will work cooperatively in groups on real-world public health issues appropriately applying, theory, methods and tools learned in the M.P.H. program. The capstone is offered on-campus for on-campus students and online for online students. Approval of the Chair of Public Health is required for enrollment.

BSHM 7098 Health Behavior & Community Health Comprehensive Examination (to be taken in conjunction with CHSM 7098 at no cost)

The exam includes a take home written portion. Students must earn a minimum score of 80% to complete this degree requirement. More details regarding content and preparation will be available upon registration for this examination.

Prerequisites: Prior or current completion of required course work AND approval from the Chair of the Department.

Biostatistics

BISM 6011 Statistical Modeling

Credits: 3

This course introduces the advanced methods to the statistical modeling techniques. Topics include the linear mixed effect models, generalized linear models for correlated data, missing data, proportional models and repeated measure design.

Prerequisites: BISM 5001 CORE: Introduction to Biostatistics; Pre/Co-requisites: BISM 6092 Introduction to SAS Programming

BISM 6031 Intermediate Biostatistics I

Credits: 3

This course is the first part of a two-semester sequence. Topics covered during this semester include: descriptive statistics, probability, estimation, hypothesis testing for one and two samples, non-parametric methods and introduction of hypothesis testing with categorical data.

Pre-requisite: BISM 5001 CORE: Introduction to Biostatistics; Pre/Co-requisite: BISM 6092 Introduction to SAS Programming

BISM 6032 Intermediate Biostatistics II

Credits: 3

This course is the second part of a two-semester sequence. Topics covered during this semester include: hypothesis testing with categorical data, multiple and logistic regression, and statistical methods frequently used in epidemiological studies and clinical trials, including life table analysis, logistic analysis, and relative risk assessment with and without covariates.

Prerequisites: BISM 5001 CORE: Introduction to Biostatistics; Pre/Co-requisites: BISM 6092 Introduction to SAS Programming

BISM 6048 Survival Analysis

Credits: 3

This course focuses on applications of the analysis of time to event data. Topics covered include: introduction to survival analysis, lifetime distribution, censoring, parametric models, non-parametric methods and proportional hazards model. Applications in medical sciences will be discussed.

Prerequisites: Introduction to Biostatistics

BISM 6050 Mathematical Statistics I: Probability**Credits: 3**

This course provides a comprehensive treatment of the fundamental concepts of probability theory. Topics relate to probability theory include probability, random variables, distribution, probability and density functions, mathematical expectation, functions of random variables, and sample distributions.

BISM 6051 Mathematical Statistics II: Inference**Credits: 3**

This course focuses on topics related to statistical inference and applications. These include point estimation, hypothesis testing, non-parametric statistics, linear models, and analysis of variance.

Prerequisites: BISM 6050 Mathematical Statistics I

BISM 6052 Introduction to Clinical Design**Credits: 3**

This course is designed to provide an overview of randomized clinical trials. Topics include randomization, sample size and power, reliability of measurement, the parallel-groups design, factorial designs, blocking, stratification, analysis of covariance, the cross-over study, Latin squares and repeated measures.

Pre-requisite: BISM 5001 Introduction to Biostatistics

BISM 6053 Large Observational Data Analysis**Credits: 3**

This course covers the complex survey design analysis methods to analyze large survey datasets such as National Health and Nutrition Examination Survey and National Health Interview Survey. The topics include the practical skills of data management, statistical programming, and exploratory data analysis, developing statistical models, models checking, statistical simulation and sensitivity analysis.

Pre-requisite: BISM 5001 Core: Introduction to Biostatistics; Pre/Co-requisite: BISM 6092 Introduction to SAS Programming

BISM 6092 Introduction to SAS Programming for Data Management and Analysis**Credits: 3**

The primary focus of this course is to teach the application of basic SAS programming skills to data management and analysis. In addition, the course will expose students to a range of computing techniques in the management, organization, analysis and presentation of health science data.

BISM 7091 Directed Research in Biostatistics**Credits: 3**

Directed Research provides the opportunity for students to explore a special topic of interest under the direction of a faculty member. An opportunity for advanced study and research in an area chosen by the student in consultation with the professor is provided. Students are also given opportunities to work on special problems in biostatistics.

BISM 7096 Biostatistics Capstone**Credits: 3**

This course is designed for students to integrate knowledge and skills they have learned throughout their graduate education. This course covers the complex large data analysis methods to answer the research questions in public health areas. The topics include the literature review, practical skills of data management, statistical programming, exploratory data analysis, developing statistical models, models checking, sensitivity analysis and writing a report. SAS software (NYMC has SAS license for students) is required for this course. Upon completion of this course, students should be able to: a) organize and create analysis dataset; b) analyze complex data; c) summarize and present data; d) interpret the results to non-statistical researchers. The course will consist of lecture, group discussion and class presentation.

This course is to be taken as the elective course for the student to qualify for graduation with a M.S. degree in Biostatistics.

Pre-requisite: BISM 5001 and BISM 6092. Pre/Co-requisites: BISM 6031 or BISM 6032 or BISM 8001 or BISM 6001 or BISM 6048 or EPIM 6002.

BISM 8001 Survey Sampling and Data Analysis

Credits: 3

This course examines the method employed in designing and analyzing complex surveys. It explores the major sampling designs and estimation procedures such as simple and stratified random sampling one-state and two-stage cluster sampling, and variance estimation in complex sample surveys. Students use existing data sets and statistical packages to acquire hands-on experience analyzing data from complex surveys.

Pre-requisite: BISM 5001 CORE: Introduction to Biostatistics; Pre/Co-requisite: BISM 6092 Introduction to SAS Programming

Children with Special Health Care Needs

DIS 6084 & 6084 Seminar in Evidence-based Methods I & II

Credits: 2-semester course; 6 credits/year

This course, one of three required courses for the Certificate in Children with Special Health Care Needs, assists trainees in developing skills in finding, evaluating and applying evidence for use in practice, teaching, policy and research. This two-semester course is a combination of didactic sessions, evidence-based interdisciplinary team projects, and oral and poster presentations. All teams engage a community partner at the local, state or national level as a project collaborator. Course topics include: searching the scholarly literature; reading, writing, and comparing research reports; evaluative research methods; protection of human subjects; poster design and preparation; and data analysis and presentation. The year culminates with poster and oral presentations in

Albany with the New York State Department of Health and locally. Permission of the Certificate Program director is required for enrollment in this course.

DIS 6010 & 6011 Overview of Neurodevelopmental Disabilities I & II

Credits: 2-semester course; 6 credits/year

This course, one of three required courses for the Certificate in Children with Special Health Care Needs, provides a population-based perspective and epidemiology of childhood disabilities and examines key issues in assessment and treatment of children with or at risk for neurodevelopmental disabilities and their families. It also examines the broad context of health care systems and service delivery for children with disabilities from birth through young adulthood with a strong emphasis on family centered practice and family partnership. In addition, a module on policy and advocacy provides an understanding of the history of the disability rights movement, landmark federal and state legislation, and court decisions as well as strategies for community advocacy. This two-semester course is taught in nine modules: 1) Early Intervention, 2) Autism Spectrum Disorders, 3) Inclusive Education, 4) Genetics and Genomics, 5) Family Partnerships, 6) Policy and Advocacy, 7) Vulnerable Populations, 8) Coordinated Care and 9) Transition. Permission of the Certificate Program director is required for enrollment in this course.

DIS 6080 & 6081-4891 Interdisciplinary Leadership in Action I & II

Credits: two-semester course; 3 credits per year

This course, one of three required courses for the Certificate in Children with Special Health Care Needs, assists trainees in developing skills, knowledge, and values required for interdisciplinary leadership in working and communicating with and on behalf of individuals with disabilities and their families. The course also provides a framework for trainees to develop concrete leadership objectives and apply their programmatic work in their personal and professional lives. This two-semester course consists of didactic

sessions, small group discussions, individual or group disciplinary presentations, creation and implementation of Individualized Training Plans, and Leadership Advisement Meetings. The central LEND values of family-centeredness, family partnerships, and cultural competency are an integral part of the course. This two-semester course is taught in six modules: 1) MCH Leadership Competencies and Leadership Theory; 2) Personal Leadership Development; 3) Cultural and Linguistic Competencies and Leadership Theory; 4) Communication Skills; 5) Interdisciplinary Clinical and Field Practice; and 6) Values Guiding our work. Permission of the Certificate Program director is required for enrollment in this course.

Environmental Health Science

ENVM 6001 Principles of Occupational Health

Credits: 3

This course explores the historical background of work and health, recognition and prevention of occupational disease and injury, hazardous exposures at the workplace, including chemicals, ionizing radiation, noise, stress and shift work, injuries and disorders by organ system, and considers selected groups of workers such as agricultural and construction workers.

ENVM 6005 Industrial Hygiene

Credits: 3

Designed to familiarize professionals with the methods used by industrial hygienists in the prevention of occupational diseases, this course covers such topics as the physical form of air contaminants, air sampling and analysis, engineering controls, and the preparation of survey protocols.

ENVM 6006 Public Health Engineering

Credits: 3

Environmental, sanitation, and engineering problems are explored. Topics include communicable and non-

infectious diseases, water and wastewater treatment, solid waste, food protection, vector control, and noise.

ENVM 6009 Air Pollution

Credits: 3

This course explores air pollution in terms of measurements and control, pollutant dispersion, air quality standards and health effects. The legal and enforcement aspects of air pollution control and the nature and quantity of atmospheric emission from vehicles, incinerators and specific industries are reviewed.

ENVM 6010 Principles of Food Safety and Hygiene

Credits: 3

The course explains what safe food is and how to provide it; the classes supply information on the FDA Food Code, and public health related aspects of food safety. Students will learn to determine and define safe food handling practices. Included in the course will be Hazard Analysis Critical Control Points (HACCP) and Sanitation techniques, which provide information on safe and regulatory compliant practices ranging from purchasing and receiving food to properly washing the dishes. This course also provides insights into common regulatory compliance issues such as correcting time and temperature abuses, cross-contamination, personal hygiene practices, biological, chemical and physical hazards; proper cleaning and sanitizing; waste and pest management; and the basic principles of HACCP.

ENVM 6013 Safety Engineering and Occupational Health (Fall and Spring)

Credits: 3

This course focuses on current aspects of safety engineering and occupational health, with emphasis on safety program management and evaluation. Course content is directed toward areas covered by the Certified Safety Professional Board examination.

ENVM 6014 Ergonomics

Credits: 3

This course focuses on ergonomics as a multidisciplinary preventive science concerned with the design and redesign of work environments, work stations, machines, tooling, office organization, selection of equipment and methods of material handling based upon human characteristics and capabilities, and training employees in using equipment and performing tasks in a more healthful and comfortable manner. The course also focuses on the investigation of environmental factors such as light, acoustics, temperature, humidity, and air quality, which affect employees and the manner in which they conduct their work.

ENVM 6015 Safety Assessment and Monitoring**Credits: 3**

This course employs a case analysis method in examining advanced ergonomic topics, safety design, disaster planning, safety performance evaluation, accident investigation and analysis, and safety analytical methodology. Professional practice modules are included.

ENVM 6017 Pollution and Waste Management**Credits: 3**

Principal man-made contaminants of air, water, and soil stemming from habitats, transportation, industry, and agriculture are examined. Also reviewed are water and sewage treatment, recycling of resources, methods of treatment and disposal of solid waste, and control and preventive measures designed to alleviate the adverse effects of hazardous chemicals.

ENVM 6018 Fundamentals of Toxicology**Credits: 3**

This course stresses basic concepts essential to the understanding of the action of exogenous chemical agents on biological systems. Principles underlying the absorption, distribution, metabolism, and elimination of chemicals are discussed. Toxic kinetics, specific

classes of toxic responses, and experimental methods used to assess toxicity are reviewed. Emphasis is placed on developing the skills necessary to approach toxicology as a quantitative science.

ENVM 6025 Environmental Epidemiology and Risk Assessment**Credits: 3**

This course features the population approach to environmental and occupational health problems. Epidemiologic research methods and study design issues are explored, focusing on disease clusters, surveillance activity characterizing human exposure, biomarkers, summary risk assessment, and communication. Public awareness, policy implications, and impact upon legislation are also addressed.

ENVM 6026 Public Health and Water Quality**Credits: 3**

This course addresses drinking water and wastewater systems from a public health perspective and closely examines the water quality regulations impacting these two public works areas. The course provides an historical overview and includes discussion of the health effects of water-related diseases. Water quality criteria, water standards, regulations and physical-chemical technologies are examined, along with regulatory monitoring and reporting, through the review of case studies. Watershed and reservoir management, protection and storage, and household plumbing are also examined. Field trips are arranged.

ENVM 6027 Environmental Law and Management**Credits: 3**

This course provides an overview of the applicable legal processes designed to address public health and environmental concerns. The goal of environmental law is to achieve safe water, air and the environment. NYMC faculty and distinguished environmental legal experts will guide this course from the inception and historical basis of environmental law through the methods employed for functional execution of the

statutes and regulations at the Federal, State and Local levels. Special focus is assigned to the projected evolution of legal processes needed looking forward at 21st century environmental issues.

ENVM 6028 Radiation Hazards and Protection

Credits: 3

This course provides the student with the principles of radiation safety and health. Radiation safety is that area of environmental health science that addresses the protection of the individual and population groups from the harmful effects of ionizing radiation, both in the community and at the workplace. Course lectures cover fundamental topics in radiation safety and exposure control, including physics of radiation production, atomic and nuclear structure, interaction of radiation with matter, and the health effects of chronic and acute radiation exposure.

ENVM 6029 Food Safety Policy

Credits: 3

The course provides an overview of policy approaches to ensure the safety of food. Recent cases and stories, including tainted strawberries, infected chickens, E. coli and Salmonella infections, and mad cow disease have added to these concerns. Both nationally and globally, people are not only demanding more food, but also a safe supply of food. Globalization of the food supply has increased the risk of spreading food-borne diseases internationally. Food safety issues are thus increasingly tied to global trade agreements and are the most important cause of non-tariff trade barriers. Public concern towards the residues of pesticides used in agriculture and food production has led to changes in pesticide use and environmental policies worldwide. Safety issues also drive these policy changes. For example, the recently passed Food Quality Protection Act (FQPA) in the U.S. demands new standards for pesticide residue tolerances in raw and processed foods. Food safety issues are also controversial for the products developed through genetic engineering and biotechnology. In addition,

new safety standards are being considered for the food produced through organic agriculture

ENVM 6030 Food, Bugs, and Poisons - The Science of Food Safety

Credits: 3

The course provides an overview of the science underlying several key areas of food science and regulator concerns, including: contaminants, adulterations, spoilage, and chemical and biological threat. The curriculum includes a study of the scientific basis of food handling, regulatory law, regulatory inspection and enforcement. The interplay between science, regulatory decisions, and the interpretation of food law will be highlighted. Using case study analysis, students will be given the opportunity to examine approaches for determining best practices in food safety including addressing scientific, regulatory and administrative guidelines.

ENVM 6041 Genetic and Environmental Factors in Human Disease

Credits: 3

Diseases and maladies result from complex interactions between an individual's genetic make-up and the environmental agents and microbes that he or she is exposed to. In our daily environment mold, air pollution, cleaning solutions and pesticides and dust mites can pose a recurrent health challenge. Heritable genetic factors cause some people to respond distinctly when exposed to the same environmental agent. As a result, some individuals are unlikely to develop a disease through an environmental insult, while others are much more vulnerable. Recently scientists have gained insights into the molecular mechanisms underlying these individually unique responses connection between genetics and environmental factors, and how that connection may influence human disease. This course explores these emerging determinants of environmental disease.

ENVM 6042 Public Health Risk Assessment**Credits: 3**

This course will provide a basic understanding of the use of risk assessment principles in public health decision-making as it relates to exposure from environmental chemicals. The course will include the basic principles, concepts and applications of risk assessment, including exposure assessment, hazard identification, dose-response evaluation, risk management, risk communication and uncertainty/variability. The major goal of the course is to introduce students to the real-world applications of environmental human health risk assessment.

ENVM 6043 Environmental Health Policy**Credits: 3**

This course explores the complex and frequently contentious process of environmental policy development and formulation. All levels of government are examined, but the primary focus is at the federal level and the role of the EPA in implementing policy. Topics include: stages of the policy life cycle; the political context of policy formation; economic aspects of environmental regulation; role of the judiciary in policymaking; and, case studies in policy.

ENVM 6044 Exposure Assessment and Monitoring Metrics**Credits: 3**

Exposure assessment is an essential tool for understanding, managing, controlling, and reducing occupational health risks in large and small workplaces. Data from exposure assessments are used in improving conditions in the workplace as well as in toxicology, epidemiology, and engineering studies. While important gains have been made in creating new methods and detecting even lower exposures for some substances and agents, numerous important challenges remain. For example, the benefits of exposure assessment are still not realized in many

workplaces. Many substances, agents, and stressors lack exposure methods. Exposure data are not currently aggregated on a national basis to support improved priority setting for occupational health. This course focuses on existing techniques as well as the development of new approaches for the measurement and control of the same four broad stressor categories, chemical, physical, biological and ergonomic stressors in public and private workplaces and environments.

ENVM 6045 Industrial Toxicology**Credits: 3**

Toxicology is the study of adverse effects of chemical agents (xenobiotics) on living organisms. In this course, principles underlying the absorption, distribution, biotransformation, and elimination of foreign chemicals from the body are presented. Experimental methods and animal models used to assess toxic effects of chemicals are discussed. Toxic effects of specific chemicals, i.e., pesticides, metals, solvents and vapors, and radioactive chemicals are also addressed. Major air pollutants and contaminants of soil and water that pose a risk to humans are reviewed. Methods of risk assessment, and governmental legislation and regulations designed to limit exposure to hazardous chemicals are considered.

ENVM 6047 Molecular Basis of Environmental and Occupational Health**Credits: 3**

This course explores the effect of environmental risk factors on human health and/or human diseases through the discipline of DNA RNA (genomics), protein (proteomics) as molecular basis to predict the causes of human health implications/diseases or to assess a biased systemic response on human health intervention following the exposure of environmental factors which include pathogen (bacterial, virus, fungi, etc.), chemical exposure, biological weapon, radiation exposure, stem cell, birth control and misuse of medicine. It also provides an understanding of the underlying human disease pathogenesis, diagnostic

workflow for detection, assessment and measurement. The concept of molecular basis of environment approach can reduce risk factors as well as make prediction with advanced diagnostic measurement which enhances the detection level of environmental factors that affect human health. With the advent of molecular medicine or personalized genomics in clinics, this course helps students to understand the interaction between health care and environment capability (i.e., pharmacogenomics and metabolomics) and how to apply. This course also describes the methodology of risk assessment skills along with integrative bio-technology features which include the field of molecular basis toxicology, bioinformatics, drug discovery and monitoring personalized human health with functional and systemic biology which are supplemented with cutting-edge of modern nanotechnology and biomedical imaging applications.

ENVM 6048 Children and the Environment

Credits: 3

This course will introduce students to the importance and effects of environmental exposures in early life on health and development. A central focus of this course is the discovery of, mechanisms. underlying, and the prevention of diseases in children that are associated with exposures to harmful contaminants in the environment. A brief introduction to developmental toxicology and the influence of environmental exposures in early life on health and development across the entire human life span with an emphasis on “windows of toxicity” will be presented. How healthy environments protect children’s health and nurture growth and development will also be discussed.

ENVM 6092 Seminar in Environmental Health Science

Credits: 3

This seminar explores new and novel areas relevant to environmental health science. The course also serves as a venue for responding to opportunities for engaging in notable speakers in the operational and

policy areas of environmental and occupational health.

ENVM 7090 Field Experience in Environmental and Occupational Health Sciences

Credits: 3

An opportunity to apply theory by working in an approved public health organization or equivalent is provided to the student. Field work is supervised by a faculty member who serves as liaison to the health organization.

ENVM 7091 Directed Research in Environmental and Occupational Health Sciences

Credits: 3

This course provides advanced study and research in an area chosen by the student in consultation with the professor as well as opportunities for work on special problems.

ENVM 7093 Tutorial in Environmental and Occupational Health Sciences

Credits: 3

This course involves comprehensive individual study of a specific topic, guided by the professor.

ENVM 7095 Thesis

Credits: 3

Under special circumstances, and with prior approval of the department chair, Environmental Health students may write a thesis as an alternative to the Environmental Health capstone course. It is expected that the thesis will include some independent research and integration of skills acquired by the student through coursework. The thesis includes formulation of research questions, methods to carry out the inquiry and presentation of results of the research. Some theses may require approval of the College’s Institutional Review Board (IRB) prior to initiation of any thesis work. Students should work through their department chair/program advisor to determine if

their thesis will require IRB review. Students must maintain regular contact with their Program and Thesis Advisors during their thesis work.

ENVM 7096 Environmental Health Capstone

Credits: 3

The capstone is a culminating experience designed to provide students with the opportunity to demonstrate mastery of knowledge and skills they have acquired through their Master of Public Health (M.P.H.) education. Students will work cooperatively in groups on real-time public health issues appropriately applying theory, methods and tools learned in the M.P.H. program.

Prerequisites: Approval of the Department Chair or Advisor is required for enrollment.

Emergency Management

EPRM 6016 Fundamentals of Emergency Preparedness

Credits: 3

This course is designed to teach the student the basic principles of emergency management and how they apply to all hazards, including those due to disasters, terrorism, and public health emergencies. The student is shown how the discipline of emergency preparedness applies science and technology, planning, risk analysis, and management in dealing with large and complex events; events that have the potential to cause significant morbidity and mortality, extensive damage to property, as well as to the economic and physical infrastructure of communities. Lastly, the student is shown how the preparedness, mitigation, response, and recovery phases apply to these events.

EPRM 6017 Emergency Preparedness for Acts of Terrorism

Credits: 3

Acts of terrorism present unique threats to communities. Students are shown the approaches to planning for and responding to acts of terrorism, including those that are chemical, biological, radiological, nuclear, and explosive. The concept of hazard and risk vulnerability as it applies to terrorism is presented. Also discussed is how the threat of terrorism has affected emergency preparedness and the approach taken to terrorism preparedness at the local, state, national, and international level.

Prerequisites: EPRM 6016 Fundamentals of Emergency Preparedness

EPRM 6018 Emergency Preparedness for Natural Disasters and Complex Humanitarian Emergencies

Credits: 3

This course explores the unique aspects of both natural disasters and complex humanitarian emergencies. In addition, the challenges faced by public health emergency practitioners are presented. The student is taught how to apply comprehensive emergency management to these events. Information from recent national and international events is presented and discussed.

Prerequisites: EPRM 6016 Fundamentals of Emergency Preparedness

EPRM 6019 Public Health Emergency Preparedness

Credits: 3

This course explores the roles, responsibilities, and perspectives of public health in times of natural disasters, terrorism, and public health emergencies. The student is taught how emergency preparedness principles can be applied to public health preparedness. The course covers the role of public health in disasters and terrorism. It discusses how emergency preparedness is applied to public health emergencies and complex humanitarian emergencies.

EPRM 7092 Seminar in Applied Emergency Preparedness

Credits: 3

The purpose of this course is to provide the student with the opportunity to synthesize and integrate the knowledge and skills learned in previous emergency preparedness course work. Students will gain insight in the practical application of emergency management principles and practice in a variety of settings. The course examines the application of emergency management in both the public and private sector as well as provides perspectives on emergency preparedness as a profession. Lectures are designed to be discussion-based and provide the student with global insight into the practice of multi-disciplinary emergency management.

Prerequisites: All preceding EPRM courses. All distance education certificate only students or students who are pursuing the certificate as part of their M.P.H. studies will complete the EPRM Seminar course or Capstone course (HPMM 7096) with the approval of the Chair.

Epidemiology

EPIM 6012 Advanced Epidemiology I

Credits: 3

This upper-level course builds on the foundation of Introduction to Epidemiology, expanding on concepts and problems of epidemiologic reasoning, and the design and analysis of epidemiologic research. Lecture topics include reliability and validity, causal inference, stratification and modeling techniques, and confounding and effect modification, as well as summaries of topics that influence these fundamental skills and factors.

Prerequisites: EPIM 5002, BISM 5001 Co-requisite(s): Intermediate Biostatistics I (strongly recommended); Introduction to SAS Programming for Data Management and Analysis or SAS Application to Epidemiological Studies (strongly recommended)

EPIM 6013 Advanced Epidemiology II

Credits: 3

Course Description:

This upper-level course is a survey of advanced epidemiologic methods and special topics that provide a solid foundation for a career in epidemiology. Lecture topics include: longitudinal data methods, regression techniques, power and sample size, propensity scores, and epidemiologic consulting, as well as summaries of topics that influence these fundamental skills and factors.

Prerequisites: Advanced Epidemiology I; Intermediate Biostatistics I, Introduction to SAS Programming for Data Management and Analysis or SAS Application to Epidemiological Studies. Co-requisite: Intermediate Biostatistics II. Student must have SAS loaded onto their personal computers and must consult with instructor before registering.

EPIM 6019 Introduction to Data Management and Analysis

Credits: 3

This course provides an introduction to electronic data management and statistical analysis. While Stata is used as an example of a data analysis and management program, the course covers general principles of electronic data management and analysis which the student can transfer to other management and analysis programs. The course includes a combination of lectures and extensive applied lab experiences using Stata with faculty support available if required. The course educates the student both in graphical user interface approach to electronic data management and analysis, and in the writing, debugging and saving Stata programs. While the course demonstrates how to perform various statistical analyses it does not serve as a Biostatistics course.

EPIM 6021 Fundamentals of Infectious Disease Epidemiology

Credits: 3

This course provides an overview of the major infectious diseases that are of public health interest. The course is designed to introduce students to the basic underlying principles of infectious disease epidemiology. By the end of this course, participants will be able to: describe the five types of microbial pathogens that cause infections; describe the mechanisms of disease transmission; describe host response to infection; describe diagnostic tests that are frequently used to diagnose infectious diseases; conduct an outbreak investigation; describe issues related to the control and prevention of infection (antimicrobial treatment, vaccination and quarantine) and describe the clinical features and major pathogens that are involved in respiratory diseases, gastrointestinal diseases, neurological diseases, sexually transmitted diseases, vector borne diseases, infections among the elderly and HIV/AIDS.

Prerequisite and Co-requisites: CHSM 5007 EPIM 5002, BISM 5001

EPIM 6022 Methods in Infectious Disease Epidemiology

Credits: 3

This course is an intermediate level quantitative course which covers epidemiological methodologies that are applicable to the study of infectious diseases. At the end of the course, participants will be able to: describe mathematical models used to study the transmission of infectious diseases; describe the effect of mixing patterns on infectious diseases; calculate vaccine efficacy and effectiveness; describe issues related to seroepidemiological studies; describe methods used to measure infectivity; describe the methodologies used in the study of respiratory, fecal-oral, vector borne, and sexually transmitted diseases; describe the use of statistical process control, pare to, and rate run charting in health care epidemiology; differentiate an infectious from a chronic event; describe the basic principles of geographical information system (GIS) in mapping infectious disease events; and evaluate an infectious disease program.

Prerequisites: EPIM 5002, BISM 5001 and EPIM 6021 Fundamentals of Infectious Disease Epidemiology (if student has no background in infectious diseases or microbiology.)

EPIM 6023 Principles of Public Health Surveillance and Survey Development

Credits: 3

This course will provide students with an overview of surveillance systems as well as the issues involved in the design and execution of epidemiological surveys. At the end of the course, participants will be able to: describe the history of surveillance, the principles of public health surveillance, identify data sources for public health surveillance, describe the analysis and interpretation of surveillance data, describe the steps required to evaluate a surveillance system, and describe legal and ethical aspects of public health surveillance. Students will also be exposed to the structure of the following surveillance system: national and international reportable disease surveillance systems; surveillance systems designed to detect chronic disease and diseases related to behaviors and risk factors; surveillance for injuries; and infectious diseases of major public health interest. Syndromic surveillance, surveillance for environmental exposures, surveillance for veterinary diseases of public health interest, as well as surveillance for medical products will be described. Students will be able to describe the essential steps of survey design; calculate the reliability and validity of a survey instrument; describe the advantages and disadvantages of various survey administration methods; and discuss analysis of survey data.

Prerequisites: EPIM 5002, BISM 5001

EPIM 6024 SAS Application to Epidemiological Studies

This course builds on the foundation courses of Introduction to Epidemiology and Introduction to Biostatistics. The objective of this course is to reach students how to apply basic epidemiological and statistical methods and concepts using SAS statistical

software package and to serve as a bridge to the methods presented in more advanced epidemiology courses. Each session is a combination of didactic lecture and hands-on practice. Students conduct epidemiological analyses on actual data sets, after completing this course, students will be able to: prepare and clean data for analysis; conduct descriptive data analysis using SAS; conduct categorical analyses, Analysis of Variance (ANOVA), and linear regression in SAS as well as describe the role of logistic regression in epidemiology. This course is restricted to epidemiology majors. Other majors may be permitted with permission from instructor(s).

Prerequisites: EPIM 5002, BISM 5001 and BISM 6092 Introduction to SAS programming for Data Management and Analysis if student has no experience using SAS Software. Co-requisite, Advanced Epidemiology I. Students must be familiar with computing and file structure.

EPIM 6025 Maternal and Child Health Epidemiology

Credits: 3

This course is an introduction to the epidemiology of topics related to maternal and child health (MCH) through a life-course perspective. Students will learn about pertinent issues in MCH by assessing national and international epidemiologic data cross-sectionally and longitudinally, with examples from ongoing MCH-focused health services research. Topics include: pre- and inter-conception care (including contraception), pregnancy health and risk behaviors, childbirth, injury trends in early to mid-childhood, and the impact of parental health on childhood health behaviors and outcomes. All topics will be explored through a social-ecological lens (e.g., factors associated with individuals, providers, communities, countries), to understand how multilevel influences shape outcomes in MCH.

Prerequisites EPIM 5002, BISM 5001; Co-requisites: EPIM 6012 Advanced Epidemiology I (strongly

recommended) and BISM 6031 Intermediate Biostatistics I (strongly recommended)

EPIM 6035 Entomology and Human Health

Credits: 3

Arthropods cause considerable human suffering and death throughout the world. This course is designed to provide the health professional with fundamental information necessary for understanding the role arthropods play both as parasites and in the transmission of pathogens causing human disease. Topics covered include the accurate identification and classification of medically important insects and arachnids, the biology and ecology of vectors, the epidemiology and pathogenesis of important vector-borne diseases, vector surveillance and control, and bioterrorism. Course will include a worldwide perspective but will emphasize local tick and mosquito vectors and associated diseases, including Lyme disease, West Nile virus, Ehrlichiosis, and Babesiosis.

EPIM 6093 Seminar in Chronic Disease Epidemiology

Credit: 3

This course is intended to meet two objectives: 1) To give students a basic understanding of the biomedical and methodological issues associated with epidemiologic research on chronic disease risk factors and diseases; and 2) To provide students with applied examples, drawn from chronic disease topics in the literature. Principal topics include cardiovascular disease, diabetes, and obesity.

Prerequisites: EPIM 5002, BISM 5001

EPIM 6094 Seminar in Infectious Disease Epidemiology

Credits: 3

In this course students will examine infectious disease transmission utilizing information on factors that may contribute to the diffusion of infectious disease. The objective of the course is to develop students' ability to conceptualize and understand the multiple

influences that fuel infectious disease transmission dynamics and to critically assess why diseases are epidemic, under control or en route to eradication. After completing this course, students will be able to evaluate and describe non-epidemiological factors such as social causes and social networks, culture, politics, environment, and medical and veterinary practices that influence the transmission of respiratory, water borne, vector borne, zoonotic, health care associated and emerging infections as well as infections related to bio- and agro-terrorism; describe the factors that impact disease eradication efforts; and describe the relationship between infectious agents and chronic diseases.

Prerequisites: CHSM 5007 Introduction to Epidemiology; Prerequisites/Co-requisites: EPIM 6021 Fundamentals of Infectious Disease Epidemiology (for students without an infectious disease or biology background), EPIM 6022 Methods in Infectious Disease Epidemiology (for students without a quantitative background).

EPIM 6095 Application of Health Care Analytics

Credits 3

The reform and transformation of the American health care system requires that students and ultimately managers, at all levels, become proficient in the broadly defined field of analytics. Health Care Analytics will build on the disciplines of Information Systems technology, data sciences and the application of quantitative methods as they are applied to business decision making in operations, management, planning and strategic initiative. As a survey course relying upon several technical disciplines; the prerequisites include an understanding of the health care business environment, fundamental knowledge of data management, spreadsheet, and visualization tools (Excel, Access & SQL) and an introductory level training in basic statistics.

Prerequisites/Co-requisite EPIM 5002, BISM 5001

EPIM 7091 Directed Research in Epidemiology

Credits: 3

An opportunity for advanced study and research in an area chosen by the student in consultation with the professor is provided. Students are also given opportunities to work on special problems.

EPIM 7093 Tutorial in Epidemiology

Credits: 3

This course involves comprehensive, individual study of a specific topic, guided by a professor.

EPIM 7096 Epidemiology Capstone

Credits: 3

This course is a culminating experience designed to provide students with an opportunity to integrate knowledge and skills they have learned throughout their graduate education. Students will appropriately define epidemiology problem, study design, data source, literature review, results interpretation, and scientific communication in written and oral form. This course will consist of lecture, group discussions and class presentations. This course is to be taken as the final requirement for the student to qualify for graduation with an M.P.H. degree in Epidemiology. Pre/Co-requisite(s): Completion of all core and required courses for the M.P.H. in Epidemiology as well as a completion of the practicum with a passing grade. Registration for Capstone requires approval from the Department Chair

Health Policy and Management

HPMM 5002 Health Economics

Credits: 3

This course explores the concepts of scarcity, social choice, resource allocation, efficiency, investment, and market forces and their relationship to health services delivery and health policy. A variety of analytical principles and methods are examined and applied to issues including health care financing, cost containment, regulation, access, insurance, productivity, and program evaluation.

HPMM 5003 Law and Health

Credits: 3

This course provides an overview of the legal system, legal issues, and the convergence of public health policy and the law, through analysis of contemporary topics.

HPMM 6010 Financial Implications of Managing Health Care

Credits: 3

This course provides students with the knowledge of current financial theory and tools needed in day-to-day practice by health care managers. It encompasses virtually the entire spectrum of the industry, including hospitals, insurance companies, home health agencies, long-term care facilities, surgical centers, ambulatory practices and integrated health care systems.

HPMM 6029 Long-Term Care Delivery Systems

Credits: 3

This course provides students with an introduction to the basic learning and analytical frameworks of Long-Term Care (LTC). Three perspectives or approaches are used to describe and discuss the complicated LTC landscape. First, LTC is examined as a “system” - that is, a cluster of interrelated components. Next, LTC is explored from the point of view of public policy - that is, from the perspective of various courses of action open to government to address the LTC dilemma. Finally, LTC is viewed as an expanding market for providers of health care, social services and housing.

HPMM 6036 Information Systems for Health Care Management

Credits: 3

Today’s health care managers must understand information technology and the use of data for planning, evaluation and decision making. This course provides health care managers with an overview of

information management, information technology, the strategic use of information resources and the benefits to the organization.

HPMM 6039 Human Resource Management

Credits: 3

In order for an organization to meet its strategic goals and be externally competitive, it is critical that management acquire a knowledge and understanding of the essentials, concepts, laws and business practices of human resource management. This course explores management strategies: to integrate a variety of management skills and promote a positive workforce culture for organizational effectiveness; to protect management and the organization against legal liability; to meet the challenges of a multi-generational, diverse and complex workforce; and to attract, retain, motivate, develop and reward a talented workforce for organizational success. Upon completion of this course students will be able to develop a practical plan of action to achieve these goals.

HPMM 6048 Organizational Theory

Credits: 3

This course will introduce students to the multidisciplinary field of managing organizations, including psychology, sociology, cultural anthropology, human resource management, social systems, theory, organizational development (OD), and “learning organizations.” Students will develop expertise in analyzing behaviors and environments including the competitive landscape, macro and micro systems, and other dimensions that influence strategic planning, decision making, managing behaviors and leadership.

HPMM 6050 Grant Writing in the Real World

Credits: 3

This course will introduce public health and health care professionals to real-world tools, skills, and resources needed to identify and successfully compete for public health and health care funding at the local,

state and national level. Course topics will closely mirror the components of a standard grant application including needs assessments, work-plans, budgets, logic models and project evaluation plans among other key areas. Students will be expected to write proposal sections in response to actual funding announcements.

HPMM 6056 Strategic Management of Communications in Healthcare Organizations

Credits: 3

This course focuses on managing communication issues when health care organizational and stakeholder interests collide. The students will explore the dynamic public environment of health care and the influences that must be considered by decision-makers. Knowing how actions may be judged in the public arena will help managers navigate their health care careers. Managers at all levels need to know how to interact with various “publics,” such as the media, the community, public interest groups, agencies, unions, etc. The course uses case studies and interactive problem-solving. Public relations tools and techniques, consumer behavior, and strategic public affairs planning are examined.

HPMM 6057 Leadership, Power and Influence

Credits: 3

This course is designed to equip public health managers with tools necessary to lead ably and ethically and to shape decision making and business practice within their organizations. It will focus on the importance of developing self-awareness, refining the ability to coach and develop team members, and will assist participants in sharpening strategic focus. Emphasis is placed on planning principles as well as the specific skills of methods employed in strategic planning.

HPMM 6059 Managing Change and Decision-Making in the Health Care Industry

Credits: 3

The various approaches to change management employed in organizations are explored in this course. Students explore the core management competencies needed for effective change leadership. Students also integrate the concepts and techniques involved in implementing a planned change process. In addition, the theories and techniques of organization and individual decision-making are discussed.

HPMM 6061 Managing Long-Term Health Care Facilities

Credits: 3

This course provides an opportunity to examine the essential skills required for the successful management of a long-term care facility. The focus is on management functions (leadership, planning, organizing, and marketing), human resources, finance (principles of accounting and budgeting), environment (architecture and regulatory) issues, and resident/patient care. The course also examines the multiple aspects of the administrator’s role in the operations and politics of the organization.

HPMM 6062 Ethics in Health Care

Credits: 3

This course focuses on the practical application of the principles of medical ethics to contemporary issues in health care planning, management, and delivery. In an era of increasing regulatory mandates and resource scarcity, an understanding of the function of ethical analysis is of critical importance in the identification, elucidation, and resolution of health care controversies. The course includes an overview of the philosophical foundations of the principles of medical ethics and presents a methodology for their employment in the attempted resolution of problems which exist at the confluence of medicine and morals. Issues of patient and professional autonomy, beneficence and non-maleficence, confidentiality, informed consent, and distributive justice are explored. Application is made to such contemporary issues as euthanasia, physician-assisted suicide, and AIDS epidemic.

HPMM 6064 Strategic Management

Credits: 3

Strategic management is an externally oriented philosophy of managing an organization to orchestrate a fit between the organization’s external environment and its internal situation. Strategic management goes beyond the traditional focus of strategy formulation and incorporates leadership through successful strategic implementation. Case studies of health care organizations are utilized to illustrate various aspects of strategic management.

HPMM 6069 Health Policymaking in the United States

Credits: 3

This course examines the political economy that shapes the development, implementation, and changes in health policy at the federal and state levels. The impact and role of key health policy players from the public and private sectors will be examined including legislators and executives in federal and state governments, employers, health care providers, insurers, industry, academia and consumer groups.

HPMM 6070 Delivering Health care Services to the Aged

Credits: 3

This course examines in the issues around service delivery for the elderly and those preparing for management positions in long-term care and nursing facilities. It focuses on the role and status of the elderly; the major health, social and economic problems affecting the aged; the range of policies and human services available to meet the planning issues related to the gerontological social services system.

HPMM 6071 Leading Health Care Organizations towards Performance Excellence

Credits: 3

This course expands the student’s knowledge of quality data reporting, including differentiation between the various types of quality metrics, pay for performance contracting, and specialty center and center of excellence designation. In addition, students are exposed to the design and implementation of a quality monitoring program in a cost containment environment.

HPMM 6072 Systems Thinking and Design

Credits: 3

This course will introduce students to some of the key concepts, strategies and analytic tools of operations management as they apply to the delivery of patient care. We will focus on the philosophy of continuous improvement, team skills and systems thinking. Students will practice using management tools for process analysis and design, capacity planning, waiting line analysis, decision-making, and performance measurement; and address is the central question of how to improve clinical and non-clinical performance of health services.

HPMM 6073 Marketing in Health Care Organizations

Credits: 3

Marketing plans are born from an organization’s vision and mission and are integral to the development and implementation of a successful strategic plan. This course focuses on the components of internal and external marketing of different health care organizations and services. Students learn how to develop a marketing plan from conception through implementation, evaluation and monitoring.

HPMM 6074 Current Issues in Public Health – Practical Approaches & Policy Implications

Credits: 1

This seminar-style course is designed to encourage both M.P.H. and Dr.P.H. students in HPM to test the competencies they have acquired in ‘real life’ situations. Students will go through a series of health policy vignettes selected to be current, relevant, and

controversial. Students will review the issues as presented in various media sources, including the offered 'expert' commentary, examine relevant political calculations, and articulate the key public health principals at stake. They will then review relevant scientific, medical and public health literature(s) and apply the understanding from peer-reviewed literature to the problem at hand. Students will present their reviews and facilitate discussions focusing on determining whether and how public discussion and policy decisions reflect scientific knowledge and application of scientific principles to the issue(s). Students will then evaluate the extent to which societal discussion and policy decisions may be impacted by the political, social, philosophical, religious, economic and personal perspectives of various stakeholders. Specifically, students will articulate and analyze the problem and the advocated or applied solution(s), delineate the key public health issues at stake, assess where, when and why outcomes have been (or are likely to be) suboptimal and suggest how the application of rigorous analyses might lead to improved interventions and outcomes.

HPMM 6092 Seminar in Health Policy and Management

Credits: 3

This course explores contemporary trends and recent developments in an area of study not examined in other elective courses. Topics may change each term. Students should consult their advisor or department chair for subject matter to be covered.

HPMM 7090 Field Experience in Health Policy and Management

Credits: 0

Students explore the application of theory by working in an approved health services organization or equivalent. Field work is supervised by a faculty member who serves as liaison to the organization.

HPMM 7091 Directed Research in Health Policy and Management

Credits: 1-3

This course includes advanced study and research in an area of interest chosen by the student in consultation with a faculty member. Opportunities for work on special problems are provided.

HPMM 7093 Tutorial in Health Policy and Management

Credits: 3

This course offers a comprehensive individual study of a specific topic, guided by the professor.

HPMM 7094 Thesis

Credits: 3

The thesis will include independent research and integration of skills acquired by the student through coursework. The process includes formulation of research questions, methods to carry out the inquiry and presentation of results of the research. Some theses may require approval of the College's Institutional Review Board (IRB) prior to initiation of any thesis work. Students should work through their department chair/program advisor to determine if their thesis will require IRB review. Students must maintain regular contact with their thesis advisors during their thesis work. Prior approval from the Director of M.P.H. studies is required and a thesis advisor will be assigned upon approval.

HPMM 7096 Health Policy and Management Capstone

Credits: 3

This course is the culminating experience designed to provide students the opportunity to demonstrate mastery of knowledge and skills they have acquired through their graduate education. An in-depth understanding of current and emerging areas of critical interest to public health students will be presented through the analysis of actual cases from the annals of public health practice. Students will apply the case analysis method and will be introduced

to the art and science of case writing. Students will work in multidisciplinary groups that will simulate the public health work environment and encourage interdisciplinary expertise and knowledge association. Team deliverables can include case studies, white papers, research papers, and/or business plans based on the program or problem area studied. This course is to be taken as the final requirement for the student to qualify for graduation.

Prerequisites: Students are eligible for the capstone course upon successful completion of all courses and practicum. Prior approval from the chair and instructor is required. In the event that a student cannot complete all of the elective credits for graduation prior to enrolling in the Capstone course, s/he may concurrently enroll in ONE online elective for the spring term, with permission of the Health Policy and Management Advisor.

Global Health

INHM 6001 Primary Health Care Around the World

Credits: 3

This course provides an introduction to primary health care in different areas of the world. Topics include a discussion of successful systems of health care, review of international organizations, major public health problems, primary care providers, maternal and child health services, surveying for disease prevalence, vital data and information systems, sanitation and drinking water programs, public health strategies used to improve the health of populations.

INHM 6005 Infectious Diseases and Public Health

Credits: 3

Epidemiologic principles are used to study the prevalence of infectious diseases. Topics include a review of epidemiologic principles, methods of epidemiologic investigations, surveillance, the role of the laboratory, and strategies of control and prevention of disease. In-depth discussions will cover such infectious diseases as diarrheal diseases, vaccine-

preventable diseases, respiratory infections including TB, sexually transmitted diseases, hepatitis, and parasitic diseases. The recent disease pandemics will be covered as well.

INHM 6007 Comparative Health Care Delivery Systems

Credits: 3

This course offers a comparative analysis of health care systems across the globe in terms of the financing, organization, and delivery of acute, long-term, and mental health care, and public health services. A comparative analysis of methods of reimbursing physicians, hospitals, and other providers is also offered. Comparisons are drawn between and among nations, including the United States, with respect to political and cultural contexts, public policy, and the regulatory components of these systems. Emphasis is placed on Canada and Western Europe, but Japan, Central and Western Europe, Israel, and third-world countries are also examined.

INHM 6008 Women and Health: A Global Perspective

Credits: 3

The social and health problems of women in developing countries are covered with a particular focus on human rights and its link to women's health. Topics include reproductive, infectious, chronic diseases, and neoplastic diseases and other women's health challenges specific to developing areas of the world, stressing the social, political, and economic aspects of health status will be discussed as well.

Doctor of Public Health (Dr.P.H.)

HPMM 8010 Socioeconomic Determinants of Health

Credits: 4

This course focuses on how major social and economic conditions affect the health of populations. Key topics include poverty, socioeconomic position, education, occupation, behavioral risks, social and economic inequality, discrimination, social networks and

support, working and living conditions, and the built environment. Students will review the empirical and theoretical literature on mechanisms and processes that mediate between socio-economic factors and their health effects and discuss alternative models for advancing public health.

HPMM 8011 Health Care Economics

Credits: 4

This course builds upon graduate-level health economics to deepen student understanding of the relationship between private and public sector forces in the U.S. health care system. Fundamental concepts such as supply and demand, scarcity, resource allocation, equity and redistribution, efficiency, competition, production and delivery of care and other topics are reevaluated through an exploration of how neoclassical economic assumptions may not always hold in the health care sector. Empirical research of both health care sector and non-health care determinants of health are reviewed. Current economic issues that impact the health care sector directly or indirectly are explored through application of economic tools of analysis.

HPMM 8012 Health Services Research and Evaluation

I

Credits: 4

The objective of this course is to provide students with a solid foundation for conducting health service research and with the underpinning for advancement in HPMM 8019 HSR-2 and for developing sound literature reviews and methods of analyses in dissertation research. This course covers health services research conceptualization, modeling, literature review, study design, sampling, data collection and measurement. Prevalence and incidence of disease, descriptive statistics, probability, confidence interval estimation, hypothesis testing, and an introduction to regression analyses are among the topics covered. The course covers introduction exercises in the use

of Stata statistical software to describe and analyze data.

HPMM 8013 Introduction to Public Health Law

Credits: 4

Introduction to Public Health Law introduces doctoral students to the U.S. legal environments of public health, including constraints imposed by constitutional, statutory, regulatory, fiscal and political requirements. The course explores the sources of law and their interrelationships, legal protections of fundamental rights, government police powers, health care regulations, access to health care, ethics, legal liability, and legal influences on public health programs. Students are also exposed to the political and advocacy aspects of the law-making process as it relates to public health, with the goal of providing a realistic and practical assessment of how public health legal issues can be addressed within the political process. In its review of these issues, the course involves the exploration of new developments and emerging case law in the areas of public health and health care, the relationships between public health science and research and the law and the role of legal and legislative advocacy in the realm of public health reform. Interactive class sections consist of a combination of student presentations, faculty-led discussions, and conversations with guest speakers who are leaders in health law practice, as well as case studies in public health law, legislation, litigation and policy.

HPMM 8014 Public Health Leadership

Credits: 4

The purpose of the course is to introduce students to theories and concepts of leadership, provide students the opportunity to identify their personal leadership attributes, and through case study development and analysis, review leadership challenges from public health practice. Content areas include leadership theory; community leadership; personal leadership; leadership in organizations, and research. Emphasis is placed on the application of the course material to

real life public health problems and issues in the development of public health careers. Special topics may include futures research, systems thinking, sustainable development and leadership in science.

HPMM 8015 Regulation and Market Approaches to United States Health Care

Credits: 4

The objective of this course is to provide students with a deep understanding of the relationship between private market forces and the public sector in the U.S. health care system. The course covers the historical development of public-private dynamics on hospital and insurance markets, health manpower, biomedical research and their impact on costs, quality, access to health care and, policy formation. The objective of this course is to provide students with a deep understanding of the relationship between private market forces and the public sector in the U.S. health care system. The course covers the historical



development of public-private dynamics on hospital and insurance markets, health manpower, biomedical research and their impact on costs, quality, access to health care and, policy formation. The course covers the role of city, county, state, and federal government in health care and provides an overview of publicly available datasets for research purposes.

HPMM 8016 Political Economy of United States Health Care Reform

Credits: 4

This course examines health policy formulation, implementation and evaluation through a critical analysis of the history of health care reform in the United States. In addition to providing a historical perspective, this course establishes a context for analyzing the current, varied approaches to health care reform at state and federal levels. (Master’s level students with the permission of the director of the doctoral program, may enroll in this class.

Prerequisites: HPMM 5001 CORE: Health Care in the U.S., and HPMM 5002 Health Economics

HPMM 8017 Clinical and Research Ethics

Credits: 4

This course focuses on ethical issues arising in human subject research, and examines basic policies governing research, with a special emphasis on moral issues such as informed consent, the inclusion of vulnerable populations, and community research, etc. The course will apply the principles of clinical ethics and research that encompass notions of patient autonomy, beneficence of care providers and concerns for social justice.

HPMM 8019 Health Services Research and Evaluation II: Applications of Research

Credits: 4

This course builds upon HPMM 8012 Health Services Research and Evaluation I and is designed to help students learn about the dissertation research process, develop dissertation topics and structure dissertation proposal, and refine quantitative and qualitative look for conducting analysis of data. The IRB process, human subject research literature search and review, APA style, research design and data collection, and qualitative and quantitative analytical tools are among the topics covered. Prerequisites: Health Services Research and Evaluation I and STATA or demonstrated competency in a statistical software package. This course builds upon HPMM 8012 Health Services Research and Evaluation I and is designed to help students learn about the dissertation research

process, develop dissertation topics and structure dissertation proposals, and to further expand tools for conducting analysis of data. The IRB process, human subjects research, literature search and review, APA style, research design and data collection, and qualitative and quantitative analysis are among the topics covered.

Prerequisites: HPMM 8012 Health Services Research and Evaluation I and HPMM 9094 Directed Doctoral Research (with emphasis on Stata instruction (or demonstrated competency in a statistical software package).

HPMM 8092 Doctoral Research Seminar

Students in this course will learn how to critically evaluate published peer-reviewed research articles. This course will develop competency among doctoral students on how to read, interpret, and critique scientific literature. This course will be offered in a hybrid form. In-person sessions will include a combination of:

- 1) Classroom presentations by NYMC faculty and invited guest lecturers.
- 2) Student presentations of their review of articles.

Online sessions will consist of students reading articles posted online and submitting written reviews. Research related to all dimensions of public health will be covered. This course complements and reinforces other Dr.P.H. level research related courses.

Pre-/Co-Requisite(s):

- *HPMM 8010 Socioeconomic Determinants of Health (4 credits)*
- *HPMM 8011 Health Care Economics (4 credits)*
- *HPMM 8012 Health Services Research and Evaluation I (4 credits)*

Students in this course will learn how to critically evaluate published peer-reviewed research articles. This course will develop competency among doctoral students on how to read, interpret, and critique

scientific literature. This course will be offered in a hybrid form. In-person sessions will include classroom presentations by NYMC faculty and invited outside guest lecturers who have recently published peer-reviewed articles or have submitted grants.

Online sessions will consist of students reading articles and grants posted online and submitting written reviews. They will also have the opportunity to critique dissertation proposal and progress and internship reports by advance level doctoral students. Research related to all dimensions of public health will be covered. This course complements and reinforces other Dr.P.H. level research related courses. This is a 1-credit course to be offered every fall and spring semester. There are 4 distinct themes among these courses (be sure to discuss with your advisor). Dr.P.H. students will take it for 4 semesters to earn a maximum of 4 credit hours.

HPMM 9090 / HPMM 9091 Internship 1 / Internship 2 (Fall and Spring)

Credits: 6 credits upon completion of year-long internship

Students are provided with opportunities to interact with public health professionals in a variety of settings and to apply their skills to real-world problems under the guidance of a mentor. These internships will make use of the rich academic and practice environment offered by New York Medical College, its hospital and county health department affiliates, or other health-related organizations. The internship proposal will outline the activities and deliverables planned and culminate with a professional report submitted to the instructor and presentation to the faculty and students. Students will actively participate when permitted at the host organizations in their meetings that make business-planning and financial decision-making. Students are evaluated by their host organization mentor. The internship is a year-long experience, with 6 credits being earned and a grade issued upon successful completion.

HPMM 9093 Independent Study in Health Policy and Management (Fall and Spring)

Credits: 1

This course includes doctoral-level study and research in an area of interest chosen by the student in consultation with a faculty member. The research must relate to health care services and their public health impact. The student must obtain prior approval for the research topic by the instructor. Depending on the research topic and the research objectives, coursework will include retrieval and analysis of health-related data, an extensive scholarly literature review, or preparing a study protocol.

Prerequisites: Requires approval to register by a doctoral faculty. There are no pre- or co-requisites, but this course complements Health Services Research I and II. This elective course may be taken multiple times with pass/fail grading.

HPMM 9094 Directed Doctoral Research (Fall and Spring)

Credits: 3

This course includes doctoral-level study and research in an area of interest chosen by the student in consultation with a faculty member. Opportunities for work on special problems are provided. This course includes doctoral-level study and research in an area of interest chosen by the student in consultation with a faculty member. Opportunities for work on special problems are provided. More than likely students will be learning in this course real life data analyses skills using a standard statistical software like SAS or STATA. Step by step hands on training on data cleaning, coding, analyses and interpretation can be learned in this course.

HPMM 9095 Dissertation Research (Fall and Spring)

Credits: 9

The dissertation serves as the culmination of the research competency of the doctoral program. The dissertation must address one or several original research questions and the student must describe the rationale of the study and interpret and discuss the significance and potential application of the study results within the context of the public health arena.

Admissions Policies, Procedures & Requirements

Admissions Category Definitions – Public Health Programs

Matriculated Student

Applicants who have received a bachelor's degree with a minimum GPA of 3.0 from an accredited undergraduate institution and have met the other admissions requirements may, at the discretion of the Admissions Review Committee, be accepted as a matriculated (pursuing a degree) student.

Conditional Admissions Student

Applicants whose undergraduate GPA is under 3.0 or if faculty have a concern about success in the program, may, at the discretion of the Admissions Review Committee, be accepted as conditional admission students. Upon completion of a minimum of 6 and maximum of 9 credits with a grade point average of 3.0 (grades of at least a B) the Department Chair will review the applicant file. To be considered eligible to become a matriculated student, a conditionally admitted student must meet the following criteria:

- Achieve an overall GPA of 3.0 or better
- Achieve a grade of B or better in their respective core courses. Failure to do so may result in one additional semester of conditional status
- Demonstrate course skills and competencies
- Act and work in accordance with the Code of Academic Integrity

If a student does not meet these criteria, he/she will not be permitted to register for additional courses or higher, the status of conditional admissions students will be reviewed and the committee may remove the conditional status and hold on the student's continued registration. Grades of W or WF are not permitted while conditionally enrolled. Regular tuition and fee charges apply to coursework taken while conditionally admitted, and financial aid is available per federal

guidelines. If the student does not meet the 3.0 GPA criteria, he/she will be prohibited from enrolling in any further coursework and will be administratively withdrawn from the school.



Non-Matriculated and Certificate Students

Applicants to “stand-alone” credit-bearing graduate certificate programs are accepted as non-matriculated students and remain in this status for the duration of the program, even if the total number of credits exceeds nine. Non-degree applicants taking 3-9 credits may be considered as non-matriculated students. No financial aid is available per federal guidelines.

Visiting Students

Special visiting students intend to transfer credits to a specific school (usually to complete a degree). A visiting student application and a letter indicating that the credits will be transferred to the “home” school from the home school advisor granting permission to take the classes at SHSP are required.

Regular visiting students have no intent to transfer credit to another school and are required to provide transcripts and immunization forms.

Transfer of Credits – Public Health Programs

A matriculated public health student who has completed graduate courses at other schools may be permitted to transfer earned credits. Applicants must have earned a minimum grade of B, course credits must not have been applied toward a degree that was granted at another institution, and courses must be

appropriate to the student's program at the School of Health Sciences and Practice and have been completed within the last 5 years. For M.P.H. degree candidates, a maximum of 9 credits are transferable. For Dr.P.H. degree candidates, a maximum of 12 credits are transferable. Students must submit the Transfer of Credit Form, available online, in the Office of the Registrar or in the Admissions Office, to the Department Chair, along with course descriptions and/or course syllabi. The Vice Dean is responsible for making the final determination of acceptance or denial of transfer credit(s).

NYMC will allow one 3 credit course transfer into any of the certificate programs (note one exception below) with the follow criteria:

- 1) Course must be approved by the advisor of the certificate program;
 - a. This may necessitate a copy of the syllabus of the course taken
- 2) The course being considered for transfer must be a graduate level course;
- 3) The course must have been taken within the past five years of request;
- 4) The course must have earned a B or better;
- 5) An official copy of the transcript is required

For those entertaining an Advanced Certificate in Health Education (27 hours), a maximum of 6 credits will be considered for transfer.

How to Apply – Public Health Programs

The Public Health Programs offered at the School of Health Sciences and Practice are:

- M.P.H. in Health Behavior and Community Health (on-campus and online)
- M.P.H. in Epidemiology (on-campus ONLY)
- M.P.H. in Environmental Health Science (on-campus and online)
- M.P.H. in Health Policy and Management (on-campus and online)
- Advanced Graduate Certificates (on-campus and online)

- Doctor of Public Health in Health Policy and Management (on-campus)
- M.S. in Biostatistics (on-campus)

Program Timing

- The M.P.H and certificate programs begin in fall, spring and summer terms. The fall term begins in late August/early September; the spring term begins in early January; and the summer term begins in early June:
- The M.S. in Biostatistics starts in the spring and fall terms.
- The Dr.P.H. admits students for fall and spring.

Application Deadlines

The application deadlines for each term are as follows:

Fall Term: August 1 (July 15 International)

Spring Term: December 1

Summer Term: May 1 (April 15 International)

Application Process and Requirements

Apply through the centralized application service for Schools of Public Health, SOPHAS, at www.sophas.org. The following is required to complete the application, and must be submitted through SOPHAS:

- Application and fee by the appropriate deadline.
- Transcript(s) of undergraduate (post-secondary) course work: All applicants for the M.P.H. degree must hold a baccalaureate degree, or its equivalent, from an accredited college or university.
- Two recommendations (three recommendations for the Dr.P.H.)
- Statement of Purpose
- Resume

The GRE is NOT required (except for the Doctor of Public Health program).

The application review process is rolling for “verified” SOPHAS applicants. An interview may be required if the department or faculty have additional questions or concerns.

International Students

International students must complete several additional application requirements:

Evaluation of foreign transcripts by an approved evaluating agency that includes the cumulative Grade Point Average (GPA) based on the U.S. system of grading and course-by-course grades. The recommended agency for evaluations through SOPHAS is World Education Services (www.wes.org).

TOEFL or IELTS scores are required from the following students:

Those whose native language is not English;

Those from countries where English is one of the official languages, but not necessarily the first language of the majority of the population;

Those from countries where English is not a native language, although available as a language of instruction at all or some levels of schooling;

Those whose transcripts are not in English or are from schools in non-English speaking countries.

The recommended TOEFL minimum cumulative score is 81 (IBT: no score lower than 24 in each of the four (4) sections). The IELTS recommended minimum score is of Band 6.5.

See additional requirements for international students at <http://www.nymc.edu/current-students/student-services/office-of-international-students-and-scholars/forms/>.

Requirements for Admission – Public Health Programs

a. Master of Public Health (M.P.H.)

We consider several factors for admission to the M.P.H. Programs., including:

- **Grade Point Average:** The most successful applicants to our M.P.H. programs have earned a cumulative grade point average (GPA) of at least 3.0 in their Bachelor’s degree program. However, the GPA is only one of several factors considered.
- **Official Transcripts** of undergraduate (post-secondary) work
- **Statement of Purpose**
- **Two Recommendations**
- **Work Experience** (recommended but not required)
- **Community Involvement**

We also look for a “passion” for public health, some understanding and appreciation of the field and a desire to become more involved in improving health and health care in the community. We may offer conditional admission in cases where an applicant falls just short of our admissions standards, but shows promise and potential.

GRE scores are **not required** for admission to the M.P.H. degree program (are required for the Dr.P.H.). **International M.P.H. students** must complete several [additional requirements](#).

b. One-Year Accelerated M.P.H.

Admission requirements are generally the same as the regular M.P.H. for the accelerated M.P.H. However, acceptance into the one-year program is generally limited to medical students, physicians and other health care professionals with advanced or terminal degrees. Students who are currently enrolled in a medical degree program and wish to take a gap year or who have finished the medical degree and wish to complete a M.P.H. prior to residency are typical candidates.

c. **Advanced Graduate Certificates**

The admissions requirements and term deadlines are the same for all of the Advanced Graduate Certificates as for the M.P.H. Certificate students may use certificate courses towards an M.P.H. or combine a certificate with an M.P.H. with a minimal admissions review process.

- **Grade Point Average:** Cumulative grade point average (GPA) of at least 3.0 in a Bachelor's degree program.
- **Official Transcript:** Relevant exam and work requirements vary by certificate program.
- **Two Recommendations**
- **Statement of Purpose**

d. Doctor of Public Health (Dr.P.H.) in Health Policy and Management

Applicants must have a Master of Public Health (M.P.H.) or a master's degree in a related health field. Applicants who do not have an M.P.H. in the appropriate area prior to beginning the Dr.P.H. may need to complete some required public health coursework. Dr.P.H. applicants are accepted for the fall term and applicants are reviewed for acceptance based on the following requirements:

- **Grade Point Average** – Applicants should have attained a GPA at the master's level of at least 3.5.
- **Official Transcripts**
- **Public Health Prerequisite Worksheet** - completed and submitted to the Admissions Office with the required core courses:
 - Health Policy and Management
 - Health Economics
 - Environmental Health
 - Behavioral Health
 - Statistical Approaches for Research
 - Principles and Practices of Epidemiology
- **Graduate Record Examination (GRE)** - Applicants must have achieved a minimum rank of the 50th percentile on all sections of the GRE attained within the last four years.
- **Three Recommendations**
- **Statement of Purpose**
- **Resume**
- **Work and research experience in public health**

International Students must complete several [additional requirements](#).

e. Master of Science (M.S.) in Biostatistics

The admissions requirements are the same as for the M.P.H. but we consider other factors for admissions such as a **strong quantitative background/ability**. GRE scores are **not required** for this program.

The M.S. in Biostatistics is a quantitatively oriented graduate program. In order to ensure success in this program, our faculty looks for a strong background and demonstrated quantitative ability. While no particular major is required for this program, it is helpful for students to have some background in one of the following areas:

- Mathematics
- Chemistry
- Finance
- Accounting
- Experimental Psychology
- Computer Science
- Information Systems
- Physics

International students must complete several [additional requirements](#).

f. M.D./M.P.H. Dual Degree

Applicants to the dual degree program are limited to New York Medical College School of Medicine students. Applicants may apply for the M.P.H. and/or graduate certificate.

NYMC applicants require permission from the Associate Dean for Student Affairs of the School of Medicine to pursue both programs and a completed application to be submitted to the SHSP Admissions Office. No other documentation is required. For information and forms, see the [website](#).

g. D.P.T./M.P.H. Dual Degree

Students in the Doctor of Physical Therapy (D.P.T.) degree may matriculate for the Master of Public Health (M.P.H.) in Health Policy and Management degree concurrently. Students must complete an application for the M.P.H. degree; however, no other documents are necessary. They will apply for admission to the M.P.H. program upon recommendation of the Physical Therapy

Department chair in the spring of their first year of the D.P.T. program and complete the M.P.H. requirements by the end of the year following their completion of the D.P.T. program.



Doctor of Physical Therapy (D.P.T.)

HOW TO APPLY – DOCTOR OF PHYSICAL THERAPY

a. Program Timing and Deadline

Our Doctor of Physical Therapy (D.P.T.) program begins in the summer term, typically the first week in June. We accept applications only for that term.

b. Application

Apply through the Physical Therapist Centralized Application Service, PTCAS, at www.ptcas.org. All required application documents are submitted directly to PTCAS.

c. ADMISSIONS REQUIREMENTS

The following are the application and admissions requirements.

1. **Submit application** and application fee by the January 15 deadline.
2. **Transcript(s)** of undergraduate (post-secondary) course work: All applicants must hold a baccalaureate degree, or its equivalent, from an accredited college or university.
 - **Balanced Academic Background:** Your academic record should include a balance of course work in the humanities, social sciences, and

natural sciences, including competency in English writing.

- **Grade Point Average (GPA):** Admission is very competitive. Most of our successful applicants have a cumulative GPA of at least 3.5.
3. **Volunteer/Work Experience:** Your application must include evidence of at least 50 hours of volunteer or work experience in one or more settings under the direction of a physical therapist.
 4. **Three Recommendations:**
 - One must be from a physical therapist who has observed you in a clinical setting;
 - One must be from a past or current college professor who can attest to your ability to succeed in rigorous graduate study;
 - One may be an additional faculty person, a therapist, an employer, or an individual who can attest to your knowledge, strengths and abilities.
 5. **Statement of Purpose** of approximately 750 words.

Prerequisite Courses

The following prerequisite courses must be completed with a grade of B or better within 10 years of the application deadline date. (Exceptions to the 10-year limit may be made for individuals who work in a health field.) Prerequisite courses, in which a laboratory component is required, must be taken as a hands-on, in-class course:

- One course in biology with laboratory
- Two courses in anatomy and physiology. These may be:
 - one course in anatomy and a second course in physiology, or
 - a two-semester sequence in anatomy and physiology as a combined course. (In either case, each course must include a laboratory.)
- Two courses in chemistry, with laboratories
- Two courses in physics, with laboratories
- One semester of general or introductory psychology
- A second course in psychology (suggested courses include abnormal psychology,

developmental psychology, physiological psychology, or neuroscience)

- One course in mathematics
- One course in statistics

Students are also expected to be computer literate before entering the program. Several of the courses assume that the student is proficient in the following areas: general computer skills, word-processing, spreadsheets, e-mail, and Internet. Remedial instruction in computer literacy is available.

6. **International Students** - International students must complete several [additional requirements](#) including an evaluation of foreign transcripts and IELTS or TOEFL scores.

- d. **Application Review and Notification**
Applications are reviewed from September through February. Selected applicants are invited to campus for an orientation to the program and a formal interview. Acceptances are issued on a rolling basis from October through April. Accepted students must submit a \$500 deposit to guarantee a place in the class.

Master of Science in Speech-Language Pathology

HOW TO APPLY – M.S. IN SPEECH-LANGUAGE PATHOLOGY

a. **Program Timing and Deadline**

Our M.S. program in Speech-Language Pathology begins in the Fall semester, typically in mid-August. We accept applications only for that term. We accept applications from July 14 - June 15.

b. **Application**

The application cycle for Fall 2023 goes live July 14, 2022, and closes June 15, 2023. The Department of Speech-Language Pathology participates in the Communication Sciences and Disorders (CSD) Centralized Application Service. All applicants are required to apply online through [CSDCAS](#).

<https://csdcas.liaisoncas.com/applicant-ux/#/login>. All required application documents are submitted directly to CSDCAS.

c. **ADMISSIONS REQUIREMENTS**

Specific requirements for admission to the SLP program are:

- **Submit application** and application fee
The application cycle for Fall 2023 goes live July 14, 2022, and closes June 15, 2023.
- **Bachelor's Degree:** You must have a Bachelor of Science or Bachelor of Arts degree from an accredited college or university.
 - **Balanced Academic Background:**
Your academic record should include a balance of course work in the humanities, social sciences, and natural sciences, including competency in English writing;
 - **Official transcripts** from every accredited U.S. college or university attended.
- **Grade Point Average:** Admission is very competitive. Our most successful applicants have a cumulative GPA of at least 3.0
- **Three Recommendations:** Two of your recommendations should be from college-level instructors with one being a faculty member from an SLP course. Recommendations from in-person courses are preferred. Online professor recommendations will be considered with permission.
- **Personal Essay:** We require a written essay. Prompts for the essay are included in the application materials.
- **Resume**

Prerequisite Courses:

Prerequisite courses do not need to complete in order to apply to the program. However, all prerequisite courses must be satisfactorily completed prior to starting the program and within approximately 10 years of the application deadline (exceptions may be made for individuals who work in the health field).

ASHA Prerequisites Requirements

- **Biological Sciences** - Courses include biological sciences content areas related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, and veterinary science).
- **Physical Sciences** - Physics or chemistry
- **Social/Behavioral Sciences** - Acceptable courses include psychology, sociology, anthropology, or public health.
- **Statistics**

Department of Speech-Language Pathology Prerequisite Requirements

- **Phonetics** - The course should include a phonetic transcription component.
- **Child Development/Language Acquisition** - Acceptable courses include child development and child language development.
- **Anatomy and Physiology of Speech** - Acceptable courses include anatomy and physiology of speech or speech/hearing.
- **Intro to Communication Disorders** - Any course that provides an overview of the discipline of communication sciences and disorders.

Recommended for Non-Speech Majors

Speech Science - Any course that includes the study of the acoustic, aerodynamic, and physiological aspects of speech production.

This is a recommended course for those without a speech undergraduate major (not required)

- **International Students** - International Candidates will be required to submit a transcript that has been evaluated by a NACES-approved organization. If your native language is not English, you must have the TOEFL or IELTS. Use CSDCAS TOEFL Code: C122. [Click here for additional requirements.](#)

d. Application Review and Notification

Applications are reviewed from November 1 through July 1. Applicants are invited to campus for an orientation to the program and for a formal interview. Acceptances are issued on a rolling basis from November through June. Accepted students must submit a \$500 deposit to guarantee their place in the class. View [specific requirements](#) for admission to the program.



SPECIAL CERTIFICATES

Children with Special Health Care Needs (15 Credits)

The Center on Disability and Health in the Institute of Public Health offers a 15-credit Graduate Certificate in Children with Special Health Care Needs to prepare professionals with the skills and knowledge to focus on disability as an emerging and cross-cutting public health field, and to contribute to state and federal public health activities that address the needs of children and adults with disabilities and their families.

The 15-credit Graduate Certificate in Children with Special Health Care Needs is offered as a component of the [Leadership Education and Neurodevelopmental Disabilities \(LEND\) Training Program](#) at Westchester Institute for Human Development. Through a collaborative learning experience, participants build knowledge, skills, and values that prepare them to assume leadership roles in disabilities-related systems of care and in the policy and advocacy arena.

Applicants seeking admission to the LEND Program and the certificate program:

- Must be either a **current graduate student** in a program in public health or in a health or education field OR **hold a masters or doctoral level degree.**
- Must have demonstrated interest in working towards a leadership role working with and

on behalf of children with disabilities and their families.

- Parents or adult siblings of individuals with developmental disabilities who meet these requirements are also encouraged to apply.
- Interested applicants should contact the LEND Program Director at 914-493-8175 before submitting an application.

The LEND Program is funded by the federal Maternal and Child Health Bureau with the aim of improving the health of children with disabilities by preparing trainees from diverse professional disciplines to assume leadership roles.

Pediatric Dysphasia Admissions Requirements

Fully online for Fall 2022 (optional In-Person Practicum elective available)

Bioethics Admission Requirements

Applications for our programs are available on the Bioethics program website:

<https://www.nymc.edu/bioethics>

Admissions Requirements for:

1. Master of Science
2. Graduate Certificate
3. Non-matriculated

All applicants for the M.S. degree or graduate certificate must hold a baccalaureate degree, or its equivalent, from an accredited college or university. Prerequisite course requirements and work requirements vary by academic program. Application review for the programs is on a rolling basis. An acknowledgment of receipt of the application is sent to all applicants.

Applicants accepted for a particular semester who wish to defer their acceptance to a future semester must indicate the desired semester of enrollment and the reason for the request in an email to the Admissions Office. Enrollment may be deferred for one year from the semester of acceptance. After that, applicants must reapply.

Applications for admission must be completed well in advance of registration. Applications must be received

The 15-credit Post-Graduate Certificate in Pediatric Dysphagia starts in the fall semester only and the application deadline is August 15. Applicants seeking admissions to the certificate program must have a graduate degree in speech-language pathology or be a clinical fellow. The following are the admissions requirements:

- Submit application
<https://www.nymc.edu/school-of-health-sciences-and-practice-shsp/shsp-academics/certificates/advanced-certificate-in-pediatric-dysphagia/> and application fee of \$75.
- Documentation of licensure and professional certification.

by August 1 for the fall term, by December 1 for the spring term, and May 1 for the summer term.

Student Category Definitions

Matriculated Student – Applicants with a GPA of 3.0 who have received a bachelor's degree from an accredited undergraduate institution and have met the other admissions requirements may, at the discretion of the Admissions Review Committee, be accepted as a matriculated (pursuing a degree) student.

A grade point average (GPA) of 3.0 from the undergraduate institution from which the applicant received his/her degree is required for those beginning studies as matriculated students (those pursuing a degree). However, the GPA (both undergraduate and graduate) is one of several factors that are considered. Other factors include the applicant's Statement of Academic Purpose, test scores, recommendations, work experience, community involvement, and school extracurricular activities.

Conditional Admissions Student - Applicants whose undergraduate GPA is under 3.0, may, at the discretion of the Admissions Review Committee, be accepted as conditional admissions students. Upon completion of a minimum of 6 and maximum of 9 credits with a grade point average of 3.0 (grades of B) or higher, the status of conditional admissions

students will be reviewed and the committee may remove the conditional status and hold on the student's continued registration. Financial aid is available per federal guidelines for matriculated M.S. students. If the student does not meet the 3.0 GPA criterion, he/she will be prohibited from enrolling in any further coursework and will be administratively withdrawn from the school.

Non-Matriculated and Certificate Students -

Coursework taken as a non-matriculated student must not exceed a total of 6 credits. Financial aid is not available for non-matriculated or certificate students. Students who wish to enroll in more coursework must matriculate into the Master of Science or Certificate program.

- Proof of immunization against measles, mumps and rubella, for all students born on or after January 1, 1957. It is strongly recommended that

Application Instructions

To apply as a matriculated or graduate certificate student, the applicant must submit:

- Completed [application](#) form
- A non-refundable application fee
- Transcripts from all post-secondary institutions attended.
- A curriculum vitae or resume
- Two letters of recommendation written by teachers or professional colleagues who are well positioned to comment on student's intellectual strengths and professional promise.
- A statement of academic purpose (500 to 750 words) which should address student's purpose and interest in pursuing a degree in Bioethics, and how the degree program fits into his or her overall professional growth, focusing in particular on the connection between the program and his or her academic and/or professional experience.
- An admissions interview may be required. proof of immunization accompany the application; if not submitted at that time, it must be submitted before registration.

ACADEMIC CALENDARS 2022-2023



Academic Calendar 2022-2023 Public Health Programs

Summer 2022

Registration Begins	March 14, 2022
First Day of Classes*	June 7, 2022
Last Day for Course Changes (add/drop)	June 10, 2022
Last Day to Withdraw from Class	July 17, 2022
Last Day of Class	July 28, 2022

No Classes: July 4

Fall 2022

Registration Begins	June 13, 2022	
New Student Orientation	August 11, 2022	5:00 pm – 7:30 pm
First Day of Classes*	August 15, 2022	
Last Day for Course Changes (add/drop)	August 26, 2022	
Last Day to Withdraw from Class	October 23, 2022	
Last Day of Classes	December 16, 2022	

No Classes: September 5; September 26-27; October 5; October 10-11; October 17-18; November 24

Spring 2023

Registration Begins	October 13, 2022	
New Student Orientation	January 19, 2023	5:00 pm -7:00 pm
First Day of Classes*	January 23, 2023	
Last Day for Course Changes (add/drop)	February 3, 2023	
Last Day to Withdraw from Class	April 2, 2023	
Last Day of Classes	May 8, 2023	

Commencement

No Classes: February 20; April 4-5

***Late registration fee for continuing students**

SPEECH-LANGUGE PATHOLOGY

Semester begins:	
Class of 2023	<i>September 9/12</i>
Class of 2024	<i>Orientation: 8/15 and 8/16 Classes begin: 8/17</i>
Semester ends:	<i>12/23</i>
Holidays:	<i>9/26, 9/27, 10/5, 10/10, 10/11, 10/17, 10/18, 11/24, 11/25</i>
Advising Meetings	<i>TBA</i>
Misc.	
Spring 2023	
Semester begins:	<i>1/9</i>
Semester ends	<i>4/21</i>
Holidays:	<i>1/16, 2/20, 4/6, 4/7, 4/12, 4/13</i>
Advising Meetings	<i>TBA</i>
Misc.	<i>DASA TRAINING: TBA COMPREHENSIVE EXAMS: 3/29/2023 COMMENCEMENT CO2022: 5/25/22</i>



NEW YORK MEDICAL COLLEGE

A MEMBER OF THE Touro College and University System

School of Health Sciences and Practice
and INSTITUTE OF PUBLIC HEALTH

Where Knowledge and Values Meet

2022-2023 Academic Calendar- Doctor of Physical Therapy Program

Summer 2022

Registration Begins	March 15, 2022 (all classes)
First Day of Classes	May 31, 2022 (1 st year students) May 16, 2022 (2 nd year students) April 18 2022 (3 rd year students)
Last Day to Withdraw from Class	July 11, 2022 (1 st year students) June 26, 2022 (2 nd year students) May 29, 2022 (3 rd year students)
Last Day of Class	August 5, 2022 (1 st year students) August 19, 2022 (2 nd year students) July 15, 2022 (3 rd year students)

No Classes: May 15, 22, 30; June 6; July 4

Fall 2022

Registration Begins	June 13, 2022 (all classes)
First Day of Classes	August 15 2022 (1 st year students) August 22, 2022 (2 nd year students) August 01, 2022 (3 rd year students)
Last Day to Withdraw from Class	October 23, 2022 (1 st year students) October 30, 2022 (2 nd year students) October 09, 2022 (3 rd year students)
Last Day of Classes	December 16, 2022 (1 st year students) December 16, 2022 (2 nd year students) December 16, 2022 (3 rd year students)

No Classes: September 5, 26, 27; October 5, 10, 11, 17, 18; November 24, 25

Spring 2023

Registration Begins	October 13, 2023 (all classes)
1 st Day of Classes	January 3, 2023 (all classes)
Last Day to Withdraw from Class	March 13, 2023 (all classes)
Last Day of Class	May 12, 2023 (1 st year students) April 14, 2023 (2 nd year students) May 12, 2023 (3 rd year students)

No Classes: January 2, 16; February 20; April 6-7, 12-13

Student Financial Planning

Introduction

Funding your graduate education at New York Medical College is a noteworthy investment. This venture requires a great deal of time, energy and thought. The Office of Student Financial Planning at New York Medical College offers students a financial program that assists them with their decision making before, during and even after they have graduated from New York Medical College. The Office strives to help students find and understand the numerous financial resources available and how these resources will impact their lives. Our goal is to sharpen your financial literacy, avoid costly mistakes and help you make sound and educated financial choices.

New York Medical College graduates have one of the lowest student loan default rates in the nation. We believe our students have benefited from the 87 combined years of expertise of the Student Financial Planning Office.

The field of financial aid is always changing. Technology allows students to have the ability to take better ownership of their financial aid information via school and industry websites. However, keep in mind that the best source of financial aid information lies with the Office of Student Financial Planning and we are always happy to help.

Application Process and Deadlines

The Free Application for Federal Student Aid (FAFSA) is available October 1 for the following academic year. The Financial Aid deadline occurs in late April for the new academic year. All required Financial Aid steps and required forms must be completed and submitted to the Office of Student Financial Planning by this date. These steps include completing a Free Application for Federal Student Aid (FAFSA.) If borrowing federal student loans, a promissory note must be filed. Any additional required documents/online processes required by the financial aid office must be submitted. More detailed information is available on the [NYMC website](#).

If you are accepted after the deadline date, you must complete and submit the required steps and forms within 14 days of your acceptance date to the Office of Student Financial Planning.

Eligibility Requirements

An eligible student is defined as one who: has not defaulted on a federal loan, does not owe a refund on any federal or state grant program, is a United States citizen or has a valid alien registration card, is in good academic standing, has a clean credit record to obtain credit-based loans, if needed, and has a valid social security number. To be eligible for financial aid, a student must also be in an approved degree granting program of study.

In addition, students must be making satisfactory progress towards a degree as defined by the NYMC Satisfactory Academic Progress standards. This policy is available in detail on the College's website at: <https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/>

Student Rights

As a student you have the following rights:

- To be informed of the cost of attendance
- Procedures and deadlines for submitting applications for financial aid
- The different types of financial assistance available from federal, state, and institutional sources
- Know who the financial aid personnel is and the location of the Office of Student Financial Planning

As a borrower you have certain rights. Once the U.S. Department of Education approves your loan, you will receive in the mail a Disclosure Statement providing you with the following information:

- The full amount of the loan
- The interest rate of the loan
- The servicer, assigned by the U.S. Department of Education to service your loan, must return your promissory note when the loan is paid in full
- When you must start repaying the loan

Before you begin repayment of your loan, the servicer of your loan, is required to give you a repayment schedule and detailed information regarding interest rates, fees, your outstanding balance and available repayment options:

- You have the right to defer repayment for certain defined periods after the grace period, if you qualify
- You have the right to request a forbearance, if you qualify
- You may prepay your loan in whole or in part at any time without penalty

Student Responsibilities

One of the major aspects in financial aid is for a student to understand the responsibilities attached to receiving aid. By accepting the aid offered, a student must realize that he/she is expected to:

- Know and understand the terms and conditions of all financial aid programs from which aid was awarded.
- Know all deadlines for applying for aid and meet them. Provide all required documentation, corrections, and/or information requested by the Office of Student Financial Planning.
- Understand that the proceeds from the loan can only be used for tuition, fees, living expenses and other reasonable related educational living expenses, as outlined in the budget.
- Repay loans with all accrued interest and deducted fees, even if you do not complete your education, are unable to find employment or are dissatisfied with the education you received.
- Repay loans within the time allocated by the lender or designated agency

Notify the lender or designated agency in writing within 10 days if the following occur:

- Change of name
- Change of address

- Change of phone number
- Change of graduation date
- Transfer to another school
- Enroll less than half time
- Withdraw from school
- Complete the paperwork to have loans deferred or placed on forbearance
- Not be in default on any loans or owe a refund on any grant
- Inform the Office of Student Financial Planning of any grants, scholarships or any other form of assistance that you may receive

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress ("SAP") ensures students are able to complete their academic program at NYMC in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work towards a degree in order for them to qualify to receive financial assistance through all Touro University System ("Touro") eligible Title IV federal financial aid programs. Conformance to Touro's SAP policy ensures students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

This SAP policy applies to all Touro Students including Undergraduates, Graduates and Professional students. **These standards are for Title IV Federal Financial Aid purposes only** and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs or individual program requirements. However, these standards are intended to be at least as rigorous as NYMC Touro University academic policies.

You can find and review the SAP policy here <https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/>

Types of Financial Aid

NON NEED-BASED LOANS

Federal Direct Unsubsidized Stafford Loan

Requirements:

1. 2022-2023 Free Application for Federal Student Aid (FAFSA)
2. 2022-2023 NYMC Financial Aid Information Form
3. Federal Direct Stafford Loan Master Promissory Note, if required
4. Federally required Entrance Counseling for students first time applying for loans at NYMC
5. No previous student loan default problems
6. Registered for classes
7. Maintain satisfactory academic progress
8. US Citizen or Eligible Noncitizen

Additional information: Interest will accrue while the student is in school and only when the money is disbursed.

For the Academic Year 2022-2023, for loans first disbursed on or after July 1, 2022, the interest rate will be 6.54%.

The loan will be disbursed in two installments. This means that you will receive half of your loan for the Fall semester and half for the Spring semester, minus any applicable federal mandated origination fees.

For loans first disbursed on or after October 1, 2020, the U.S. Department of Education will deduct a 1.057% origination fee from each loan disbursement. Origination fees have not changed for 2022-2023.

Repayment begins 6 months after the grace period or an authorized deferment period has finished.

Federal Direct Graduate PLUS Loan

Credit approval based on the student not having an adverse credit history. To request a copy of your current credit reports and credit scores, please refer to the [financial aid links section of our website](#).

Requirements:

1. 2022-2023 Free Application for Federal Student Aid (FAFSA)
2. 2022-2023 NYMC Financial Aid Information Form
3. Federal Direct Graduate PLUS Loan Master Promissory Note, if required
4. Federally required Entrance Counseling for students first time applying for loans at NYMC
5. No previous student loan default problems
6. Registered for classes
7. Maintain satisfactory academic progress
8. U.S. Citizen or Eligible Noncitizen

Additional information: Interest will accrue while the student is in school and only when the money is disbursed. The Direct PLUS Loan for Graduate/Professional Students, allows students to borrow up to the total Cost of Attendance (budget) minus any financial aid resources received for the Academic Year. The student must be enrolled at least as a half-time student in an eligible program of study.

For the Academic Year 2022-2023, loans first disbursed on or after July 1, 2022, the interest rate will be 6.54%.

The loan will be disbursed in two installments. This means that you will receive half of your loan for the Fall semester and half for the Spring semester, minus any applicable federal mandated origination fees.

For loans first disbursed on or after October 1, 2020, the U.S. Department of Education will deduct a 4.228% origination fee from each loan disbursement. Origination fees have not changed for 2022-2023.

Repayment of principle and interest begins 30-60 days after the loan is fully disbursed. Deferment options are available while the student is enrolled at least half-time in an eligible program of study.

Federal laws mandate that students must first borrow the maximum annual Direct Unsubsidized loan amount before borrowing the Direct PLUS Loan for Graduate/Professional Students.

Private Loans

Federal laws require students must review Federal student loan options, with the Office of Student

Financial Planning before considering applying for a Private Loan. Please contact the Office of Student Financial Planning at (914) 594-4492.

Veterans Administration Educational Benefits (VA)

Eligible veterans are entitled to receive monthly educational benefits for full- or part-time study under the provision of several veteran programs. Further information is available at all Veteran’s Affairs offices.

In accordance with Title 38 U.S. Code 3679 subsection (e), the college adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. 1) Prevent nor delay the student’s enrollment; 2) Assess a late penalty fee to the student; 3) Require the student to secure alternative or additional funding; 4) Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

To qualify for this provisions, students may be required to 1) Produce the Certificate of Eligibility by the first day of class; 2) Provide written request to be certified; 3) Provide additional information needed to properly certify the enrollment as described in other institutional policies.

College Work Study

The Federal College Work Study Program is a federally funded employment program. NYMC has limited work student funds available for the 2022-2023 academic year. Employment opportunities are available to students who have demonstrated

financial need according to the 2022-2023 Free Application for Federal Student Aid (FAFSA). Awards are need-based and are part of the student's Financial Aid package. A student may inquire about employment after arriving on campus at the Office of Student Financial Planning. Students will be allowed to work up to 20 hours a week and will be paid \$18.00 per hour.

Tuition and Fees

Public Health Programs (Public Health and Biostatistics programs)

NOTICE: During the course of the school year, a student may receive additional funding beyond the budgeted amount. If this occurs, the student must repay the excess award amount to either the source or to their highest interest bearing loan.

Academic Year 2022-2023 Fall and Spring 8 credits is considered Full-Time. Summer term, 4 credits is considered Full-Time.

Full-Time, On Campus
(subject to change at any time)

Tuition M.P.H. Program (Not included in total)	\$1,230 per credit
Tuition Dr. P.H. Program (Not included in total)	\$1,370 per credit
Tuition M.P.H. Accelerated (Not included in total)	\$812 per credit
Certificate in Pediatric Dysphasia Program (Not included in total)	\$530 per credit
Entrance Fee (Not included in total)	\$155
Activity Fee	\$210 (70/term)
Telecommunication Fee	\$500

Technology Fee	\$150 (75/Fall & Spring)
Academic Support Fee	\$200 (100 Fall & Spring)
Campus Fee	\$160 (80 Fall & Spring)
Books & Supplies	\$2,502
Food	\$4,012
Housing	\$8,732
Transportation	\$1,636
Miscellaneous	\$3,470
TOTAL	\$21,502

M.S. in Speech Language Pathology, Class 2023

On Campus Budget for the 2022-2023
Academic Year (subject to change at any time)

Tuition (annual)	\$40,675
Fees	\$1,780
Telecommunication Fee	\$500
NYMC Health Insurance*	\$5,464
Books & Supplies	\$2,288
Food	\$4,010
Housing (10 months)	\$8,714
Transportation	\$1,634
Miscellaneous (Books and supplies)	\$3,470

TOTAL	\$63,071
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Doctor of Physical Therapy (D.P.T.), Class 2024

On Campus Budget for the 2022-2023
Academic Year (subject to change at any time)

Tuition (annual)	\$38,525
Fees	\$1,665
Telecommunication Fee	\$500
NYMC Health Insurance*	\$6,728
Books & Supplies	\$2,220
Food	\$5,352
Housing (12 months)	\$11,580
Transportation	\$2,181
Miscellaneous	\$4,626
TOTAL	\$66,264

Fees 2022-2023

Student fees are established and collected to fund a variety of College services, ranging from mental and physical health and wellness services, academic support, to the operation of campus maintenance. All fees appearing on the student account are payable whether or not the student plans to use these services or campus facilities related to these fees.

Payment Options

Students may pay tuition in one lump sum by credit card or e-check (through the portal), financial aid, and/or other tuition remission or special arrangement (e.g. scholarship). All credit and debit card transactions will be charged a 2.85% non-refundable processing fee.

Students who wish to use student loans to pay for their tuition must apply through the Office of Student Financial Planning well in advance of registration and must complete and sign all the required forms and loan agreements prior to registration.

Tuition Payment Plan

The payment plan is available for all students in SHSP with at least \$200 in charges. The enrollment is through Touchnet and is open for enrollment 30 days prior to the start of classes and closes approximately 30 days after the start of classes.

The fee is \$50 and is the only payment required at set up. The plans recalculate every day up to 14 days before the payment due date.

Tuition Remission

A letter from the appropriate NYMC office, government office or affiliate citing employment and eligibility must be submitted at every registration and must be faxed to (914) 594-3477 or emailed to: bursar@nymc.edu.

Employees of Health Departments - 10% for employees of local, state, and federal health departments.

Employees of Westchester County- 20% for employees of Westchester County.

SOM Primary Care Preceptors - 10% for primary care preceptors for the School of Medicine.

NYMC Affiliate Hospital Employees - 10% for employees of NYMC affiliate hospitals.

PT and SLP Clinical Site Supervisors - 15% for clinical site supervisors for the Physical Therapy and Speech-Language Pathology programs.

NYMC GME Residents and Fellows - 25% for residents and fellows in NYMC Graduate Medical Education (GME) programs.

Touro Professional Programs – Discount for students currently enrolled in Touro professional programs. Approved students would be entitled to a discount of 30% per credit hour. Doctoral candidates will also receive a 30% reduction in credit.

SHSP Alumni for Course Audits - 50% to School of Health Sciences and Practice alumni for course audits.

Employee and Dependent Tuition Discount – NYMC and TOURO all regular full-time, non-union employees, their spouses and their dependent children are eligible to receive education benefits after completion of one (1) year of continuous employment prior to the start of the semester year. Employees are not permitted to enroll in any course scheduled during their regular work hours. For details, please contact Human Resources.

CUNY/SUNY Graduates - 25% Tuition Discount for NYMC School of Health Sciences and Practice students enrolled in the Public Health program. SUNY/CUNY graduates must email a tuition discount request to Admissions at shsp_admissions@nymc.edu at time of registration.

Members of Uniformed Services - 50% for active duty members of the Uniformed Services (military and U.S. Public Health Service) for on-campus and online Master of Public Health (M.P.H.) and graduate certificates. 40% for Veteran’s from National Guard, Reservists, Retirees, Veteran’s (discharged honorably – Form 214 from the DD is required) Department of Defense employees (contractors exempt) and their immediate family.

Students who are veterans and eligible for the GI Bill® tuition benefit are encouraged to use this benefit and the Yellow Ribbon program, which typically covers their full tuition in the School of Health Sciences and Practice. In such cases, no further discount applies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

For the School of Health Sciences and Practice contact the admissions office for assistance with processing the tuition discounts and military Tuition Assistance (TA) at 914-594-4510 or shsp_admissions@nymc.edu

Payment Policies

All tuition and fees are due by the first day of class unless you are taking financial aid or enrolling in a payment plan. Students not enrolled in the payment plan and with a balance of \$500 or more will be billed a \$100 late fee every 30 days beginning 30 days from the start of the term. Students who have an outstanding balance from a prior semester will have a hold placed on their student account. This hold will not allow them to register until the outstanding balance is paid in full. No student will be permitted to attend classes unless officially registered.

There is no deferment of tuition and fees for any reason other than a delay in processing of a certified bank loan application through the Financial Aid Office. If the loan is not approved for any reason, a late penalty fee will be charged. The \$100 late penalty fee will be charged to all accounts with outstanding balances of \$500 or more.

No exceptions to the regular tuition policy will be made in those instances where a student receives reimbursement in whole or part from his employer or other party for tuition and fees. The student is required to pay tuition and fees in the same manner as all other students.

A \$40 charge will be assessed for the first check returned by the bank as unpaid. All subsequent unpaid checks will result in additional charges. Unpaid checks will be regarded as “not received” for purposes of determining applicability of a late fee.

Any student who registers for courses and does not pay in full will have their account balance placed with our internal collections. Failure to make a payment plan with internal collections will result in your account being sent to an outside collection agency.

Issuance of the diploma as well as transcripts of academic records will be withheld from any degree candidate who has not paid in full all amounts due for tuition and fees.

Tuition Refunds for Withdrawal

If a student terminates his/her enrollment by an official leave of absence or withdrawal, tuition will be charged for the semester in accordance with the student’s confirmed last date of attendance/participation as documented on the Student Status Change form submitted to the Registrar’s Office.

Generally, there is a 100% tuition refund during the first week of classes. This amount decreases over the next four weeks. Because refunds are date-driven, please see below for specific refund information.

Please note that the tuition refund policy for Physical Therapy and Speech-Language Pathology differs from the general refund policy.

The tuition refund tables are as follows:

Fall and Spring Semesters:

% of Full Tuition Refund for Withdrawal from the Public Health and Biostatistics Programs

During the first week of class = 100%
During the second week of class = 75%
During the third week of class = 50%
During the fourth week of class = 25%
After the fourth week of class = 0%

% of Full Tuition Refund for Withdrawal from the DPT and SLP programs

Prior to the first day of class = 100%
During the first week of class = 80%

During the second week of class = 60%
During the third week of class = 40%
During the fourth week of class and thereafter = 20%

Summer Semester:

% of Full Tuition Refund for Withdrawal from the Public Health and Biostatistics Programs

Through the first week of class = 100%
Through the second week of class = 50%
After the second week of class = 0%

% of Full Tuition Refund for Withdrawal from the DPT and SLP programs

Through the first week of class = 100%
Through the second week of class = 50%
After the second week of class = 20%

NOTE: No tuition refund will be made if a student is dismissed from New York Medical College. In such cases, tuition for the entire semester is payable in full.

Fees are not refundable, including the \$500 deposit required for the Physical Therapy, Speech-Language Pathology, and Doctor of Public Health programs.

A tuition refund will not be made until all approved documentation has been received by the Bursar's Office.

Students who receive federal student aid are subject to both the general New York Medical College refund policy and a separate [Federal Title IV Funds Refund Policy](#).

Paper Loan Checks

All checks representing the net proceeds of loans made to students under subsidized or unsubsidized Loan Programs by commercial banks are made payable to both the student and the College. Government regulations require that all such checks, after endorsement, be deposited by the College. The College will apply the amount so deposited to the student's tuition and fees account. Other receipts will

also be deposited to the student's tuition and fees account.

Refund to Students

Refunds to students from loans or other receipts will be made if the amount received is in excess of the tuition and fees charged for the year. The refund will be processed by the Office of the Bursar within 14 days after receipt of funds with appropriate endorsements. If a credit card payment was received within that term the balance up to the amount used to pay with a credit card will be refunded to the credit card. All other refunds will be either a paper check or direct deposit. Enrollment for direct deposit is on the portal. For questions regarding tuition and fees, please contact the Office of the Bursar. For questions regarding tuition and fees, please contact the Office of the Bursar.

Registration & Enrollment

Registration Processing & Timing

Registration encompasses the process of selecting courses and getting approval of course selections, as well as ensuring that tuition and financial aid issues are addressed in a timely manner.

Registration procedures and timing vary according to program:

The D.P.T. program has a pre-defined, full-time curriculum.

Students will receive registration instructions, dates, and course numbers from the D.P.T. Department, before registration opens each semester. D.P.T. students register themselves online via the TouroOne Portal. This generally happens a month before the start of each semester.

The Speech-Language Pathology program has a pre-defined, full-time curriculum.

Students will receive registration instructions, dates, and course numbers from the SLP Department, before registration opens each semester. SLP students register themselves online via the TouroOne Portal. This generally happens a month before the start of each semester.

The Public Health and Biostatistics programs

M.P.H., M.S., Dr.P.H. or advanced certificate programs have curricula composed of required (core) and elective courses. Students register themselves online via the [TouroOne portal](#), after receiving their advisor's approval of their proposed course schedule.

Course offerings for each term are posted to the website in advance of registration.

Students are advised to register early to avoid the possibility of a being closed out of classes because

they have reached their maximum. Guidelines for the optimum, and maximum class size, are followed to insure the best educational experience for the student.

Registration Holds

In the event that a student fails to satisfy requirements for documentation or payment, the appropriate College office will place a hold preventing further registration. Students should check the TouroOne portal regularly to see if any holds have been placed on their account. The portal will indicate the type of hold and the appropriate office to contact to resolve the hold.

Changes in Course Status: Drops and Withdrawals

Schedule changes (drop/add)

Students can add or drop classes online through the semester add/drop deadline, which is typically two weeks into the term for fall and spring classes, and one week into the term for summer classes. Dropping within the first week entitles you to a 100% refund. Dropping after the first week will see a reduction in the refund.

Dropped courses are removed entirely from the student's transcript. In addition, students may change their status in a course from graded to audit, or vice versa, during the drop/add period.

Classes (credits) dropped during the add/drop period may result in a partial tuition charge, unless they are being replaced with an identical number of credits ("swapping").

Before dropping a course, it is highly recommended that a student discusses the matter with the instructor and/or the appropriate program advisor.

Withdrawing from a class after drop/add:

After the drop deadline, students may withdraw from a course through the tenth week of a 15-week term,

or through the sixth week of an eight-week term. Students must get approval from their department chair and submit the **form** to the Registrar’s Office.

Students who stop attending a course but do not officially withdraw will receive an “F”.

Courses from which the student withdraws after the close of the drop/add period will remain on the student’s transcript with a grade of W (withdraw) or W/F (withdraw, failing). The W/F grade is given if the student is failing the course **and** more than 50% of the final grade has been determined. Both W and W/F are “non-penalty” grades that do not negatively impact a student’s GPA.

Students who receive a “W” or “W/F” may retake the course for credit provided they reregister and pay to take the course again.



Refund policies for course drops and withdrawals can be found here: <http://www.nymc.edu/current-students/student-services/bursar/tuition-and-fees/school-of-health-sciences-and-practice/>

Only registered students are allowed access to campus services, facilities, and the school network and email system.

To finalize their registration, students must make satisfactory payment arrangements with the Bursar’s Office prior to the start of each semester. At the beginning of each academic year, students should review their contact information (address, phone, and emergency) on file and make updates as needed. This

can be done through the TouroOne Portal.

Enrollment Status

The programs in Physical Therapy and Speech-Language Pathology enroll full-time students only.

For the M.S. in Biostatistics and Public Health programs the number of credits taken establishes a student’s enrollment status, which is determined each term. Students are considered to be full time when enrolled in 8 or more credits during any Fall or Spring semester. During the summer session, 4 credits constitutes full-time enrollment. Students with fewer credits are considered part time. To be eligible for financial aid and/or loan deferment, during the Fall and Spring semesters a student must take at least four credits.

Auditing a Course

Students who do not wish to receive credit for a public health course may register as auditors. Such students must formally register and pay tuition and any fees associated with the course. However, they are not required to take exams. or submit assignments.

A student may change from credit to audit status for a course through the add/drop deadline. A student who wants to audit a course should self-register for the course online and then submit an add/drop form to the Registrar’s Office once approved by their program advisor.

The Physical Therapy and Speech-Language Pathology programs do not permit auditing of courses.

Withdrawal from the Semester and/or the Academic Program

To drop or withdraw from all classes in a term, take a leave of absence, or withdraw from the academic program entirely, students should contact their Department Chair to initiate the process.

The student’s academic record and tuition charges for the semester will be adjusted as per the institution’s

policies. Students receiving Title IV financial aid may need to return funds to the government, in compliance with the Title IV refund policy.

Refund policies can be found [here](#).

Leave of Absence, Maintenance of Matriculation and Reapplication

A student may be allowed a leave of absence for a period of up to one year following the semester of last attendance. Leaves for all matriculated students must be approved by the Department Chair and the Vice Dean. Leaves for non-matriculated students in the public health programs must be approved by the Associate Dean for Enrollment Management. To request a leave of absence, a student should complete Part I of the Student Status Change form and then submit it to his/her Department Chair. The form is available [here](#). Refund policies can be found [here](#).

Recipients of student loans should note that a leave of absence typically constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or eligibility for repayment deferment. They should consult Student Financial Planning (Financial Aid and Bursar's Offices) prior to filing the Student Status Change form.

International students in F-1 and J-1 visa status must leave the United States during a leave of absence to avoid falling out of status. They should consult the International Student and Scholar Advisor, prior to filing the Student Status Change form.

A matriculated public health student who is not on a leave of absence and who is not registered for course credits **must maintain academic standing by registering for Maintenance of Matriculation** and by paying the Maintenance of Matriculation fee (the cost of one-half credit) for a period of time not to exceed four consecutive semesters. An activity fee is not required, but a network access fee is required. This and the Maintenance of Matriculation fee entitle the student to the services of the library, the computer center, and academic/thesis advising.

Students who are not on a leave of absence and who do not pay the Maintenance of Matriculation fee over the course of three consecutive terms will be considered to have withdrawn from the School. It will be necessary for them to reapply to continue studies.

Individuals who have previously applied to the School, but never registered and wish to attend must repeat the admission process if more than a year has lapsed since the original application. Also, a student who has not been enrolled for more than three consecutive terms must reapply. This involves submission of all documents and the payment of all fees required for admission. Students will then adhere to the policies and course requirements that are current at the time of readmission.

Change of Program

A matriculated M.P.H. student who wishes to change his/her degree or certificate program of concentration should send a request to the Chair of the new program, along with a [Change of Program](#) and a new personal statement for review and approval.

If the Chair agrees to accept the student into the new program, he/she will sign the form and forward it to the Chair of the student's former program for signature. The Chair of the student's former program will forward the form to the Dean's Office for final approval or denial. The Vice Dean will sign the form and forward it to the Registrar.

Students changing programs should be aware that they may be subject to current degree requirements.

Academic Regulations & Policies

Credit Hours

All credit-bearing degree and certificate programs in the School of Health Sciences and Practice at New York Medical College are approved by the New York State Education Department (NYSED) and calculation of credit hours for these programs follows NYSED guidelines. To learn more, [click here](#)

System of Grades

The system of grades and points assigned to each grade is as follows:

Grade	Grade/Quality Points and Description
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0.0 Failure
P	0.0 Pass
H	0.0 Honors
HP	0.0 High Pass

A student who ceases to attend classes but does not officially withdraw from a course will automatically receive a failing grade. Other designations are:

Grade	Description
AUD	Audit
GNR	Grade Not Received
INC	Incomplete
IP	In Progress
W	Withdraw
WF	Withdraw Failing
MT	Multi-Term Course
NG	Non-graded Course
TR	Transfer

Note: Once a course is repeated and graded, the first attempt will be excluded from the GPA. Courses

excluded from the GPA are marked with an 'E' (exclude) in the 'R' (repeat) column of the official transcript.

Calculating Grade Point Average (GPA)

Each credit earned generates a specific number of quality points according to the letter grade earned. Grade point average is determined by dividing the total number of a student's quality points by the total number of credits for which a grade has been assigned.

Example:

Credit Hours Grade Point Quality Points

$$3 \times 4.0 (A) = 12.0$$

$$3 \times 3.3 (B+) = 9.9$$

$$3 \times 3.0 (B) = 9.0$$

$$30.9 \div 9 = 3.43$$

The GPA for this student is 3.43.

A grade for transferred credits is not calculated in the student's grade point average. However, transferred credits are applied toward the completion of degree requirements.

Incomplete Coursework

A student who has completed a substantial portion of the course requirements but is unable to complete a course for reasons of health, change of job location, a family emergency or other exceptional circumstance, must submit a written request to the course instructor for an "Incomplete." If the reason is deemed appropriate, the student will receive the grade "INC" (Incomplete) for the course. Failure to complete the work by the end of the Fall or Spring semester following the term in which the course was taken will result in a grade of "F."

The instructor may request an extension, subject to the Chair's approval, not to exceed one additional fall or spring semester. Any extension in excess of two consecutive fall or spring semesters must be requested by the Dean as an exceptional case since

the passage of time often brings changes to course content.

Repeating Courses

Students who do not meet a minimum grade requirement in a core or concentration course may be required to repeat the course. Similarly, students may wish to repeat a course in which a grade of “F” was received in order to remove that grade from the calculation of the GPA.

When a student repeats a course, the transcript will reflect the repetition and each letter grade. Only the later of the two grades will be calculated in the student’s grade point average. Credit for the course will be given only once.

Replacing Missed Classes

Courses have a minimum of 45 classroom hours for a 3-credit course (60 hours for a 4-credit course) in the public health, speech-language pathology, and physical therapy programs. Holiday scheduling and/or cancellation of classes due to weather or other events may result in a loss of contact hours. In these instances, hours missed may be replaced by alternative arrangements designed to minimize the impact on start and end dates of the semester.

These alternatives are to be used only to cover official school closings: for example, holidays and weather-related cancellations. Any additional rescheduling of on-campus classes or replacement of on-campus classes with alternative requires prior approval by the appropriate department chair.

Student Grade Reports

Students enrolled in classes may view final grades and print an unofficial copy of their transcript in the [TouroOne Portal](#).

Transcripts and Release of Information

An official transcript carries the Registrar's signature and the NYMC seal, and documents a student's

permanent academic record at the college. Students may have a transcript mailed to the address of their choosing (including other educational institutions and hospitals) by submitting an official request.

The release of transcripts and other pieces of a student’s educational record is governed by The Family Education Rights and Privacy Act of 1974 (FERPA) and its associated regulations.

FERPA

It is the policy of New York Medical to protect information contained in students’ records from unauthorized disclosures and to comply in all respects with the provisions of The Family Education Rights and Privacy Act of 1974 (FERPA) and its associated regulations. FERPA was enacted to protect the privacy of education records, to establish the right of students to review their education records, and to provide guidelines for correction of inaccurate or misleading statements. For the complete FERPA policy and NYMC’s list of directory information that may be disclosed without specific consent, visit <https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/current-students-academic-policies-/FERPA.pdf>.

Academic Standing and Progress

Students are required to maintain Academic Progress toward a degree at all times across four components:

A grade point average (GPA) that meets or exceeds the defined graduation standard of 3.0. A Satisfactory Grade Point Average for good academic standing is a B average as represented by an overall GPA of 3.00 or above. In addition, students pursuing the MPH degree must meet the following criteria:

1. ‘B’ or better in the CORE class of their major;
2. 3.0 average for all CORE Classes (HPMM 5001; BISM 5001; EPIM 5002; BSHM 5001; ENVM 5001; CHSM 5005);
3. ‘B’ or better for ALL CONCENTRATION COURSES;

Failure to meet these criteria will require a meeting with the Department Chair and relevant faculty to determine resolution.

Satisfactory completion of all clinical education requirements – Satisfactory completion of clinical education requirements requires students to achieve a passing grade of a GPA of 3.00 or above, depending on their program, in all clinical education requirements.

Adherence to the Student Code of Academic Integrity and Professionalism in all settings (classroom, clinic, practicum sites, off sites, & laboratories) – Adherence to professional conduct standards requires students to comply with the Student Code of Academic Integrity and Professionalism and applicable Professional Code of Ethics and/or Scope of Practice.

Timely fulfillment of degree requirements – Timely fulfillment of degree requirements requires completion of degree requirements within the stated time limits, maintenance of continuous enrollment and enrollment in the courses needed for graduation. These times limits are:

M.P.H. - 5 years (M.P.H. accelerated — 2 years)

M.S. in Biostatistics – 5 years

Dr.P.H. – 8 years beyond the master’s degree

D.P.T. – 4 years

M.S., SLP – 3 years

Periods of academically approved leaves of absence are excluded from the maximum time to degree allowed by each program.

Student Grievance Procedure

A student who believes that he or she has not received equitable treatment by a member of the faculty may register a formal grievance. Grievances concerning course grades are appropriate only when the grade constitutes one of a number of factors that, together, may represent a pattern of inequitable treatment of the student. In all cases, course

instructors have final responsibility for assigning course grades.

The grievance will typically be submitted in writing to the appropriate department chair. If the department chair is the source of the grievance, the student will submit the grievance in writing to the dean. In either case, the written grievance must include the relevant facts surrounding the grievance and any supporting materials.

If the department chair is not the subject of the grievance, he or she will take all steps necessary to investigate details of the grievance. If the department chair is the subject of the grievance, the dean will take all steps necessary to investigate details of the grievance. Such steps may include, but are not limited to, interviewing the student and faculty member, reviewing supporting documentation, and soliciting external, blinded review of materials by individuals with appropriate expertise. Within 30 days of receipt of the written grievance, and after consideration of all available and relevant facts surrounding the grievance, the department chair or dean will propose a resolution to the grievance. The student may either accept the proffered resolution or appeal the decision.

Appealing a Proposed Grievance Resolution

If the initial review was conducted by the department chair, the appeal will be made to an ad-hoc committee consisting of the dean as chair and two members of the faculty of the school. If the initial review was conducted by the dean, the appeal will be made to an ad-hoc committee consisting of three members drawn from the senior faculty and administration, appointed by the dean.

The appeals committee will review all documents related to the grievance and interview the involved parties, including the student and appropriate faculty members. The purpose of the appeal process will be to ensure that the grievance process was conducted fairly and that all relevant information was taken into consideration. The appeals committee will render one

of two decisions: (1) the appeals committee may decide by majority vote to uphold the proposed resolution; (2) the committee may find that the process through which the proposed resolution was developed was unfair or otherwise flawed; in the latter case, the committee may, by majority vote, recommend an alternative resolution to the dean. If the appeals committee finds that the process was unfair or flawed, the committee will produce a written report that characterizes the basis for that finding. In either case, the committee will reach a decision by majority vote within 45 days after the appeal is requested. The appeals committee decision will form the basis for a recommendation to the dean. The dean, having taken all information into account, will make a final decision regarding resolution of the grievance.

Students in Speech-Language Pathology

Students in the Speech-Language Pathology Program may register a signed, written complaint to the Chair, Council on Academic Accreditation (CAA) of the American-Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and include supporting data for the complaint. The CAA requires that the complainant exhaust all institutional grievance and review mechanisms before submitting a complaint to the CAA.

The Office of Student Academic Support (OSAS)

The Office of Student Academic Support (OSAS) is committed to supporting the academic success of all SHSP students. The volume and pace of the curriculum generally will require students to adapt or modify their study and personal habits, as well as their test-taking skills. Our goal is to work with course and program directors to identify struggling students as early as possible and provide resources for the purposes of course and exam preparation. OSAS staff members lead workshops on study

strategies and are available to meet one-on-one with students who would like support in creating individual study plans. The OSAS manages and administers a peer learning partners program in several SHSP courses. The OSAS also offers workshops on all stages of the writing process; strategies for non-native English speakers; and individual guidance (in person and electronically) on resumes, cover letters, personal statements, class assignments, presentations, theses, dissertations, and more. OSAS is not involved in career advising and encourages students to seek program-specific career advice within their respective programs. All students need assistance at some point in their academic career; there are many staff and faculty available at NYMC to offer support.

Support Services Offered

- One-on-one appointments (in-person, Zoom, or phone)
- Study skills, test-taking strategies, time management, and stress management workshops
- Peer Learning Partner program
- Study partner match program
- Accommodations and accessibility for exams, classrooms, labs, and clinic
- Writing assistance

Accommodations and Accessibility

In keeping with its mission to educate outstanding healthcare professionals, New York Medical College values diversity, including individuals with disabilities. In this light, NYMC is committed to ensuring equal access to its facilities, programs, and services.

New York Medical College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. The College is committed to providing reasonable accommodations to students with documented

disabilities who request accommodations. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity. A disability is categorized as a physiological or mental disorder that substantially limits an individual in a major life activity.

Please refer to the policy and guidelines on Student Accommodations and Accessibility provided on the Academic Support website:

<https://www.nymc.edu/current-students/student-services/academic-support/accommodations-and-accessibility/>

Requesting Accommodations at New York Medical College

1. The Accommodations and Accessibility Director works within the Office of Student Academic Support (OSAS) and is responsible for ensuring a thoughtful and interactive process for all students who are applying for accommodations.
2. Students are required to contact the OSAS to identify themselves as an individual with a disability seeking reasonable accommodations. We encourage students to apply for accommodations upon acceptance into their program and to begin this process early. While early engagement with the process is highly recommended, applications for accommodations may be submitted at any time. Issuing decisions regarding a request for accommodations may take **up to 15 business days** from the date the application is complete. The timeframe will vary significantly based on individual circumstances. The amount of time required to implement an accommodation after approval will depend upon the accommodation requested (e.g. time is necessary to obtain any specific assistive device or technology requested), but every effort will be made to do so expeditiously. Accommodations are only

- implemented on a prospective basis and will not be applied retroactively.
3. Students requesting accommodations at New York Medical College must submit documentation of their disability. Verbal disclosure of a disability and request for accommodation is not sufficient and cannot substitute for required documentation. Eligibility for services and reasonable accommodations are determined holistically in light of: disability documentation, the student’s report of how their condition impacts them, history of accommodations (if any), and program requirements including any applicable technical standards. If you do not have current or complete documentation of a disability, the OSAS will work with you to locate providers in the area to serve as resources.
 4. After all necessary documents are received, the OSAS will review the application, and take into account the student’s self-report of disability, functional limitation, and known or anticipated barriers. If necessary, the OSAS will consult with expert clinicians and course/program directors, maintaining confidentiality, to determine if requests challenge technical or program standards.
 5. Students can request a re-evaluation of their accommodations or request new accommodations at any time during the year. For some new requests, additional documentation may be necessary. New accommodation requests will be evaluated using the same process as initial accommodation requests, which is outlined below.
 6. The OSAS is available to assist the student and faculty with the implementation of the accommodations, if needed. Should difficulties arise in the administration of any accommodation, the student should reach out to the OSAS immediately.
 7. For any student considering accommodations who is unsure what documentation is required or how to obtain the documentation, please set up an

appointment with the OSAS for assistance with the process.

8. Below is the step-by-step process for students requesting accommodations. A student's inquiry is confidential, and students are welcome to obtain general information about accessibility at any time.
 - a. Complete and submit the **Request for Accommodations Form**.
 - b. Provide documentation of a disability. Please follow the guidelines outlined in the **Guidelines for Disability Accommodations Documentation in the Accommodations and Accessibility policy**.
 - c. Discuss with the OSAS your need for services.
 - d. Through an interactive process, the OSAS will work with you to do the following:
 - i. Determine if you meet the criteria for disability
 - ii. Discuss potential accommodations

Ensure that any requested accommodations are reasonable and that they do not alter the technical standards or the essential features of the curriculum which include course, clerkship/preceptorship, or other educational experiences. Patient and student safety are discussed, when applicable, and are priorities when determining these accommodations.

Diversity at New York Medical College

New York Medical College has a strong commitment to diversity, dating back to our earliest years as a medical school. The Office of Diversity and Inclusion works to ensure that the College's student body, faculty and staff reflect the breadth of backgrounds and ethnic composition of the communities we and our graduates serve.

Creating an inclusive environment means that we not only welcome diverse students to our campus, we also make every effort to ensure their success here and throughout their careers. To that end, we offer tutorial services, career counseling, financial counseling, personal guidance and many other

additional services to ensure that they thrive here and able to take advantage of all that we offer.

We also work on faculty and staff recruitment and retention, ensuring that minority candidates and current employees have every opportunity for advancement. We continue to strengthen our performance in this area and welcome questions and feedback.

Statement of Non-Discrimination

It is the policy of the College that no person shall be denied admission to any education program or activity on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, religion, sex, color, national or ethnic origin, creed, age, disability, sexual orientation, gender, pregnancy, veteran status or any other any status or condition protected by applicable federal, state, or local law. Under Title IX, any educational institution receiving Federal financial assistance must notify the school community of its nondiscrimination policy and the name and contact information for its Title IX coordinator, and adopt and publish grievance procedures providing for the prompt and equitable resolution of sex discrimination complaints. Every member of the College community should also be aware that it is the policy of the College to prohibit all forms of sexual and gender-based discrimination and misconduct, that such behavior violates both law and this Policy, that the College shall respond promptly and effectively to reports of violations of this Policy and shall take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this Policy.

The College is an Equal Educational and Employment Opportunity Institution. It is the policy of the College to provide equality of educational and employment opportunity for all persons regardless of as race, religion, sex, color, national or ethnic origin, creed, age, disability, sexual orientation, gender, pregnancy, veteran status or any other any status or condition protected by applicable federal, state, or local law - except where sex, age, or ability represent bona fide educational or employment qualifications. The College is committed to recruiting, employing, and promoting individuals based on job-related qualifications and to

engage in good-faith efforts to achieve employment parity when necessary.

All policies of the College regarding admissions, employment and educational programs and activities are established and administered in conformity with applicable federal and state laws specifically including Title IX, Age Discrimination Act of 1975, Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder prohibiting practices or policies in admissions, education programs, or employment that are in any way discriminatory on the basis of sex, age and disability, respectively.

Graduation

Degree Conferrals and Issuing of Diplomas



NYMC's School of Health Science and Practice confers degrees three times a year with one formal graduation (commencement) ceremony in May.

Upon completion of all degree requirements, except in-progress courses, students submit a graduation application to the registrar's office before the published deadline (if applicable, a non-refundable fee must be paid at the time the student applies). A student applying for graduation must be registered for at least one course or Maintenance of Matriculation (one-half credit) in the semester of graduation. Degrees are conferred once the student's full

academic record has been reviewed, and it is determined that all academic requirements have been fulfilled.

The College's annual graduation (commencement) ceremony is held each May. A student who may not have completed all the requirements for graduation but expects to do so before the end of the summer term may be allowed to participate in the commencement ceremony ([see the policy here](#)). Students attending the ceremony will receive their diploma on stage and must purchase graduation attire from the College's supplier. Graduating students who do not attend the ceremony can either pick up their diploma or request that the registrar's office mail it. Diplomas are not issued to students with financial obligations to the College.

Degree Completion Term Limits

Students who enter the M.P.H. program are allowed five years of continuous registration to satisfy all requirements for the M.P.H. degree. A student who completes master's degree requirements later than the fourth anniversary of the semester of entry into the School of Health Sciences and Practice may be required to pass a comprehensive written examination as part of the requirements for the degree. This examination is in addition to the comprehensive written examination that is required as a culminating experience for M.P.H. distance education students.

Students who enter the Dr.P.H. program are allowed eight years of continuous registration, with the additional limitation of no more than six semesters (three years) of Maintenance of Matriculation.

Awarding of Advanced Certificates

New York Medical College awards certificates three times a year. There is no formal graduation ("commencement") ceremony for certificates.

Students who are already in a certificate program do not need to complete any paperwork to receive their certificate. Once all requirements have been

met and the advisor and department chair has reviewed and approved the coursework, the Registrar will issue the certificate.

Certificates will be mailed to the mailing address (or permanent address if no mailing) that is in the [TouroOne portal](#) within 8 weeks of the formal conferral date.

M.P.H. students who wish to add a certificate to their academic program should submit an [Application for Admission to Certificate Program](#) to the Admissions Office at least one semester before graduation.

Standard of Conduct

Student Code of Academic Integrity and Professionalism

All faculty and students at NYMC are responsible for maintaining an atmosphere of honest inquiry, academic integrity and professionalism. All should be familiar with the provisions of this Code. All should strive to conduct themselves and their academic and scholarly activities within the spirit of the highest traditions of truthfulness, integrity, and respect for the rights of others. They should refrain from any action violating the principles of the Code, whether in letter or in spirit.

Each student is responsible for the content and the integrity of all work performed or documents submitted, including but not limited to examinations, papers, laboratory work, clinical rotations, practicum work products and scientific and scholarly publications. Similarly, each student has the responsibility to adhere to the principle that students and teachers have a duty to respect each other and promote a professional environment in which the educational, research and clinical missions of the university are pursued.

As a community devoted to the health sciences, professionalism is a core value. The attitudes and behaviors described by the term professionalism serve

as the foundation of the expectations that society has of us as members of the public health and health sciences community. Therefore, as professionals, practitioners, scientists and students, we value attitudes, behaviors and habits expected of professionals – e.g., commitments to high standards of competence and performance; integrity, honesty and ethical behavior; respect for all individuals regardless of gender, sexual orientation, race, religion, age, national origin, marital status, veteran status, disability, or occupation or level of training; meeting responsibilities and commitments; excellent communication skills, reflecting behaviors expected of professionals; maintaining appropriate relations with patients, colleagues and others; managing conflicts of interest; continuous self-improvement; and honoring the trust that is placed in us by society.

By accepting admission to New York Medical College, students commit to the ideals, ethics and appropriate conduct of the College and those of their chosen profession.

The full College policy, including examples of violations of the Code, can be found here:

<http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/shsp/StudentCodeofAcadIntegrity.pdf>

Students in the [Speech-Language Pathology](#) and [Physical Therapy programs](#) should also consult their respective student handbooks:

Disciplinary Action for Unacceptable Conduct

Students are subject to disciplinary action, including suspension or dismissal, because of unacceptable conduct. Serious violation of the principles of honesty and integrity are grounds for disciplinary action. Inappropriate behavior towards other members of the college community may also constitute grounds for disciplinary action. If such violations or behavior are brought to the attention of the dean, the dean will

investigate and provide the accused student a chance to refute the charges, if necessary. When the integrity of research or the safety of individuals is at possible immediate risk, the dean may suspend the accused student from any or all academic activities or privileges while the matter is being investigated.

Official letters of dismissal shall be sent by the dean upon the recommendation of, or after conferring with, the student's department chair. A student may appeal a decision for dismissal from the School.

New York Medical College's Social Media Policy Statement

In keeping with New York Medical College's (NYMC) and Touro University System's policies on student online conduct, College staff members do not "police" online social networks and the College is firmly committed to the principle of free speech. However, when the College receives a report of inappropriate online conduct, we are obligated to investigate; This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The College has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

Student Organizations and Activities

Student life at NYMC comprises a rich mix of experiences based on our location, our culture and our offerings. We offer a wide range of opportunities to be involved with the local community, join a broad range of student organizations and participate in campus and local events, as well as live comfortably, dine well, stay fit and most of all, have fun. We encourage students to be involved in as many activities as possible – be they social, recreational, religious/spiritual or athletic – as they complement your academic experiences and help to assuage stress.

Participating in student organizations is a great way to meet friends, engage in fun and worthwhile activities, complement your academic work and build leadership skills – all of which will benefit you throughout your career. Our many student clubs and organizations are organized into five categories:

- **[Career Interest](#)**: approximately two dozen clubs for students interested in specialty areas such as anesthesiology, cardiology, emergency medicine, ethics, family medicine, infectious disease, oncology, pediatrics, neurology and radiology.
- **[Community Service](#)**: a variety of opportunities to be involved in the local community by volunteering at hospitals, shelters and clinics; delivering tobacco-awareness programs in local middle and high schools; and staffing the annual Community Health Fair.
- **[Cultural and Religious](#)**: interest groups providing connection and programming for Jewish, Christian, Asian-Pacific, Chinese, Latino and South Asian students.
- **[National Organizations](#)**: campus chapters of such important professional groups as Alpha Omega Alpha, American Medical Student Association, American Medical Women's Association, American Physician Scientists Association, Physicians for a National Health Program and many others.

- **[Social and Recreational](#)**: nearly two dozen recreational, fitness and other clubs, including the Art Club, the *Arrhythmias* a cappella group, Camping Club, Climbing Club, Cycling Club, Flag Football, Intramural Basketball League, Student Senate, Ballroom Dance Club and Wine Club of NYMC.

Get involved!

The [SHSP Student Healthcare Executives](#) (StuHE) club helps prepare tomorrow's public health leaders to preserve, protect, and improve the health of individuals, families and communities through education, investigation, practice and service. Similar to the mission of the [School of Health Sciences and Practice](#), the mission is to help prepare tomorrow's public health leaders to preserve, protect, and improve the health of individuals, families and communities through education, investigation, practice and service. The goal is to partner with our faculty to help educate ourselves and fellow students, equip them to serve as public health practitioners, and imbue them with an understanding of the cultural, ethnic, and socioeconomic influences on health and disease.

Check out the campus publication, [InTouch Archive](#), for announcements of upcoming activities and other news of importance to members of the NYMC community.

Campus Events at the School of Health Sciences and Practice

Race for Rehab

The Race for Rehab is an annual New York Medical College sponsored community service event that is organized by the Physical Therapy students. Proceeds from the race benefit Achilles International, a not-for-profit organization which provides a community of support to athletes with disabilities, using sports as a tool to offer hope, inspiration and the joy of achievement.

Mental Health and Wellness

The Office of Student Mental Health and Wellness (SMHW) provides free and confidential psychological and psychiatric services for students, in addition to programs and strategies designed to reduce symptoms of stress and anxiety and address the overall well-being of students. All services are currently held remotely with the exception of outdoor events on occasion. Students are encouraged to access services by making an appointment with one of our professionals, or linking to our website to explore resources, events and more information about our services.

SMHW consists of New York State licensed clinicians and an administrative assistant. Students are entitled to five free and confidential acute/crisis sessions per academic year. The center prides itself on confidentiality, professionalism, respect, empathy, awareness and enhancement of quality of life for students.

SMHW provides workshops and activities in many areas including that of nutrition, stress management, mindfulness and awareness. The center also provides free integrative exercises (e.g., yoga and meditation) to enhance overall health of the student population and provides both an interactive anonymous screening program and after-hours crisis means of communicating with clinicians.

After-hours Crisis Service

This service can be utilized by all NYMC students and is intended to provide immediate access to counseling on nights and weekends in case of emergency.

Health Services

The Office of Health Services handles the health clearance of incoming students and the required health documents needed for clinical rotations including all records for COVID-19 vaccination and the performance of N-95 fit testing NYMC Health Services is staffed by nurse practitioner(s) and a medical director. Health Services handles all COVID-19 related cases and is available to speak with students about

common medical problems however, on-going care of a medical problem is referred out.

Health Insurance

Full-time matriculated students only are eligible for health insurance, available through NYMC. Health Services apply only to the student and not to her/his family members. Students may enroll in this coverage either during the open enrollment period prior to the beginning of each semester or anytime during the term with proof of a qualifying life event. Enrollment is through the consultant's site: <https://app.hsac.com/es>. Payment should be made on Touchnet through the TouroOne portal. Yearly costs are subject to change annually effective July 1. All international applicants must provide proof of health insurance coverage at the time of registration.

Proof of Immunization

Entering students are required to have a complete physical examination, laboratory tests, immunizations and TB screening performed by their personal health care provider prior to registration. All entering students born after January 1, 1957, must show proof of immunization against measles, mumps and rubella by completing the Student Immunization Record provided on the registration website, and attaching the appropriate documentation. These immunizations are mandated by the New York State Health Code and are a prerequisite to matriculation. Because of concerns for patient safety, hospitals require students coming in contact with patients to demonstrate their immunity to varicella (chicken pox), with either a positive titer report or documentation of two varicella vaccines, Hepatitis B virus, and up to date Tetanus, diphtheria and Pertussis vaccination.

Pursuant to NYS Public Health law (2167) all colleges and universities must distribute information about meningococcal disease vaccinations.

You can obtain forms and a more detailed description of what is required by Health Services [here](#).

In addition, current NYMC COVID related guidelines and policies may be found [here](#).

Aetna Student Health (ASH) 2022/2023 Preferred Provider Plan (PPO)

New York Medical College requires students to maintain active health insurance. If you have another insurance plan and would like to waive the New York Medical College - Sponsored Student Health Insurance Plan, a waiver request *must* be submitted by the deadline for your program.

The Touro Group/NYMC Sponsored Health Insurance Plan has been designed specifically for NYMC students and is underwritten by Aetna Student Health (ASH). With an emphasis on wellness, the plan is designed to provide full coverage for medical care including annual routine physicals and immunizations. The plan offers both in-network and out-of-network benefits, it is an ACA compliant Platinum level plan.

Office of International Students and Scholars

The Office of International Students and Scholars (OISS) is dedicated to helping and providing information to international students and scholars. The office is located on the second floor in the Sunshine Cottage, Administration Building.

Forms

International applicants in F-1 status who are applying after receiving a bachelor's degree from a U.S. or Canadian college must contact the International Student and Scholar Advisor.

New students must bring their I-20 forms, passports and I-94 cards to International Student and Scholar Advisor upon arrival on campus. If you have questions about your visa status or are planning a trip outside the U.S., please contact Elizabeth Ward.

- [International Applicant Financial Affidavit Form](#)
- [International Sponsor Affidavit](#)

Helpful Links

- [U.S. Citizenship and Immigration Services](#)

- [U.S. Department of State](#)
- [Social Security Administration International Programs](#)
- [United States Department of Labor](#)
- [Embassies of Washington D.C.](#)
- [Tax Topic 851, Resident and Nonresident Aliens](#)

Contact

International Student and Scholar Advisor, Elizabeth Ward, complies with immigration for students, faculty, and researchers.

Elizabeth Ward

International Student and Scholar Advisor
Sunshine Cottage Administrative Building, First floor
Valhalla, NY 10595

elizabeth_ward@nymc.edu

Phone: (914) 594-4846

Fax: (914) 594-4643

Housing

The Office of Student and Residential Life strives to serve students as effectively as possible by providing various housing options for full-time, matriculated medical and graduate students. The Office is committed to assisting students in making the most of their living experience and supporting them in achieving their educational goals. As such, students are encouraged to become active members of their community.

The Office of Student and Residential Life provides the following services to students:

- Acts as a liaison between building residents and other NYMC offices to ensure all appropriate services/maintenance are provided
- Coordinates all assignments, billing charges, move-in/out, housing lottery and maintain rosters/databases
- Handles disciplinary matters within the student housing
- Arranges and provide various recreational opportunities for students

- Creates workshops and resources for off-campus housing options; maintain off-campus housing listings
- Creates programs and events that foster a sense of community, and opportunities for integrative learning

NYMC Student Communications & Online Access to Services: The TouroOne Portal

<https://touroone.touro.edu/cas/login>

The TouroOne portal functions as a single, online gateway for students to access their NYMC information, records, and grades as well as perform important tasks, such as registering for classes, making payments, viewing financial aid status, printing an unofficial transcript, updating contact information and much more. The Portal contains links to academic resources such as online course content in the learning management system (Canvas) and library resources.

The Portal is also the location where students can access their NYMC email. All active students are assigned an NYMC email address on the College-Wide Area Computer Network. This network is used for communication among students, faculty, and administrators.

All official communication, once enrolled, must be conducted via a student's NYMC email account.

In addition to the Portal and NYMC email, the College publication, [InTouch](#), also contains announcements of upcoming activities and other stories of interest to all members of the College community.

Changes of Address and Phone Number

Students are responsible for keeping their address and phone number current with NYMC. Students may update their contact information through the TouroOne Portal at

<https://touroone.touro.edu/cas/login> as needed.

Official NYMC correspondence is e-mailed to the student's NYMC e-mail address or mailed to the

student's "mailing" address on file. If no "mailing" address type exists, mail will be sent to a student's "permanent" address.

Student Access to NYMC Resources and Facilities

It is the policy of New York Medical College to provide security identification badges to all currently registered students. The badge will be programmed to provide access to those buildings on the Valhalla campus necessary to the program in which the student is registered or assigned, as well as designated parking areas. Badges will be active for the period of time a student is enrolled and actively involved in their coursework.

In addition to building access, students will also be assigned a network and email account. The network account gives access to the TouroOne Portal, library resources and internal and external networks for use in accordance with the College's Computer Use Policy. Student network and email access will remain active for one year following graduation.

All access will be deactivated upon withdrawal, leave of absence, or dismissal from the student's academic program. An exception may be granted for inactive students who are approved to remain in student housing. Students requiring extended access while on leave or for other designated purposes can request an exception to the access policy from the Dean of their School.

Public Safety

The Office of Public Safety is responsible for overall campus security, emergency response, investigations, crime prevention, campus shuttle, and management of the parking permit and ID badge program. The department is staffed by a director, (1) associate director, (1) assistant director, (16) full-time and (9) part-time uniformed security officers. All security staff are employees of the College. All security officers are New York State licensed security officers who receive 8 hours of pre-employment training, 16 hours of on the job training and 8 hours of annual refresher training as required by New York State. Additionally, officers receive training annually in CPR/AED, fire extinguisher usage, response to hazardous materials

emergencies and threat awareness. The College is a New York State approved security guard training school and both the Director and Associate and Assistant Directors are certified security guard instructors. The public safety staff are not armed and do not have police or peace officer arrest powers. Officers are assigned to both fixed and motor patrols. Primary law enforcement jurisdiction for student housing lies with the Mount Pleasant Police Department. The rest of the campus is under the jurisdiction of the Westchester County Department of Public Safety. The security director works closely with both of these police agencies on matters affecting the campus including criminal investigations, crime prevention and emergency.

Transportation and Parking

Getting around the area is convenient, thanks to our location on several Beeline bus routes in Westchester County. [Please consult their website for up-to-date information on fares, routes and schedules.](#)

If you do bring your own vehicle to campus, we have several secure and convenient parking lots for students use. The only lots available to students who do not live on campus are 1 and 5. Click to view [parking areas on campus.](#)

NYMC provides a campus Shuttle service. Click to read more about [transportation services.](#)

Phillip Capozzi, M.D., Library

Mailing Address: New York Medical College
Phillip Capozzi, M.D., Library
Basic Sciences Building
40 Sunshine Cottage Road
Valhalla, NY 10595

Main Phone: (914)594-4200
Email: hsl_nymc@nymc.edu
Chat reference: <http://ask.library.nymc.edu>

Marie T. Ascher, M.S., M.P.H.
Lillian Hetrick Huber Endowed Director
(914)594-4207

Piedade Rodrigues
Head, Library Operations
(914)594-4208

The Phillip Capozzi, M.D., Library in Valhalla, New York comprises two physical locations: The Main library in the Basic Sciences Building and the Skyline Drive branch (GN F22). The library's mission is *to foster excellence and innovation in education, research, and scholarship through the provision of curated resources, expert services, facilities conducive to independent and collaborative learning, and wide-ranging community partnerships in support of the college mission.*

Students are at the heart of everything we do including assuring adequate study hours and space conducive to your concentration and focus. We provide current and highly rated information resources accessed via a navigable web site, as well as training on the use of information in support of evidence-based practice. We always welcome any suggestions that may enhance

Library Access

All current NYMC students have full onsite and remote access to the library's resources. Students use their NYMC network login to access resources when not on the campus network including via guest Wi-Fi, in student housing, and at clinical sites. A library barcode is needed only to borrow books, including reserve materials.

Facilities

Library facilities continue to change as we support the evolving nature of our Schools. Of note:

- Two locations: the Main Library (located off the Basic Sciences Building lobby) and the Skyline Library (Ground Floor North in the Skyline Building)
- Ergonomic seating areas in individual study carrels and open tables
- Group study rooms in both locations (reserve <http://calendar.library.nymc.edu/booking/studyrooms>) and in the Skyline Library
- 2 computer rooms in Main Library
- Library Classroom
- Public workstations
- Wi-Fi throughout

Hours:

24/7 with a valid NYMC ID card.**Regular Full Service Hours during school year:**

Monday-Thursday 8:00 a.m.– 10p.m. Friday
 8:00 a.m. - 3:00 p.m. (October-
 March)
 8:00 a.m.- 5:00 p.m. (April-
 September)
 Sunday 12:00 p.m. 8:00 p.m.

Skyline Library Hours:

The library and building is available via student ID card swipe from 6:00 a.m. – midnight. A librarian is present on most weekdays from 11:00 a.m.-3:00 p.m.

Students interested in studying at Touro library sites may follow this link:

<http://library.nymc.edu/tourolibraries.cfm>

Selected Resources

The HSL carefully selects resources, books, journals, and monitors usage to ensure we have the best materials to support NYMC programs. Full list: <http://library.nymc.edu/Database/>

PubMed with full-text links to journal articles

CINAHL (nursing, allied health)

Cochrane Library (systematic reviews, effectiveness studies)

Health Business Elite

Health Policy Reference Center

Access Physiotherapy

GreenFILE (environmental health)

Clinical Key (broad collection of books, journals and videos)

Embase (biomedical, global and public health articles, complements PubMed)

EndNote (bibliographic management software)

More than 18,000 print and electronic journal titles and more than 200,000 print and electronic books accessible via our Online Catalog (NYMCat) and Ebook/Ejournal portal (online titles only).

Services

Reference and Educational Services: (914) 594-4203

- In-person research assistance, walk in if librarian available or by appointment <http://nymc.libsurveys.com/consultation>
- Chat or email assistance via “Ask Us” links on home page
- Classes on Demand: http://guides.library.nymc.edu/sb.php?subject_id=10665
- Instruction librarians also provide sessions within the curriculum in support of [Information Management Competencies](#) and evidence-based practice

Circulation (914) 594-4200

- Books: 28 days, 1 renewal
- Journals: 3 days, 1 renewal
- Computer, chargers, headphones: 2 hours
- Reserves: 2 hours (on site only) 3 days depending on item, no renewal

Document Delivery Services and Interlibrary Loan (914) 594 4200

- All document delivery requests should be submitted via the ILLiad system and are free of charge. <http://msl.nymc.edu/illiad/logon.html>
- Scan on Demand (from print journals owned by HSL): sent to your email
- Interlibrary Loan (for books and journal articles the library doesn't own): Borrowed from another library on your behalf. All articles are emailed; median turnaround time is less than two days. Use only for your own educational purposes.

EBM Resource Center:

http://guides.library.nymc.edu/EBM_Resource_Center

Printing and scanning:

- College printers, B&W and color, and scanning from your personal account
- **Poster printing** (See the website for poster options and pricing): <http://library.nymc.edu/access/poster>

Student Services Contact Information

School of Health Sciences and Practice Dean's Office and Administration

Robert W. Amler, M.D., M.B.A.
Dean

Ben F. Johnson Ed.D.
Vice Dean

Michelle Novotny, M.A.
Associate Dean for Admissions and Enrollment
Management

Amy Ansehl, D.N.P., F.N.P.-B.C.
Assistant Dean for Public Health Practice

Denton C. Brosius, M.A., Ph.D.
Assistant Dean for E-Learning

Nicholas Sekkas
Director of Recruitment

Fiona Villate
Administrative Support

Stefania Bonanni
Assistant Director of Operational Support

Telephone: (914)594-4531
Admissions E-mail: shsp_admissions@nymc.edu
Location: School of Health Sciences and Practice
Building, Room 316, Valhalla, New York 10595

Office of Student Academic Support

Kristina H. Petersen, Ph.D.
Assistant Dean, Academic Support Programs

Telephone: (914)594-4498
Fax: (914)594-4613
Location: Administration Building, Room 215

Office of Diversity and Inclusion

Mill Etienne, M.D. '02, M.P.H. , FAAN, FAES
Vice Chancellor for Diversity and Inclusion

Telephone: 914-594-4500
Email: diversityinc@nymc.edu
Location: Administration Building

Office of Student Mental Health and Wellness

Robin Hershkowitz, LCSW-R
Director, Student Mental Health and Wellness
Licensed Clinical Social Worker
Skyline, RM 2S-D52
914-594-2577

Santasia Kerr
Administrative Assistant
skerr@nymc.edu or SMHW@nymc.edu
(914) 594-2538

Location: 19 Skyline Drive, Rm. 2S-D45

Appointments: SMHW@nymc.edu

*After-hours crisis service:
This service can be utilized by all NYMC students and is
intended to provide immediate access to counseling
on nights and weekends in case of emergency.

After-hours crisis service:
NYMC_StudentWellness911@listserv.touro.edu

Health Services

Marisa A. Montecalvo, M.D.
Director

Katherine Kowalski, A.N.P
Nurse Practitioner

Rochelle Saks, M.P.A
Administrator, Health Services

Ruby Lantigua
Secretary

Telephone: (914)594-4234
Fax: (914)594-4692
Email: health_services@nymc.edu
Location: Basic Sciences Building, 1st Floor

Office of the Registrar

Eileen Romero, M.B.A.
Registrar

Telephone: (914)594-4495
Fax: (914)594-3752
E-mail: registrar@nymc.edu
Location: Administration Building, Room 127

Office of the Bursar

Karin Ahyoung
Bursar

Telephone: (914)594-4454

Fax: (914)594-3477
Email: Bursar@nymc.edu
Location: Administration Building, Room 115

Office of Student Financial Planning

Anthony M. Sozzo, M.A., M.S. Ed.
Associate Dean for Student Affairs,
Director of Student Financial Planning and Student
Activities

Telephone: (914)594-4491
Email: nymcfinancialaid@nymc.edu
Location: Administration Building, Room 125

Office of Student and Residential Life

Katherine Dillon Smith, M.S.W.
Director of Student and Residence Life

Telephone: (914)594-4832
E-mail: housing@nymc.edu
Location: Administration Building, Room 116

Campus Map



NEW YORK
MEDICAL COLLEGE
 A MEMBER OF THE TOWN COLLEGE
 AND UNIVERSITY SYSTEM

- D2 1 Student Center
- A3 2 19 Skyline Drive Facility
- D3 3 Alumni House
- D3 4 Valhalla Campus Student Housing (Grasslands I & II)
- E3 5 Sunshine Cottage (Administration Building)
- C4 6 7 Dana Road Facility
- D4 7 Medical Education Center (MEC)
- E4 8 Basic Sciences Building (BSB)
- F4 9 Vosburgh Pavilion
- F4 10 The School of Health Sciences and Practice (SHSP) Building

Driving Directions to the Main Campus

From New England: Take the New England Thruway (I-95) or Merritt/Hutchinson River Parkway south to the Cross Westchester Expressway (I-287) west. Continue west on I-287 (toward the Tappan Zee Bridge) to Exit 3-the Sprain Brook Parkway north. Continue north (straight, left lane) on the Sprain Brook Parkway to Rt. 100/ Westchester Medical Center (second exit). Turn left at the end of the exit ramp onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From East Side of New York City and Long Island: Take the Major Deegan Expressway (I-87) which becomes the New York Thruway North to exit 7A, Saw Mill River Parkway North. Take Exit 23 and turn right onto Old Saw Mill River Road. Stay in left lane and turn left onto 9A North. Make a right at the traffic light for Dana Road (across from Home Depot). Proceed to the stop sign and turn left onto Sunshine Cottage Rd. Follow Sunshine Cottage Rd. to #40 Administration Bldg on your right.

From New York City, Long Island via Bronx River Parkway: Take the Bronx River Parkway north to the Sprain Brook Parkway north to Rt. 100/Hawthorne exit. Turn left at end of exit ramp onto Hospital Road. Continue straight onto Hospital Rd. (formerly Peripheral Rd.). At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From West Side of New York City: Take the Henry Hudson Parkway (9A) north to the Saw Mill River Parkway. Take Eastview Exit 23 onto Old Saw Mill River Road. Stay in left lane and turn left onto 9A North/Saw Mill River Road.. Make a right at the traffic light for Dana Road. At the first stop sign, turn left onto Sunshine Cottage Rd. Pass the Alumni Building and continue on until you see #40 - Administration Building/Sunshine Cottage on right.

From Upstate New York via the New York State Thruway south and Northern New Jersey: Cross the Tappan Zee Bridge to Exit 8A for NY-119/Sawmill Parkway North towards Elmsford. Keep left at the fork following signs for Saw Mill River Pkwy North/Katonah. Merge onto Saw Mill River Parkway North. Take Exit 23 and turn right onto Old Saw Mill River Road. Stay in left lane and turn left onto 9A North. Make a right at the traffic light for Dana Road. At the first stop sign, turn left onto Sunshine Cottage Rd. Pass the Alumni Building and continue on until you see #40 - Administration Building/Sunshine Cottage on right.

From Northern Westchester and Upstate New York via the Taconic Parkway or the Saw Mill River Parkway: Take the Taconic Parkway or Saw Mill River Parkway south to the Sprain Brook Parkway. Take the first exit (Rt. 100/Westchester Medical Center) off the Sprain Brook Parkway and turn right at the end of the ramp onto Rt. 100. Proceed approximately 1/4 mile and make a right onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From Upstate New York via I-684: Take I-684 south to the Saw Mill River Parkway to the Sprain Brook Parkway. Take the first exit (Rt. 100/Westchester Medical Center) off the Sprain Brook Parkway and turn right at the end of the ramp onto Rt. 100. Proceed approximately 1/4 mile and make a right onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From Southern Westchester via the Bronx River Parkway: Take the Bronx River Parkway north to Virginia Rd. exit (the fourth traffic light after County Center in White Plains). Turn left onto Virginia Rd. to the fork at Rt. 100. Turn right onto Rt. 100 and continue past Westchester Community College to the intersection of Rt. 100 and Bradhurst Rd. Turn right onto Bradhurst Rd. and proceed 1.4 miles and turn left onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

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<http://www.nymc.edu/news-and-events/publications/chironian/>The Chironian is distributed to a readership of 16,000 faculty, alumni and employees of New York Medical College, government and community leaders, affiliated hospitals and selected media. Each issue is carefully crafted to provide a balance of articles on cutting-edge research, personality profiles, student accomplishments and alumni news from all three schools (School of Medicine, Graduate School of Biomedical Sciences and the School of Health Sciences and Practice.)



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