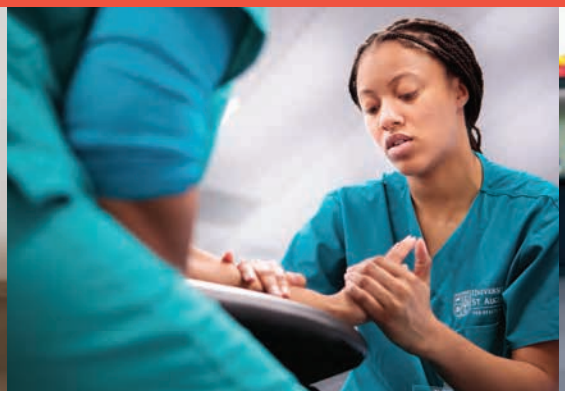
UNIVERSITY of ST. AUGUSTINE for HEALTH SCIENCES

University Catalog/Handbook 2022-2023

CALIFORNIA | FLORIDA | TEXAS

TOGETHER WE CARE

INTERPROFESSIONAL GRADUATE HEALTH SCIENCES PROGRAMS



Clinical Excellence Through Graduate Education

UNIVERSITY *of* ST. AUGUSTINE
for HEALTH SCIENCES

Student Catalog/Handbook

2022–2023

SAN MARCOS ST. AUGUSTINE MIAMI AUSTIN DALLAS

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Introduction

Clinical Excellence Through Graduate Education

September 1, 2022–August 31, 2023

The 2022–2023 University of St. Augustine for Health Sciences (USAHS) Catalog/Handbook is the primary resource for academic information, including official curricular requirements and University policies. Students who are admitted for, and enrolled during, the 2022–2023 academic year are subject to the degree requirements described in this USAHS Catalog/Handbook. Further, the Catalog/Handbook is not a contract. The University reserves the right to make changes to the Catalog/Handbook at any time. The Catalog/Handbook can be found on the USAHS website, www.usa.edu, under the Admissions & Aid tab.

Each student should carefully read the current issue of the Catalog/Handbook. Students acknowledge receipt of the Catalog/Handbook as part of their enrollment agreement. Students are notified of changes to the catalog via their USAHS email addresses and the MyUSA student portal homepage. The Summary of Catalog Revisions lists all changes made throughout the academic year.

Message from the Chancellor

Welcome to the 2022–2023 University Catalog/Handbook, which outlines the University's admission requirements, academic policies, and educational programs.

The University of St. Augustine for Health Sciences is proud to be a dedicated health sciences university with five thriving campuses and extensive distance learning opportunities to develop exceptional healthcare professionals. The institution's uniqueness is grounded in its network of expert faculty and dedicated staff and the commitment to its One University culture that fosters distinctive identities and individual capabilities while ensuring consistent delivery of academic programs across all campuses. Diverse students, specialized faculty, an array of clinical partners, and extensive alumni across all 50 states create an unparalleled, vibrant university community grounded in interprofessional collaboration, innovation, and social responsibility.

The University continues to advance with purpose to cultivate excellence that results in outstanding student achievement across all disciplines. By providing engaging health sciences education and an immersive, hand-on learning environment, USAHS is preparing best-in-class clinicians who are dedicated to transforming healthcare and patients' lives. The University's vision to be the leading graduate health sciences university in the country is being realized by graduating outstanding healthcare professionals who are a national force for good within their communities and disciplines.

Published April 2023. Information is accurate as of the date of publication. The online catalog at http://catalog.usa.edu/ is updated throughout the academic year. Parties should consult the online catalog for current information.

Welcome all students, faculty, and staff to an exceptional 2022–2023 academic year as we work together to continue transforming healthcare and advancing society.

Sincerely,

Vivian A. Sanchez
University Chancellor

Notice of Nondiscriminatory Policy

The University of St. Augustine for Health Sciences (USAHS) is owned by University of St. Augustine for Health Sciences, LLC, which is owned by University of St. Augustine Acquisition Corporation. The University of St. Augustine Acquisition Corporation is affiliated with Altas Partners, LP. USAHS does not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition (e.g., cancer or genetic characteristics or pandemic-related diagnosis), marital status, sex, age, sexual orientation, gender identity, gender expression, veteran status, or any other basis protected by applicable law in administration of its educational policies, scholarship and loan programs, or any other school-administered programs.

The University of St. Augustine for Health Sciences (aka, the "University of St. Augustine for Health Sciences"; the "University of St. Augustine"; the "University"; "USAHS"; "USA") is a private, post-secondary university approved by the Bureau for Private Postsecondary Education in California, licensed by the Commission for Independent Education, Florida Department of Education in Florida, and granted a Certificate of Authorization to offer various programs by the Texas Higher Education Coordinating Board.

2022–2023 USAHS ACADEMIC CALENDAR

WWW.USA.EDU

Sep 1	Appeals committee meets
Sep 2	Tuition due/Residential orientation
Sep 6	Session I online & Fall classes begin
	Terminal Clinical Experience I & II begin
	Fieldwork IIA & IIB begin
	Clinical Practicums begin
Sep 19	Session II online courses begin
Sep 27	Faculty retreat on campus
Oct 10	Midterm PP new student start*
Oct 28	15 week mid course grades due
Nov 2	Integrated Clinical Experience begins
Nov 19	Last day to withdraw from 15 week courses**
Nov 23	Classes end at noon local time
	Administrative offices close 3:00 pm local time
Nov 28	Classes resume
Dec 14	Grades due for graduates
Dec 17	Last day of term/Degrees conferred
Jan 5	Appeals committee meets
	Faculty retreat on campus
Jan 6	Tuition due/Residential orientation
Jan 9	Session I online & Spring classes begin
	Terminal Clinical Experience I & II begin
	Fieldwork IIA & IIB begin
	Clinical Practicums begin
Jan 23	Session II online courses begin
Feb 13	Midterm PP new student start*
Mar 3	15 week mid course grades due
Mar 8	Integrated Clinical Experience begins
Mar 25	Last day to withdraw from 15 week courses**
Apr 19	Grades due for graduates
Apr 22	Last day of term/Degrees conferred
May 4	Appeals committee meets
	Faculty retreat on campus
May 5	Tuition due/Residential orientation
May 8	Session I online & Summer classes begin
	Terminal Clinical Experience I & II begin
	Fieldwork IIA & IIB begin
	Clinical Practicums begin
May 22	Session II online courses begin
Jun 12	Midterm PP new student start*
Ju1 1	15 week mid course grades due
Jul 5	Integrated Clinical Experience begins
Jul 22	Last day to withdraw from 15 week courses**
Aug 16	Grades due for graduates
Aug 19	Last Day of Term; Degrees Conferred

September 2022

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November 2022

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New Student Orientation Dates

Sep 2	Fall Orientation
Jan 6	Spring Orientation
May 5	Summer Orientation

Calendar Keys

- First day of trimester
- Midterm PP new start
- Last day to add/drop a class (no W)
- Holiday-no classes, buildings open, support staff available
- Holiday-no classes, buildings closed
- Faculty retreat on campus
- Last day of trimester
- ** Last day to withdraw from courses
- ** Courses less than 15 weeks refer to Course Withdrawal policy in Catalog

Academic Holidays

Sep 5	Labor Day
Nov 11	Veterans Day
Nov 23	Noon Students; 3 pm Employees
Nov 24 - 25	Thanksgiving
Dec 23 - 26	Winter Holiday
Dec 30 - Jan 2	New Years Eve and New Years Day
Jan 16	Martin Luther King Day
Feb 20	Presidents Day
Feb 21	Students & Faculty - No classes
May 29	Memorial Day
Jun 19	Juneteenth
Jul 3	Students & Faculty - No classes
Jul 4	Independence Day

March 2023

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Commencement Dates

Dec - TBD	Fall Commencement
Apr - TBD	Spring Commencement
Aug - TBD	Summer Commencement

Start Dates

Sept 6	Fall 2022 Start
Oct 10	Midterm PP new student start*
Jan 9	Spring 2023 Start
Feb 13	Midterm PP new student start*
May 8	Summer 2023 Start
Jun 12	Midterm PP new student start*

*** - distance ed post professional new student start**

01.03.2023

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February 2024

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*** - distance ed post professional new student start**

General Information

Board of Directors

John Hoey, Chair
Damon Conway
Donna Dorsey
Ana Lopez-Blazquez
Nick Mancini
Paul Nicoletti
Dr. Lynn Priddy
Dr. Melanie Storms
Dr. Neetu Trivedi

Administrative Officers and Staff

Chancellor and Chief Executive Officer	Vivian A. Sanchez
President and Chief Academic Officer	Brian Goldstein, PhD
Chief Experience Officer	Terry Rakosky
Chief Financial Officer and Senior Vice President, Campus Operations	Stephanie Furlough-Morris, PhD
Chief Information Officer	Damien Cooper
Interim Chief Marketing Officer	Terry Rakosky
General Counsel and Senior Vice President, Compliance	Deborah L. Zimic
Interim Vice President, Finance	Tiago Calvo
Vice President, Accreditation and Assessment	Melanie Davis, DHEd
Vice President, Human Resources	Susan Waugh
Vice President, Student Administration	Dawn Werling

Vice President, Enrollment Management	Julie Gonick
Vice President, OT Accreditation and Assessment	Anne Hull, OT, EdD
Dean, Teaching, Learning, and Innovation	Maria Puzziferro, PhD
Associate Dean, Occupational Therapy Programs	Tia Hughes, DrOT, MBA, OTR/L
Interim Associate Dean, Physical Therapy Programs	Elaine Lonnemann, PT, DPT, OCS, MTC, FAAOMPT
Associate Dean, College of Health Sciences	Elaine Lonnemann, PT, DPT, OCS, MTC, FAAOMPT
Executive Director, Admissions and Registration Services	Heidi Terry, MA
Executive Director, Campus Operations and Facilities	Sylvia Berenguer
Executive Director, Institutional Research and Assessment	Nga Phan
Executive Director, PT Accreditation and Assessment	Claire Peel, PhD, PT, FAPTA
Executive Director, Clinical Services	Mariesol Wallace, PT, DPT, CCI
Executive Director, Student Financial Services and Compliance	Frank Ravja
Program Director, Physician Assistant Program Austin, TX	Michael Roscoe, MSPS, PhD, PA-C
Executive Director, School of Nursing	Kathleen Polley-Payne, PhD, RN, MSN, PNP
Senior Program Director, Doctor of Physical Therapy Program St. Augustine, Florida Miami, Florida	Beth Ennis, PT, EdD, PCS

Program Director, Doctor of Physical Therapy Program San Marcos, California	Cherie Peters-Brinkerhoff, PT, EdD, MPT, MHA, C/NDT
Program Director, Doctor of Physical Therapy Program Austin, Texas	Manuel Domenech, PT, DPT, EdD
Program Director, Doctor of Physical Therapy Program Dallas, Texas	Thomas Werner, PT, MA, PhD
Program Director, Occupational Therapy Programs St. Augustine, Florida	Helen Carey, PhD, OTR/L
Program Director, Occupational Therapy Programs Miami, Florida	Marcia Hamilton, OTD, MSHS, OTR/L, BCP, BSTS
Program Director, Occupational Therapy Programs Austin, Texas	Mary Zadnik, ScD, MEd, OTR/L
Program Director, Occupational Therapy Programs San Marcos, California	Erin Schwier, EdD, OTD, OTR/L
Program Director, Occupational Therapy Programs Dallas, Texas	Keith B. McWilliams, OTD, OTR/L, DRS
Program Director, Transitional Doctor of Physical Therapy	Elaine Lonnemann, DPT
Program Director, Doctor of Education	Sunddip Aguilar, EdD
Program Director, Post Professional Doctor of Occupational Therapy	Karen Menard, PhD, OTR/L
Program Director, Master of Science in Speech-Language Pathology Austin and Dallas, Texas	Meghan Savage, PhD, CCC-SLP

Interim Assistant Dean, College of Health Sciences Program Director, MHA/MHS Programs	Kathy Wood, PhD
Assistant General Counsel	Claudia Chahin
Controller	Erik Amaro, CPA
Registrar	Diane Rondinelli
Senior Director, Brand and Content Marketing	Rosemary Whaling
Senior Director, Enrollment	Josephine Loiacono
Director, Accreditation	Dean Bartness
Director, Alumni Engagement	Polly Crabtree
Director, Career Services	To Be Determined
Director, Compliance Initiatives	April Aldredge
Director, Continuing Professional Education	Lori Hankins
Director, Financial Aid	Vanessa Flowers
Director, Library Services	Julie Evener, EdD, MLIS
Director, Residency and Fellowship Programs	Amanda Grant, DPT, OCS, FAAOMPT, CLT, MTC
Director, Safety and Security	Rudy Estrada
Senior Director, Clinical Learning Innovation	Elisabeth McGee, PhD, DPT, MOT, PT, OTR/L, MTC, CHT, CHSE
Director, Student Life	Jessica Murphy
Director, Student Welfare and Accessibility	Candice Vasquez, M.ED, LPC
Director, University Communications	Suzanne Harbison
Director, University Finance	Ana Maria Delgado

Mission Statement of the University

The mission of USAHS is the development of professional healthcare practitioners through innovative, individualized, and quality classroom, clinical, and distance education.

Core Values

- Student first
- Professionalism
- Promoting excellence and innovation in education
- Collaboration
- Integrity
- Health and wellness
- Responsiveness
- Creative and critical thinking

University History and Growth

In 1966 Stanley V. Paris, PT, PhD, began teaching continuing professional education courses to physical therapists. These courses carried continuing education units (CEUs), which are helpful in both maintaining and developing professional competency and, in an increasing number of states, for maintaining professional licensure.

In 1979 the University formally known as the Institute of Physical Therapy (the Institute) was founded. The State of Georgia granted authority to offer a clinically based, post-professional (advanced) Master of Science in Physical Therapy (MScPT) degree. Thus, the Institute became the first independent, proprietary school in physical therapy able to confer a graduate degree.

In 1981 the Institute began a certification process in manual therapy wherein candidates, after taking a series of courses, were examined in their written, oral, and practical abilities. Successful candidates were awarded a Certificate of Competency. There are two certifications available including Manual Therapy and Cranio-Facial.

In 1991 the Institute relocated to St. Augustine, Florida. Soon thereafter, the Institute achieved accreditation for its MScPT degree from the Distance Education Accrediting Commission (DEAC). [Note: This degree is no longer offered at the University.]

The current University's milestones of campus and programmatic development include the following:

- In 1994, the Institute commenced a first professional degree in physical therapy—the Master of Physical Therapy (MPT). This program was accredited by the Commission on

Accreditation in Physical Therapy (CAPTE) in October 1996 and reaccredited in 2001 and 2011.

- In 1996, the Institute of Occupational Therapy was founded to offer a Master of Occupational Therapy (MOT) degree, a first-professional (entry-level) program. The MOT program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and was reaccredited in April 2009.
- On March 4, 1997, the organization formally became the University of St. Augustine for Health Sciences. Also, in 1996–97, the University entered into contracts to purchase a small private hospital and an adjoining 26 acres of land at the Flagler Health Park Campus in St. Augustine, thus creating the University's current St. Augustine, Florida, campus.
- In 1999, the State Board of Independent Colleges and Universities (SBICU) authorized USAHS to award the transitional Doctor of Physical Therapy (tDPT) degree, to restructure its MScPT to a Master of Health Science (MHS) degree and to implement a Doctor of Health Sciences (DHSc) degree.
- In 2000, the University began the dual degree option whereby a student could earn a Master of Occupational Therapy (MOT) degree and a Master of Physical Therapy (MPT) degree concurrently.
- In 2001, the University was given authorization by the Florida Commission for Independent Education for the Department of Education (CIE) to award the entry-level Doctor of Physical Therapy (DPT). This replaced the entry-level Master of Physical Therapy (MPT). Also approved were the transitional Doctor of Physical Therapy (tDPT) and the transitional Doctor of Occupational Therapy (tOTD), both post-professional degrees.
- In 2003, the University began to offer the Orthopaedic Manual Physical Therapy Fellowship, initially accredited in 2002 and reaccredited in 2013 by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE).
- In 2004, the University's Flexible Doctor of Physical Therapy (Flex DPT) program was granted accreditation by CAPTE and launched in 2005 in Boca Raton, Florida. The Flex program combines online learning with face-to-face, hands-on instruction during select weekends. The Flex DPT program was moved from Boca Raton, Florida, to the St. Augustine campus in 2010.
- In June 2006, the University broke ground on a 98,000 square foot academic and clinic building at the St. Augustine campus. The building was completed in August 2007. Amenities include labs, multiple classrooms, separate wet and dry anatomy labs, a fitness center, and a physical therapy clinic.
- In 2007, the University received approval from the California Bureau for Private, Postsecondary, and Vocational Education and accreditation from CAPTE to begin a DPT program in San Diego, California. This campus officially opened on August 29, 2007. The San Diego Flex DPT program was accredited by CAPTE in October 2008.
- Dr. Stanley Paris, the founding President, retired on August 4, 2007, and Dr. Michael Hillyard, DPA, was inaugurated as the second President of the University. In 2009 Dr. Hillyard resigned and Dr. Paris resumed the presidency of the University.

- In January 2009, the San Diego campus moved to a 76,000 square foot, three-building corporate center in San Marcos, California. The University received "developing program accreditation status" from ACOTE for the San Marcos MOT program, which allowed the inaugural class to begin in Fall 2009. The dual-degree MOT/DPT option also began in Fall 2009.
- The University received approvals in 2009 to begin to offer the Doctor of Education (EdD) degree.
- In 2010, the University received approval from CIE to restructure the Doctor of Health Science (DHSc) degree. The Distance Education Accrediting Commission approved the accreditation of the DHSc degree in 2010.
- The University's Clinical Orthopaedic Residency was granted initial accreditation in 2010 and reaccreditation in 2016 by ABPTRFE.
- As a provider of continuing professional education, the University was granted initial accreditation in 2010 and reaccreditation in 2020 by the International Association for Continuing Education and Training (IACET).
- On April 16, 2011, Dr. Wanda Nitsch was inaugurated as the fourth President of USAHS. The University headquarters was moved to San Marcos, California.
- In September 2011, the University was approved by the Texas Workforce Commission to offer the Doctor of Physical Therapy (DPT) degree in Austin, Texas, to commence in the fall of 2012. The Texas Higher Education Coordinating Board gave approval in October 2011. CAPTE granted accreditation in November 2011. Construction on the Austin campus commenced in February 2012 and opened with its inaugural DPT class in August 2012.
- In January 2013, the St. Augustine campus commenced the Master of Occupational Therapy degree in a flexible online and weekend format (Flex MOT) after receiving appropriate accreditation approval from the Accreditation Council for Occupational Therapy Education (ACOTE).
- In November 2013, the Flex DPT program in Austin, Texas, was granted accreditation by CAPTE and began a cohort of students in Fall 2014.
- In November 2013, the University became part of the *Laureate International Universities* network. At the time, the Laureate network consisted of more than 82 campus-based and online universities offering undergraduate and graduate degree programs to over 1 million students in 29 countries throughout the Americas, Europe, Africa, Asia, and the Middle East.
- In July 2014, the University was granted initial regional accreditation by the WASC Senior College and University Commission (WSCUC).
- In 2015, the MOT program in Austin, Texas, which began a cohort of students in Fall 2014, was granted accreditation by ACOTE. The University began the Master of Health Science Athletic Training (MHScAT) degree and opened the Miami, Florida, campus at its Dolphin Mall location. Approvals were gained for the Master of Health Administration (MHA) degree program.
- In 2016, the Miami campus DPT program was granted accreditation by CAPTE and accepted its inaugural class of DPT students. State licensure approvals were obtained to

begin a DPT program on the Miami campus, an online Master of Science in Nursing program, and a Doctor of Nursing Practice program. The MHScAT program was redesigned to become the Master of Health Science (MHS) degree program.

- The University voluntarily resigned accreditation with the Distance Education Accrediting Commission on May 31, 2016, concluding a successful relationship of 23 years.
- In October 2017, the University's Master of Science in Nursing (MSN) program received initial accreditation from the Commission on Collegiate Nursing Education (CCNE).
- In July 2018, The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) awarded candidacy to the University's Master of Science in Speech-Language Pathology (MS-SLP) program.
- In September 2018, the permanent Miami, Florida, campus opened in Coral Gables for the inaugural class of students, and the Miami OTD program began a cohort. In Fall 2018 the Austin campus welcomed its inaugural cohort of students in the MS-SLP program.
- In October 2018, the University's Doctor of Nursing Practice (DNP) and Post-Graduate Nursing Certificate (FNP specialization) programs received initial accreditation from CCNE.
- In December 2018, the OTD programs of the San Marcos, California, and Austin, Texas, campuses, which welcomed their first cohort of students in Spring 2017, were granted accreditation by ACOTE.
- In February 2019, the University was acquired by University of St. Augustine Acquisition Corp., which is affiliated with Altas Partners, an investment firm with a long-term orientation focused on acquiring significant interests in high-quality enterprises in partnership with outstanding management teams.
- In April 2019, the Miami MOT program, which welcomed its first cohort of students in Fall 2017, was granted accreditation by ACOTE, and the University opened the Dallas, Texas, campus in the Riverside Commons complex in Irving, Texas.
- In May 2019, the OTD program was launched in Dallas, Texas.
- In June 2019, the University was granted reaffirmation of institutional accreditation by WSCUC.
- In July 2019, the St. Augustine, Florida, OTD program, which welcomed its first cohort of students in the fall of 2018, was granted accreditation by ACOTE. Also in July 2019, CAA approved the addition of a satellite/branch campus in Dallas, Texas to the University's MS-SLP program.
- In September 2019, the MS-SLP program was launched in Dallas, Texas.
- In March 2020, the Miami, Florida, OTD program was granted accreditation by ACOTE.
- In April 2020, CAPTE granted Candidate for Accreditation status to the Dallas, Texas DPT program.
- In February 2021, the University was granted accreditation as a provider of nursing continuing professional development by ANCC.
- In April 2021, ACOTE reaccredited the St. Augustine, Florida MOT program.
- In May 2022, CAPTE reaffirmed accreditation for the DPT and Flex DPT programs in San Marcos, St. Augustine, Miami (DPT only), and Austin for a period of 10 years.

- In July 2022, The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) awarded initial accreditation to the University's Master of Science in Speech-Language Pathology (MS-SLP) program.

In the last several years, the University has been growing at a healthy pace, adding programs, faculty, and facilities to meet the needs of healthcare in this time of great change and challenge. The University will continue to be a leader in providing meaningful educational experiences in areas and directions that both healthcare providers and consumers require.

Institutional Learning Outcomes

Upon graduating from the University of St. Augustine for Health Sciences, graduates will have achieved the following in their healthcare-related roles.

1. Apply knowledge, current research, skills, critical thinking, and evidence-informed decision making.
2. Exhibit professional behaviors consistently and adhere to ethical standards.
3. Demonstrate effective professional communication appropriate to the situation and individual(s).
4. Apply interprofessional competencies.
5. Establish strategies for post-graduation growth and development.

University Self-Evaluation Process

The institution has an assessment process for all academic programs. In that process, each program has a curriculum map based on the program and course learning outcomes defined by the faculty. The curriculum map identifies the course in which each program learning outcome (PLO) is introduced, applied, and mastered. A signature assignment in each course allows program directors and faculty to determine whether students are progressing through the program as expected or whether adjustments to the curriculum or classroom technique are required. As part of the process, each program develops an assessment plan that defines which PLO(s) will be assessed each year. The plan identifies the appropriate methods—both direct and indirect—to assess the PLOs, such as assessment data from signature assignments, performance evaluation on clinical education data, licensure exam pass rate, course evaluations, and/or student satisfaction. In the fifth year of the assessment cycle, the program engages in a comprehensive program review that includes an external evaluation.

Expectations for Students in Professional Programs

Graduate healthcare education prepares students for the professional practice of their discipline and develops the skills necessary to become a self-directed, lifelong learner within the ever-

changing field of healthcare. This level of education requires a higher level of participation and commitment than is typically required of students in most undergraduate degree programs. In order to successfully progress through the academic program and transition into the role of a healthcare professional, it is important that students are self-directed in their learning and assume responsibility for their educational and professional growth and development. They should take the initiative to reflect on their own strengths and weaknesses, assess their own learning needs, identify available resources (human and material), and select and implement appropriate learning strategies. Students should relate prior academic or life experiences to new learning while recognizing that there is usually more than one answer or approach to resolving most questions or problems. Students should exhibit high levels of self-reflection, self-motivation, engagement, intellectual curiosity, professionalism, and ethical standards. Students are expected to devote sufficient time to their studies and to be committed to learning activities both in and out of the academic setting in order to be successful.

Student Employment

Outside employment is strongly discouraged for residential MOT, OTD, DPT, and MS-SLP students.

Students wishing to be employed in on-campus student employee positions must meet the following requirements:

- Minimum 3.0 USAHS GPA
- In good standing at USAHS
- Second term or more (some exceptions may apply)

Students should refer to Careers for more information and an application.

State Licensure, Approvals, and Authorizations

The University's approval to operate as a private, postsecondary institution in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8), which became effective January 1, 2010. The Bureau for Private Postsecondary Education approves the University of St. Augustine for Health Sciences' San Marcos, California, campus. Approval to operate means compliance with state standards as set forth in the Ed. Code. Information regarding the San Marcos programs or any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834; P.O. Box 980818, West Sacramento, CA 95798-0818; telephone: 916-574-8900 or toll-free: 888-370-7589; fax: 916-263-1897; or www.bppe.ca.gov. A student or any member of the public may file a complaint about the University with the Bureau for Private Postsecondary Education.

This approval in California includes the Doctor of Physical Therapy (DPT), the Master of Occupational Therapy (MOT), the Flex Master of Occupational Therapy (Flex MOT), the Flex Doctor of Physical Therapy (Flex DPT), the Doctor of Occupational Therapy (OTD), the Flex Doctor of Occupational Therapy (Flex OTD), the transitional Doctor of Physical Therapy (tDPT), Post-Professional Doctor of Occupational Therapy (PPOTD), Master of Health Science (MHS), Master of Health Administration (MHA), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Doctor of Education (EdD), Master of Science in Speech-Language Pathology (MS-SLP), Doctor of Health Science (DHSc) degrees, Graduate Certificates, and Post-Graduate Nursing Certificates.

The Commission for Independent Education (CIE), Florida Department of Education, Tallahassee, Florida, licenses the University of St. Augustine for Health Sciences to offer its degree programs in Florida. Additional information regarding the University may be obtained by contacting the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399; (toll-free number) 888-224-6684.

This licensure for the St. Augustine, Florida, campus includes the Doctor of Physical Therapy (DPT), the Master of Occupational Therapy (MOT), the Doctor of Occupational Therapy (OTD), the transitional Doctor of Physical Therapy (tDPT), Post-Professional Doctor of Occupational Therapy (PPOTD), the Master of Health Science (MHS), Master of Health Administration (MHA), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Doctor of Education (EdD), the Doctor of Health Science (DHSc) degrees, and Post-Graduate Nursing Certificates (Nurse Executive, Nurse Educator, and Family Nurse Practitioner). Continuing education courses are not under the purview of the CIE.

The University of St. Augustine for Health Sciences' Miami, Florida, campus includes the Doctor of Physical Therapy (DPT), Master of Occupational Therapy (MOT), and Doctor of Occupational Therapy (OTD) degrees.

The Texas Higher Education Coordinating Board has granted a Certificate of Authorization to the University of St. Augustine for Health Sciences to offer the Doctor of Physical Therapy (DPT) degree, Flex Doctor of Physical Therapy (Flex DPT) degree, Master of Science in Speech-Language Pathology (MS-SLP), Master of Occupational Therapy (MOT), Flex Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP), and Master of Science in Physician Assistant Studies (MSPAS) degree programs on the Austin, Texas, campus and the Doctor of Occupational Therapy (OTD), Flex Doctor of Occupational Therapy (OTD), Doctor of Physical Therapy (DPT), and Master of Science in Speech-Language Pathology (MS-SLP) on the Dallas, Texas, campus. The University has been granted an exemption as a private institution from the Texas Workforce Commission.

The University of St. Augustine for Health Sciences is licensed by the Private School Licensure Division of the Alabama Community College System and has an exemption with the Alabama Commission on Higher Education.

The University of St. Augustine for Health Sciences has been granted a provisional license by the District of Columbia Higher Education Licensure Commission, 1050 First Street NE, 5th Floor, Washington, DC 20002; 202-727-6436 to offer the following online degree programs in the District of Columbia: Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Doctor of Physical Therapy (DPT), Master of Health Administration (MHA), Master of the Health Science (MHS), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Post-Graduate Family Nurse Practitioner (PG Cert-FNP), Post-Professional Doctor of Occupational Therapy (PPOTD), Transitional Doctor of Physical Therapy (tDPT), Doctor of Health Science (DHSc) and Doctor of Education (EdD).

The University of St. Augustine for Health Sciences is authorized under the Georgia Nonpublic Postsecondary Education Institutions Act of 1990 by the Georgia Nonpublic Postsecondary Education Commission.

This institution is authorized by the Indiana Board for Proprietary Education, 101 W. Ohio Street, Suite 670, Indianapolis, IN 46204-1984.

The University of St. Augustine for Health Sciences is registered with the Iowa College Student Aid Commission.

The University of St. Augustine for Health Sciences is approved by the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; 785-430-4240.

The University of St. Augustine for Health Sciences is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

The University of St. Augustine for Health Sciences is registered with the Maryland Higher Education Commission to offer online education. For student complaints please contact the Maryland Attorney General, Consumer Protection Division, 200 St. Paul Place, Baltimore, MD 21202; 410-528-8662/888-743-0823 (toll-free).

The University of St. Augustine for Health Sciences is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact the Office at Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227; www.ohe.state.mn.us; 651-642-0567.

The University of St. Augustine for Health Sciences is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the University of St. Augustine for Health Sciences to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does

not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

The University of St. Augustine for Health Sciences is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for MSN/Nurse Educator, MSN/Nurse Executive, MSN/Nurse Informatics, and MSN/FNP program tracks.

http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx

Accreditations and Approvals

The University of St. Augustine for Health Sciences is accredited by the WASC Senior College and University Commission (WSCUC), 1001 Marina Village Parkway, Suite 402, Alameda, CA 94501; 510-748-9001; www.wascsenior.org.

The University achieved regional accreditation through the WASC Senior College and University Commission (WSCUC) in 2014 and reaffirmation of accreditation in 2019.

Inquiries regarding the accreditation status by the WASC Senior College and University Commission (WSCUC) should be directed to the administrative staff of the institution. Individuals may also contact:

WASC Senior College and University Commission (WSCUC)
1001 Marina Village Parkway, Suite 402
Alameda, CA 94501
510-748-9001
www.wascsenior.org

The Doctor of Physical Therapy (DPT) programs at the University of St. Augustine for Health Sciences in San Marcos, California; St. Augustine and Miami, Florida; and Austin and Dallas, Texas, and the DPT Flex programs in San Marcos, California; St. Augustine, Florida; and Austin, Texas, are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245, email: accreditation@apta.org; or website: http://www.capteonline.org. The Transitional Doctor of Physical Therapy, Clinical Orthopaedic Residency, and Orthopaedic Manual Physical Therapy Fellowship programs are not subject to accreditation by CAPTE. If needing to contact the San Marcos programs directly, please call Dr. Cherie Peters-Brinkerhoff at 760-410-5314 or email cpeters-brinkerhoff@usa.edu. If needing to contact the St. Augustine or Miami programs directly, please call Dr. Beth Ennis at 904-770-3645 or email bennis@usa.edu. If needing to contact the Austin programs directly, please call Dr. Manuel

(Tony) A. Domenech at 737-202-3347 or email tdomenech@usa.edu. If needing to contact the Dallas program directly, please call Dr. Thomas P. Werner at 469-498-5740 or email twerner@usa.edu. *-updated 5/24/2023*

Graduates of these programs are eligible to take the national licensing examination administered by the Federation of State Boards of Physical Therapy (FSBPT). In addition, all states require licensure to practice. After successful completion of the national exam and receiving state licensure, the individual will be a physical therapist (PT). A felony conviction may affect a graduate's ability to sit for the FSBPT examination or to attain state licensure.

To submit a complaint against the Doctor of Physical Therapy program, contact the APTA Accreditation Department at 703-706-3245 or at accreditation@apta.org to obtain the necessary materials for complaint submission. For more information on this process, please visit http://www.capteonline.org/Complaints/.

The entry-level occupational therapy master's degree (MOT) programs at the San Marcos, California; St. Augustine and Miami, Florida; and Austin, Texas, campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA, and its web address is www.acoteonline.org. Graduates of the programs will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork within 24 months following completion of the didactic portion of the program.

The entry-level occupational therapy doctoral degree (OTD) programs at the San Marcos, California; St. Augustine and Miami, Florida; Austin and Dallas, Texas, campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o of AOTA is 301-652-AOTA, and its web address is www.acoteonline.org. Graduates of the programs will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program. Students must complete an individual 14-week capstone experience within 18 months following completion of the remaining didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

For more information about the occupational therapy accreditation process, contact the Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929; 301-652-2682 or visit www.acoteonline.org.

Complaints about the program that cannot be resolved after following the University's procedures must be submitted electronically to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an e-mail addressed to accred@aota.org and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation."

The Master of Science (M.S.) education program in Speech-Language Pathology {residential Austin, TX; satellite Dallas, TX; both distance education} at the University of St. Augustine for Health Sciences is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850; 800-498-2071 or 301-296-5700.

The University of St. Augustine for Health Sciences is approved as an Accredited Provider by the International Association for Continuing Education and Training (IACET), 21670 Ridgetop Circle, Suite 170, Sterling, VA 20166. In obtaining this accreditation, the University of St. Augustine for Health Sciences has demonstrated that it complies with the ANSI/IACET Standard which is widely recognized internationally as a standard of excellence in instructional practices. As a result of the Accredited Provider status, the University of St. Augustine for Health Sciences is authorized to offer IACET continuing education units (CEUs) for its programs that qualify under the ANSI/IACET Standard.

The Orthopaedic Manual Physical Therapy Fellowship program is accredited by the Accreditation Council on Orthopaedic Manual Physical Therapy Education (ACOMPTE).

The Orthopaedic Manual Physical Therapy Fellowship and the Clinical Orthopaedic Residency are accredited by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE). The Orthopaedic Manual Physical Therapy Fellowship and Clinical Orthopedic Residency programs are not under the purview of the Florida Commission for Independent Education.

The Master of Science in Nursing (MSN) program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001; 202-887-6791.

The Doctor of Nursing Practice (DNP) and Post-Graduate Nursing Certificate (NP role specialties) programs at the University of St. Augustine for Health Sciences are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001; 202-887-6791.

The University of St. Augustine for Health Sciences is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation (ANCC).

The University of St. Augustine for Health Sciences is recognized by the Board of Certification, Inc. to offer continuing education for Certified Athletic Trainers.

For more information, contact:

Board of Certification for the Athletic Trainer
1415 Harney Street, Suite 200
Omaha, Nebraska 68102
(402) 559-0091
BOC@bocatc.org

For information on Student Achievement Data, please visit https://www.usa.edu/about/student-achievement-data/.

Financial Resources

USAHS has no pending petition in bankruptcy nor operates as a debtor in possession. The University has not filed a petition within the preceding five years, nor has the University had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Campuses and Clinical Sites

Addresses and Contact Information

General Inquiries Toll Free: 800-241-1027 Website: www.usa.edu	**San Marcos Campus*** 700 Windy Point Drive San Marcos, CA 92069 United States of America
St. Augustine Campus 1 University Boulevard St. Augustine, FL 32086 United States of America	**Miami Campus** 800 S Douglas Road, Suite 149 Coral Gables, FL 33134 United States of America
Austin Campus 5401 La Crosse Avenue Austin, TX 78739 United States of America	**Dallas Campus** 901 W. Walnut Hill Lane Irving, TX 75038 United States of America

*Students attending campus-based programs in California attend class sessions at the San Marcos location.

Degrees and Certificates

College of Rehabilitative Sciences

The University's College of Rehabilitative Sciences awards graduate degrees in speech-language pathology, occupational therapy, and physical therapy. The curriculum, learning outcomes, and expected performance levels of the residential (campus-based) and flex paths are identical in each program while the delivery method, length of program, and number of credits per term differ between the residential and flex programs.

- The Master of Science in Speech-Language Pathology (MS-SLP) degree program is offered as a five-trimester program (designed to take one year, eight months to complete) that combines online courses with a residency experience on campus once per trimester in Trimesters 1, 2, 3, and 5.
- The Master of Occupational Therapy (MOT) degree program is offered in two formats: (1) a six-trimester, campus-based program that is designed to take two years to complete, and (2) a nine-trimester, flexible program (designed to take three years to complete) that combines online courses with weekend labs.

- The Doctor of Occupational Therapy (OTD) degree program is offered in two formats: (1) an eight-trimester, campus-based program that is designed to take two years and eight months to complete, and (2) a eleven-trimester, flexible program (designed to take three years and eight months to complete) that combines online courses with weekend labs.
- The Post-Professional Doctor of Occupational Therapy (PPOTD) degree is for those individuals with either a bachelor's or master's degree in occupational therapy. The PPOTD degree is administered from the San Marcos, California, campus and offered in an online format that includes optional on-campus residencies.
- The Doctor of Physical Therapy (DPT) program is offered in two formats: (1) an eight-trimester, campus-based program (designed to take three years and eight months to complete) and (2) a twelve-trimester, flexible program (designed to take four years to complete) that combines online courses with weekend labs.
- The transitional Doctor of Physical Therapy (tDPT) degree is for those individuals with either a bachelor's or master's degree in physical therapy. The requirements for this degree vary depending on previous coursework and area of interest. The transitional DPT degree is administered from the San Marcos, California, campus and uses a combination of seminar/distance education and online courses. *This program is not currently enrolling students.*

These degrees are offered on the following campuses:

San Marcos, California

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)

St. Augustine, Florida

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)

Miami, Florida

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)

Austin, Texas

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)
- Master of Science in Speech-Language Pathology (MS-SLP) - *blended learning format*

Dallas, Texas

- Doctor of Occupational Therapy (OTD)
- Flex Doctor of Occupational Therapy (Flex OTD)
- Doctor of Physical Therapy (DPT)
- Master of Science in Speech-Language Pathology (MS-SLP) - *blended learning format*

Distance/Online

- Post-Professional Doctor of Occupational Therapy (PPOTD)
- Transitional Doctor of Physical Therapy (tDPT)
  The tDPT program is not currently enrolling students.

College of Health Sciences

There are six post-professional degrees offered through a variety of opportunities, including online learning activities, nationwide seminars, and on-campus residencies. These programs are offered in part or in full as distance education programs and are administered out of the San Marcos, California, campus. The majority of the coursework is offered online, with options to attend face-to-face requirements at a USAHS campus location.

- The Master of Health Administration (MHA) degree is for those individuals with either a bachelor's or master's degree from an accredited institution, preferably in the health sciences. The MHA degree is offered in an online format and includes an optional on-campus residency.
- The Master of Health Science (MHS) degree is for those individuals with either a bachelor's or master's degree from an accredited institution, preferably in the health sciences. The MHS degree is offered in an online format and includes a 3-day, on-campus residency. **This program is not currently enrolling new students.**
- The Doctor of Education (EdD) degree is for healthcare providers with either a master's degree or a clinical doctorate. The EdD degree is offered in an online format and includes two weekend clinical residencies.
- The Doctor of Health Science (DHSc) degree is for physical and occupational therapists with either a master's degree or a clinical doctorate. Students take part in designing a curriculum that is online, in a seminar format, or a combination of both. There are two weekend doctoral residency courses. *This program is not currently enrolling students.*

Graduate Certificates

- Graduate Certificates are for those individuals with a bachelor's degree, master's degree, or higher from an accredited institution, preferably in the health sciences. Graduate Certificates are offered in an online format and includes an optional on-campus residency. Students select one of the following certificate options:
    - Business Intelligence
    - Executive Leadership
    - Interprofessional Education

School of Nursing

- The Master of Science in Nursing (MSN) degree is for registered nurses who already hold a Bachelor of Science in Nursing (BSN) degree. Specialty roles currently offered include family nurse practitioner, adult gerontology nurse practitioner, psychiatric mental health nurse practitioner, nurse educator, nurse executive, and nurse informaticist. The program is offered online with required practicum hours with a preceptor; travel and, on some occasions, relocation may be required.
- The Doctor of Nursing Practice (DNP) degree is for registered nurses who already have either a BSN degree or an MSN degree. For nurses who enter the program with a BSN, specialty roles currently offered include family nurse practitioner, nurse executive or nurse informaticist. For nurses who enter the program with an MSN, role specialization was completed in their MSN program so no role specialization is required. The DNP program, whether BSN-entry or MSN-entry, is offered online with required practicum hours with a preceptor; travel and, on some occasions, relocation may be required.

Nursing Post-Graduate Certificates

- Family Nurse Practitioner Certificate
- Psychiatric Mental Health Nurse Practitioner-Primary Care
- Nurse Educator Certificate
- Nurse Executive Certificate

Methods for Education Delivery

USAHS has sufficient facilities and the necessary equipment to support the achievement of the educational objectives of all the courses and educational programs in which students are enrolled. USAHS offers a variety of formats in educational delivery.

Course Formats

Lecture/Didactic Coursework: Courses that focus mainly on foundational, theoretical, and required knowledge are considered didactic in nature. These are lecture courses with no laboratory component. In both Residential and Flex programs, lecture courses all utilize a repository of digital content that constitutes the body of didactic material. Content and active learning activities, which include collaborative group work, interactive media, and discussion forums, may be delivered face-to-face or online via the learning management system.

Seminar/Online: The most up-to-date seminar calendar is available under Continuing Education on the University's website, www.usa.edu. Students will be able to see when and where seminars are being provided. After attending the seminar, students will need to complete the online course that corresponds with the seminar they attended.

Lecture/Laboratory Coursework: Lecture/lab courses combine online materials and interaction with scheduled hands-on lab sessions. Laboratory sessions are held on campus at specified times and incorporate experiential learning experiences. These are designed to deepen understanding of concepts, connect theory to practice, develop critical thinking skills, and practice critical communication and treatment skills.

Simulation: Simulation is a key experiential learning methodology and is integrated across the curriculum to reinforce clinical and interprofessional skill development, as well as provide a bridge from the classroom to fieldwork and internship settings. Simulation activities occur in laboratory sessions or are arranged by faculty in one of the Centers for Innovative Clinical Practice. Simulation exercises and assignments engage students in settings that simulate different types of actual situations and are thus a bridge between classroom learning and real-life clinical experience.

Interprofessional Coursework: Students in all programs take some courses that are specifically designated as interprofessional courses. In these courses, students learn with, for, and about other professions and through a variety of active and innovative learning activities, develop interprofessional education (IPE) core competencies in the domains of values and ethics, roles/responsibilities, communication, and teamwork.

Immersion or Residency: Some programs offer required or optional residencies or immersion experiences where students will attend a face-to-face learning event, which can consist of experiences such as colloquia or laboratory exercises.

Clinical Education: Some programs require students to spend a designated number of hours, days, or weeks practicing in a setting under the supervision of a certified and/or licensed (healthcare) practitioner. Depending on the program, the title of these experiences can vary. For example, in occupational therapy these courses are called *fieldwork*, in physical therapy they are called *clinical experiences*, in speech-language pathology they are called *clinical practicums,* and in nursing they are *practicums*.

Course Delivery

Face-to-Face (Traditional) Delivery: These courses are delivered exclusively in a face-to-face (not online) format in a classroom or laboratory.

Online Delivery: These courses are delivered purely online using a combination of synchronous and asynchronous methods. Students complete learning activities and engage in faculty and peer interactions on a weekly schedule, and in some cases may have synchronous scheduled videoconference meetings. Some online courses may offer students the opportunity to work at their own pace and interact only with the assigned faculty member. All assignments within the online course have specific due dates. In most cases, assignments are graded within 48 hours, but lengthier assignments may take up to seven days to grade. Students are notified in advance when the assignment/project may take more than seven days to grade.

Blended Delivery: These courses are delivered through a combination of online and face-to-face formats.

All course instruction is provided in English.

Learning Model

USAHS provides immersive and interactive learning experiences combining digital learning formats with campus-based labs and simulations. The University's approach to teaching and learning is based on current research and best practices in educational delivery, leveraging advanced technologies and state-of-the-art campus facilities. Curriculum and instruction are designed based on experiential learning strategies that promote innovative problem solving, interprofessional collaboration, evidence-based practice, and clinical and community leadership.

The Campuses

San Marcos

The University's San Marcos, California, campus and administrative headquarters is located at 700 Windy Point Drive, San Marcos, CA 92069. The California campus location is composed of four buildings, housing more than 93,000 square feet of wet and dry labs, classrooms, a library, a Center for Innovative Clinical Practice (CICP), a recording studio for faculty to professionally record lectures and demonstrations, and student lounge and study areas.

The California campus is located in San Marcos, California, in San Diego County, approximately 40 miles north of downtown San Diego. Known as the higher education center of North County, San Marcos has a population of approximately 95,000. Tucked along the 78 freeway in Twin Oaks Valley, it is home to California State University San Marcos and Palomar College. There

are more than 55 miles of hiking and biking trails, many parks, and a wide variety of housing options. San Marcos is located 20 minutes from the Carlsbad beaches.

San Diego is California's second-largest city and the eighth-largest city in the United States. San Diego is known for its Mediterranean climate, a city where the sunlight warms the soul. There are more than 320 square miles of hills and canyons to explore, as well as 70 miles of glistening beaches. Popular attractions include the world-famous San Diego Zoo and Safari Park, Sea World San Diego, and LEGOLAND California Theme Park. San Diego offers an expansive variety of things to see and do, appealing to guests of all ages from around the world. San Diego is considered one of the most desirable year-round vacation spots in the nation.

St. Augustine

The University's St. Augustine, Florida, campus is located at 1 University Blvd, St. Augustine, FL 32086 on a 26-acre site. The 100,000 square foot academic building houses classrooms, laboratories, a library, clinics, a Center for Innovative Clinical Practice (CICP), an Activities of Daily Living (ADL) apartment, and student lounge and study areas. A 30,000 square foot administrative building houses student services and offices for faculty and staff as well as a recording studio for faculty to professionally record lectures and demonstrations.

St. Augustine, the nation's oldest city, has more than 450 years of history reflecting occupation by the French, Spanish, and British. Careful attention to retaining history and archaeological sites reflects the pride local residents have in the city's heritage. Each year more than 4 million visitors experience the city's history, culture, and charm.

St. Augustine is known for its historic sites, festivals, unspoiled beaches, moderate climate, attractions, and shopping. Some visitors come to experience the Castillo de San Marcos or to marvel at the Spanish architecture, churches, and Flagler College with its original Tiffany glass. They also enjoy the parks, carriage rides, boat or walking tours, and one-of-a-kind restaurants. Area attractions include the St. Augustine Alligator Farm Zoological Park, St. Augustine Lighthouse and Maritime Museum, and Ponce de Leon's Fountain of Youth Archaeological Park. Antique shops, art galleries, two outlet malls, and numerous specialty stores provide a unique shopping experience.

St. Augustine offers extensive outdoor recreational activities such as biking, scuba diving, snorkeling, jet-skiing, canoeing, kayaking, sailing, and much more. St. Augustine is located on the Intracoastal Waterway with a nearby opening to the Atlantic Ocean and miles of beaches for swimming or surfing. Boaters can enjoy the protected and offshore waters, saltwater game fishing, or bass fishing along the waterways. World-class tennis and golf are also offered in northeast Florida, including World Golf Village, which is located in the St. Augustine area.

St. Augustine is a one-hour drive from Jacksonville and Daytona airports and two hours from Orlando. St. Augustine is conveniently located for taking advantage of Florida's many

attractions. With diverse surroundings, St. Augustine offers its visitors and residents a lifestyle that cannot be duplicated.

Miami

The University's Miami, Florida, campus is located at 800 S. Douglas Road Suite 149, Coral Gables, FL 33134 at Douglas Entrance Office Park. The 56,000 square foot campus sits in a well-appointed, upscale office complex that is in close proximity to downtown Miami, retail stores, airport, housing, and other amenities. The facility features administrative offices, classrooms, labs, a wet lab, a Center for Innovative Clinical Practice (CICP), an Activities of Daily Living (ADL) apartment, a learning studio, research and testing rooms, a library, study spaces, and a student lounge.

Douglas Entrance Office Park is a historical landmark completed in 1924 and originally named La Puerta del Sol (The Gate of the Sun) after the central plaza in Madrid. Douglas Entrance boasts a beautiful, expansive outdoor common space for students to enjoy farmers' markets, eating lunch, and studying. There is plenty of free public transportation in Coral Gables, with trolley services making regular stops at Douglas Entrance.

Coral Gables, Florida, located only four miles from downtown Miami and 12 miles from world-famous South Beach, is home to historical attractions such as The Biltmore Hotel, Fairchild Gardens, and Venetian Pool. As a year-round tourist destination, each year Miami hosts multiple renowned festivals such as Miami Book Fair, Art Basal Miami Beach, Miami Music Week, and Calle Ocho Music Festival, and is home to the Miami Heat, Miami Marlins, and Miami Dolphins professional sports teams. The Miami, Florida, campus in Coral Gables offers a diverse experience for destination, local, and international students.

Austin

The University's Austin, Texas, campus is located at 5401 La Crosse Ave., Austin, TX 78739 in Circle C Ranch, a master-planned community in the southwest portion of the city. What is now a 90,000 square foot campus originally consisted of one building with administrative offices, a library, laboratories, and collaborative learning spaces. A second building was completed in 2014 with additional classrooms, wet and dry labs, a student lounge, a recording studio for faculty to professionally record lectures and demonstrations, a Center for Innovative Clinical Practice (CICP), an Activities of Daily Living (ADL) apartment, a student lounge, and study areas. A third building was completed in 2015 and includes a rehabilitation clinic and faculty offices.

U.S. News & World Report has ranked Austin in the top five "Best Places to Live in the United States" for the past four years. As the state capital, Austin provides a wealth of entertainment options and unique attractions. The hundreds of music venues have earned Austin the title of

"live music capital of the world" with more than 1,900 bands and performing artists now calling the Austin area home.

Rolling hills and waterways define the landscape in Austin making it unique among the major cities in Texas. Austin's temperate climate offers year-round opportunities to enjoy the outdoors and activities such as hiking, biking, and camping, and water sports of all kinds on the area's lakes and rivers. Numerous award-winning golf courses, as well as serene botanical gardens and nature preserves, offer further recreational opportunities. Its young, active, highly educated, and culturally diverse population makes Austin a wonderful place to live, work, and attend school.

Dallas

The University's Dallas, Texas, campus is currently located at 901 W. Walnut Hill Lane, Irving, TX 75038. Only 11 miles from downtown Dallas and 10 miles from the Dallas-Fort Worth Airport, the Dallas campus is centrally located in a new office complex called VariSpace Las Colinas and features 55,000 square feet of administrative offices, state-of-the-art classrooms, dry labs, ADL, library, testing rooms, study spaces, and a student lounge.

Dallas is as diverse as its citizens, and around every corner, there are opportunities to spend time outside. Hit the trail, jog by the lake, or bike through the arts district. Our Dallas campus is a respite from bustling downtown Dallas yet only a few miles away.

Building Hours

Students may access campus buildings seven days a week from 7:00 a.m. to 10:00 p.m. local time, except during holidays and term breaks as defined in the Academic Calendar. Building hours are extended during midterms and finals. Access to lab space for additional practice outside of regular class time is available to students.

Business Days

The University offers classes seven days per week. Students should refer to the course syllabus regarding due dates.

A business day refers to Administrative Offices that operate Monday through Friday, 8:00 a.m. to 5:00 p.m. in each respective time zone.

Commuter Alternatives Program (CAP)

USAHS provides its students, staff, and faculty with options to enhance their experiences on campus. As a Certified B Corp institution, USAHS is conscious of its carbon footprint and the impact the University has on the local environment. In an effort to balance both, the University offers the Commuter Alternatives Program (CAP).

Through CAP, the University will provide participants with incentives for carpooling, bicycling, walking, or taking public transportation to and from campus.

Students, faculty, and staff can participate in one of the following options. Registration in the program is required each term.

1. *Carpooling:* Two or more participants who wish to ride together may enroll in CAP under the carpool option. Participants who choose this option each receive an Amazon gift card each term and one CAP Parking Permit hang tag to be shared among the carpool team members. Carpool teams must register together and complete the CAP form with the carpool box checked. Participants who choose to sign up for this option for the first time are required to turn in the previously issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who are signed up under this option are required to reenroll for each new term. All CAP hangtags/badges should be returned at the end of the term.
2. *Bike, Public Transportation, or Walk:* Participants who rely on alternate methods of transportation may enroll in CAP under the Bike, Public Transportation, or Walk option. Participants who choose this option also receive an Amazon gift card each term but are not issued a parking permit to park on campus. Participants who enroll in this option for the first time are required to turn in the previously issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who were enrolled in the Bike, Public Transportation or Walk option during the previous term are required to re-enroll for each new term.

Due to demand, CAP permits are limited and are distributed on a first-come, first-served basis. CAP registration for incoming students takes place during the first two weeks of the term. CAP enrollment and reenrollment for returning students takes place before the term commences. Registration for both groups occurs online.

Please note, at most campuses, local ordinances restrict off-campus parking on local city streets, at local businesses, and in residential neighborhoods.

For questions about the CAP, contact the campus facilities manager.

Parking

The University is an independent organization, and as such, the property and parking lots are private property. The University has the right to regulate the use of motor vehicles on its property for the good and safety of everyone. Carpooling is strongly encouraged whenever possible.

Depending on the campus, cars must have a University parking decal or hanging tag, and it must be displayed at all times. This decal/tag is valid while a student is enrolled at the University. The decal/tag must be used only by the student to whom it was issued. The Miami campus uses multitenant garages; therefore, badges are used.

As appropriate to each campus, students are required to permanently affix the decal to the back window on the driver's side of the vehicle; motorcycle decals must be permanently affixed to the front screen and hanging tags must be hung from the rearview mirror on the windshield. If a valid decal is not displayed, the automobile is subject to ticketing, booting, or towing, and any subsequent charges are the student's responsibility.

Students must provide a copy of their vehicle registration as part of the new student registration and when purchasing a replacement decal. Students are responsible for updating the University by completing the appropriate campus parking form found at the MyUSA portal, Student Services tab, Parking page whenever any changes occur to their vehicle type or license tag.

The University is not liable for theft or damage to any vehicle, including student vehicles. University staff and personnel make every effort to ensure student safety whenever possible. Reports of damage to vehicles should be filed with local authorities and a copy of the report provided to the Student Services department.

Vehicles parked in violation of University or garage regulations are subject to being booted or towed without notice. The student is required to pay the boot fee or to contact the towing company to make arrangements for retrieving their vehicle and paying the towing fee.

In order to uphold the USAHS guiding principle of being good stewards of the environment, and to prioritize available parking, priority access is given to students who enroll in one of the Commuter Alternatives Program (CAP) carpooling options, such as carpool with two or more participants.

San Marcos Campus

The San Marcos campus is surrounded by residential areas; therefore, students are responsible for any parking tickets received from the city for improperly parking on the street in the residential vicinity.

Students are permitted to park in any of the parking spaces on the perimeter of Buildings A, B, and C, excluding designated visitor, disability, or carpool spaces unless the appropriate parking permit is displayed.

Students who park in unapproved parking spaces in the parking lot may be issued a parking citation by the University. The parking citation money is dispersed to the respective student professional association.

Additional provisions of the University parking policy include the following:

- Parking is not permitted along the curbs of Windy Point Drive, Borden Road, or the streets within defined neighborhoods.
- Parking is not permitted at the red curbs or in handicapped or visitor spaces unless the necessary designation applies.
- Double parking is not permitted.
- Excessive speed in the parking lot is prohibited.
- All automobiles must be locked while on University property.
- All stop signs are to be observed.
- Overnight parking is not allowed.

Because of city ordinances and traffic plans, participation in CAP is encouraged. In addition to the CAP options, North County Transit offers a public transportation system called the Sprinter. The closest station to the campus is San Marcos Civic Center Station (#12). It is about three-quarters of a mile from this station to the campus. There are currently no public bus options to the campus. Students can ride the Sprinter and bike/walk to the campus. For more information about light rail, visit http://www.gonctd.com/sprinter-stations.htm.

St. Augustine Campus

Students are permitted to park in any of the designated "Student Parking" lots north and east of the Academic Building between the hours of 8:00 a.m. and 5:00 p.m. After 5:00 p.m., students may park in the west and south visitor/staff/faculty parking lots. Students may park in front of the main entrance for a maximum of 15 minutes to deliver items to faculty/staff or pick up items.

Students park in faculty/staff/visitor parking lots Monday through Friday, may be issued a parking citation of $25.00. The parking citation money is dispersed to the students' professional organization.

When resident classes are not in session, but the University is otherwise open, students are required to use only the student parking lot so as not to interfere with regular business operations of the University or the surrounding community.

Additional provisions of the University parking policy are as follows:

- Parking is not permitted along the curbs of the student parking lot.

- Parking is not permitted adjacent to University property—that is, access and side roads and other business' parking lots.
- Parking is not permitted on the extreme northern facing parking spaces "carved" into the Orthopaedic Associates space.
- Double parking is not permitted.
- Excessive speed in the student parking lot or in accessing University roadways is prohibited.
- All automobiles must be locked while on University property.
- All stop signs and stop bars are to be observed.
- Students are not permitted to park in the parking spaces on the driveway entering and exiting the University.
- Access to the student parking lot is via San Bartolo Avenue. Access through the Flagler Hospital Emergency Room entrance road is prohibited.

Flex at St. Augustine Campus

Flex students may use the permanent University student parking lot on weekends. After 5:00 p.m. on weekdays, students may park in the west and south visitor/staff/faculty parking lots.

This policy is subject to change.

Miami Campus

Single vehicle badges are distributed on a lottery basis after carpool badges have been distributed based on the available parking badges. Lottery single ride parking badges are currently applicable for the Miami campus only. Students who sign up for the lottery but are not granted a single vehicle badge must find alternative parking or join a currently existing carpool. When joining a previously registered carpool, students must update the corresponding carpool team's registration.

Students with a valid parking access card are permitted to park in the Douglas Entrance Parking Garage on the 10th to 12th floors from 6:00 a.m. to 11:00 p.m, Monday through Sunday. Access to the USAHS-designated floors must take place no more than 10 minutes after the first badge swipe at the garage entrance; otherwise, the badge system will cancel the entry swipe and exiting is impacted.

Students must not park in any other parking spaces on the lower floors of the garage, especially those marked "Reserved." Students violating the parking policy risk having a sticker placed on the window, booting, or towing by the garage operators.

Additional provisions of the University parking policy are as follows:

- Parking is not permitted in the surrounding residential vicinity marked for local residents only. Students are subject to local ordinances.
- Double parking is not permitted.
- Excessive speed in the Douglas Entrance parking garage is prohibited.
- All automobiles must be locked while on Douglas Entrance parking garage property.
- All stop signs and stop bars are to be obeyed.
- Requested vehicle information such as plate number, color, make, and model are required if parking in the garage.
- Overnight parking is not allowed.

This policy is subject to change.

Austin Campus

Students are permitted to park in any of the parking spaces except those on the perimeter of the three buildings, excluding designated visitor, disability, or carpool spaces unless the appropriate parking permit is displayed. All USAHS students are responsible for any parking tickets received for improperly parking on the street. Any students who park in unapproved spaces in the parking lot may be issued a parking citation by the University. The parking citation money is dispersed to the respective student professional association.

Additional provisions of the University parking policy are as follows:

- Parking is not permitted at any time along the curbs of the student parking lot.
- Parking is not permitted in handicapped or visitor spaces without the appropriate designation.
- Students should try to avoid parking on the streets surrounding the campus. It is important to be considerate and avoid causing problems for surrounding neighborhoods and businesses.
- Double parking is not permitted.
- Excessive speed in the student parking lot or in accessing University roadways is prohibited.
- All automobiles must be locked while on University property.
- All stop signs and road signs must be obeyed.
- Overnight parking is not allowed.

Flex at Austin Campus

Students are permitted to park in any of the parking spaces on the perimeter of the three buildings, excluding designated visitor or handicapped spaces unless the appropriate parking permit is displayed.

Dallas Campus

Students are permitted to park in any of the parking spaces on the P3 level, excluding disability spaces unless the appropriate parking decal is displayed for that space. The P3 level is accessible through the Corporate Drive entrance.

All vehicles must be registered through the Commuter Alternatives Program whether or not students are participating in the program. All vehicles must also display the appropriate building decal on the left dashboard of the vehicle.

Additional provisions of the University parking policy are as follows:

- Vehicle registration information (e.g., plate number, color, make and model) is required to obtain a parking decal and park in the P3 parking deck.
- Students cannot park in any other spaces on any other parking deck, especially not in spaces marked as reserved. Students cannot park in the guest parking lot at the front of the building. VariSpace will tow improperly parked vehicles at the owner's expense.
- Double parking is not permitted.
- Excessive speed in the parking lot or while accessing the University P3 parking deck is prohibited.
- All automobiles must be locked while on the property.
- All stop signs and other road signs must be obeyed.
- Overnight parking is not allowed.

Flex at Dallas Campus

Flex students must register their vehicle through the Commuter Alternatives Program. Flex students who register their vehicles may use the University P3 parking deck on weekends without a decal. Flex students who come to campus during the week are required to register their vehicle and obtain a parking decal.

SLP at Dallas Campus

Master of Speech-Language Pathology students must park on the University P3 parking deck. A temporary parking pass is issued to students upon arrival on the first day of residency. The temporary parking pass must be displayed on the vehicle's dashboard. Local MS-SLP students who come to campus during the week are required to register their vehicle and obtain a parking decal.

Lockers

On each campus campuses, lockers are not assigned and are therefore on a first-come, first-served basis. Students must supply their own locks and remove these locks at the end of each term. All lockers are subject to search at any time as they are considered University property.

Lockers can be found in the following locations:

- *San Marcos Campus:* Hallway by the library and first floor of Building C
- *St. Augustine Campus*: Academic building in the first-floor lavatories
- *Austin Campus*: Buildings A and B on the upper level near the amphitheater classroom
- *Miami Campus:* Main building in the hallway leading to the administrative offices and in the dressing rooms
- *Dallas Campus:* Hallway outside of the ADL lab and student lounge

Clinical Sites

The University has affiliations with clinical sites nationwide and internationally for the clinical portion of the student's experience. Not all sites are available for student assignments each term. The clinical education faculty will communicate with students regarding the protocol for clinical placement. For more information on the clinical placement process, students may see their program's clinical education handbook, found at MyUSA, under the Clinical Services tab.

Admissions, Records, and Registration

Admissions

Admissions Office

The Admissions Office engages candidates from the time of application submission through acceptance into the University. The office ensures that applicants meet the required guidelines for admissions and helps the Admissions Committee in selecting the most qualified students.

Student Acquisition Teams

The Student Acquisition Team consists of Enrollment, Admissions, and Student Services. This team is responsible for providing preadmission, admission, and registration services to prospective students, current students, and alumni. These offices oversee, coordinate, and administer multifaceted activities and student-centered services that include recruitment programs, preadmission advisement, admissions, registrar functions, and alumni services. The staff value excellent customer service, timely and accurate communication, professionalism, and teamwork.

Admission to the University's Degree Programs

University students are admitted on the basis of their academic abilities and professionalism. The Student Acquisition Team coordinates admission for all degree-seeking students on all campuses in conjunction with the appropriate Program Director and the Admissions Committees for the College of Rehabilitative Sciences and the College of Health Sciences. Students who wish to enroll in only the noncredit Continuing Professional Education (CPE) seminars register through CPE Registrations.

Admission to the University of St. Augustine for Health Sciences' programs is competitive. The USAHS admissions process is holistic and may include a review of academic credentials, resume or vitae, personal statement, recommendations, GRE and TOEFL reviews, observation or practicum hours, and for some programs the process culminates in an admissions interview.

Admission to USAHS is indicated by a formal digital admissions letter sent to the candidate from the Office of Admissions offering a seat into the class and program for an approaching term. Accompanying each admission's offer is an enrollment agreement. This agreement is signed by the student and a USAHS representative and specifies the conditions under which USAHS will provide instruction to the student. Additionally, information on costs for the specific program are included. As a prospective student, you are encouraged to review this catalog

before signing an enrollment agreement. For California students, you are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement. A completed copy of the enrollment agreement is provided to the student and saved in the University's permanent files.

Candidates who decline an admissions offer may apply again to the same program a single time. If program admission requirements have changed between the first application submission and the subsequent application, candidates are held to the new requirements. Candidates who decline a second offer of admission will not have future applications considered regardless of program.

Candidates offered admission may request a deferral to a future term in instances when the applicant has extenuating circumstances related to a health or family emergency that would prevent their ability to start in the term offered admission. Requests for deferral will be reviewed for consideration with supporting documentation. Deferral is not guaranteed. If approved, deferrals are for one term start only and may not be extended.

Candidates who are denied admission to the University are permitted to reapply to any program after the first denial. Candidates who are denied admission may immediately reapply for the next available term (e.g., an applicant who is denied admission for the Fall term may reapply for the Spring term that immediately follows) only if all admission requirements including prerequisites are complete. However, when reapplying to the same program, the application must reflect significant improvements that would warrant reconsideration (e.g., improved GPA or GRE scores).

A candidate whose admission is denied a second time, regardless of program, is ineligible for future consideration of admission to the University. The admission decision of the second application is final.

Should the University rescind admission for failure to complete prerequisite requirements, the candidate may reapply only when all admission requirements and prerequisites are complete. Candidates whose acceptance is rescinded due to failing to meet the requirements of the background check, drug screen, or fingerprint results may reapply after six months from the date the offer is rescinded, unless the admission decision is deemed final with no opportunity to reapply.

Students previously enrolled who left the University in good standing may apply to return either as a reinstated student (abbreviated application, limited to those who have been away less than a full year) or through the submission of a new application which will be considered along with all other traditional applicants. Reinstatement/readmission is not guaranteed.

Students previously enrolled who were suspended or placed on Administrative LOA due to student conduct violations may apply for reinstatement once all sanctions have been met and provided it's been less than a year since last enrolled. If the timeline for seeking reentry is

beyond a full year, the student may submit a new application which will be considered along with all other traditional applicants. Reinstatement/readmission is not guaranteed.

Students previously enrolled who were dismissed due to student conduct violations are permanently separated from the University and ineligible for readmission.

Students previously dismissed for academic reasons may seek readmission through the academic appeal process within five days of receipt of the original dismissal notification. If the student fails to submit an appeal during the appropriate timeline or the appeal is unsuccessful, then the student has no further opportunity for readmission.

Background Checks, Fingerprints, Drug Screens, and Criminal Records (DPT, MOT, OTD, MS-SLP, MSN, DNP, Post-Graduate Nursing Certificates)

In general, the majority of practicum sites (and employers) require that students' and applicants' criminal background checks* be clear of any convictions and require a negative drug screen. In the interest of ensuring that University students will be eligible to participate in required clinical and field experiences, accepted students are required to complete a criminal background check, 12-panel drug screen,** and fingerprint report, which are conducted by a third-party vendor. Ideally, results should be received by USAHS prior to matriculation. Students who are accepted into a program must have their criminal background check and 12-Panel drug screen results received within the first 30 days of enrollment or risk the rescission of admission and/or having a hold placed on their record that prevents future enrollment and the distribution of federal financial aid, when applicable. The University must receive the fingerprint report before the end of the first term of enrollment or the student risks being removed from the program and having a hold placed on their record that prevents future enrollment.

A background check that includes a positive drug screen or any felony conviction will result in rescission of admission or dismissal from the University. Certain misdemeanor convictions, including but not limited to those involving drugs, theft, violence, or crimes against a person, may also result in rescission of admission or dismissal from the University. Any felony conviction or positive drug screen while enrolled as a student at USAHS will result in dismissal from the program, while certain misdemeanor convictions may also result in dismissal from the program. Applicants are provided a list of approved testing providers and all checks and screens are completed at the student's expense.

Students accepted into a program are required to obtain a criminal background check, 12-panel drug screen, and fingerprint report through the University's approved providers within the timeframe identified above. Students also are required to obtain updated checks if required by the clinical site prior to participating in any of the required clinical practicum courses in the curricula. Costs associated with these updated checks are the responsibility of the student.

Successful clinical practicum experiences are a requirement for graduation from the University of St. Augustine for Health Sciences.

Candidates must provide verification of current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which they reside. Current and valid fingerprint clearance must be on file throughout the duration of the program. Failure to maintain current and valid fingerprint clearance may lead to immediate termination from the program. Students with felony convictions are ineligible to continue in the program. Students with misdemeanor convictions will have their records reviewed to determine if there are issues with potential clinical placement and employability based on the individual's record.

Any arrest/conviction record may also affect eligibility for licensure. Students who are admitted with misdemeanor convictions can in no way be guaranteed licensure or employment, as licensure is at the sole discretion of the State Boards external healthcare employers. It is the responsibility of each student to understand the licensure requirements for the state(s) in which he or she intends to seek licensure to practice.

Upon acceptance, the student has a continued obligation to report any criminal arrests or convictions to the head of the Clinical Services department within 72 hours of its occurrence.

A positive drug screen or one not completed when scheduled will result in rescission of admission or dismissal from the program. Tuition and fees will be fully refunded if admission is rescinded or the student is dismissed from the program due to an initial adverse report on the background check, drug screen, or fingerprint report.

*List of background screens performed: County criminal search, nationwide sex offender search, Office of Inspection General (OIG), and US General Services Administration (GSA).

**List of tested substances: Amphetamines, Barbiturates, Benzodiazepines, THC, Cocaine, Methadone, Opiates, Methaqualone, Phencyclidine, Propoxyphene, MDMA, and Oxycodone.

Please note: Although laws regarding recreational drug use vary state by state, USAHS utilizes federal law as its benchmark for its policy against drug abuse. Pursuant to federal requirements, USAHS maintains a drug-free environment at all campus locations. Students are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs, or buying, selling, manufacturing, distributing, possessing, or working under the influence of those substances when conducting USAHS business, while on the campus premises, while working in the University online environment, or while participating in internships, fieldwork, residencies, fellowships, or other university-sponsored activities (on or off the USAHS campuses), except as explicitly authorized by a prescription from a physician. Students who receive a positive drug screen will have their admission rescinded or may be dismissed from the program; however, students may reapply after six (6) months for the next available term, unless the decision is deemed final with no opportunity to reapply.

Misrepresentation

Misrepresentation includes presenting information known as false and with the intent of obtaining employment or admission to an educational program at USAHS. Statements made and documents supplied by USAHS applicants and students must be complete and accurate. The University will not tolerate any misrepresentation by a student or applicant of past or current academic programs, degrees, professional accomplishments, health records, or health screening information. If unexplained discrepancies appear between statements or documents provided to USAHS and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be rejected for admission and enrolled students may be dismissed.

Records and Documents Submitted for Admission Processing

All documents submitted to the University in support of an Application for Admission become the permanent possessions of the University and cannot be returned to the applicant under any circumstances. Students are, therefore, urged to make copies of important documentation and maintain their own files.

Applications for Admission

College of Rehabilitative Sciences

MS-SLP

Prerequisites

Required ASHA basic prerequisite coursework (completed with a grade of C or better) is as follows:

- 3 semester credits of biology
- 3 semester credits of chemistry or physics
- 3 semester credits of statistics
- 3 semester credits of behavioral or social science

Leveling/Bridge Courses

Leveling courses are a specific type of prerequisite. USAHS has designed leveling courses to provide a summary of learning objectives and serve as a pathway to the MS-SLP program.

Applicants who hold bachelor's degrees in fields other than Communication Sciences and Disorders (CSD), Speech-Language Pathology (SLP), or the equivalent must complete leveling CSD courses per admissions guidelines. Applicants with a CSD or SLP degree may also need to complete one or more leveling courses if the transcript of the undergraduate program does not include the required prerequisite leveling coursework. An undergraduate degree is required to enroll in USAHS leveling courses.

Required prerequisite leveling courses for all applicants include the following:

- Introduction to Audiology
- Aural Rehabilitation
- Speech Anatomy and Physiology
- Introduction to Communication Sciences and Disorders*
- Phonetics
- Normal Speech & Language Development

Note: Students taking SLP leveling courses may not register for more than nine credits/term. The recommended number of credits per term is six; however, no more than nine credits/term of SLP leveling courses are permitted.

*Not required if applicant holds an undergraduate degree in Communication Sciences and Disorders or Speech-Language Pathology.

Pending Prerequisites

- USAHS allows MS-SLP candidates to submit an application with three or fewer pending prerequisites. Students must earn a minimum grade of a C (2.0) in all prerequisite courses.
- Ideally, newly admitted students complete all prerequisite coursework prior to the start of the first term of enrollment at USAHS.
    - If the MS-SLP Program Director provides advanced written approval, newly admitted students may matriculate/enroll with up to two two eligible prerequisite courses (six credits from the course list below) pending completion. These courses must be completed with a grade of C or better by the conclusion of the student's second term of enrollment at USAHS to retain eligibility for continuance in the program.
        - ASHA basic prerequisite courses (minimum 3 credits each), including biology, chemistry, physics, statistics, and/or behavioral or social science
        - Introduction to Audiology (3 credits)
        - Aural Rehabilitation (3 credits)
    - If the eligible prerequisite(s) are not completed by the end of the second term, the student will be administratively withdrawn from the program. The student may reapply to be readmitted within a year if they are in good academic standing (GPA ≥2.7) and demonstrate successful completion of the pending prerequisite(s).

- Official final transcripts from all schools attended must be received by the Admissions Office no later than 30 days after the start of a student's first term of enrollment or in the instance of an approved extension for completion of program prerequisites, no later than 30 days after the completion of the course.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate degree or equivalent from an accredited college or university. The bachelor's degree need not be limited to the fields of Communication Sciences and Disorders (CSD), Speech-Language Pathology (SLP), or equivalent.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than five years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
    - Applicants with certain pending prerequisites may submit an application provided they acknowledge their understanding of and agreement to the pending prerequisites policy outlined above prior to enrollment (see Pending Prerequisites).
- GRE scores are not required for admission to the MS-SLP program.
- Current resume or curriculum vitae.
- A minimum of 25 guided observation hours in a speech-language therapy setting with an ASHA-certified SLP is required.
    - Volunteer opportunities and work experiences do not meet the requirement.
    - MS-SLP applicants can move forward for interviews with zero (0) observation hours completed if the applicant presents one of the following provisions:
        1. Proof they are currently enrolled in a course that has been approved by the Program Director (PD) or Assistant Program Director (APD) that will fulfill the observation hours required on or prior to the orientation date. The applicant must provide documentation of fulfilling the 25 guided observation hours by the end of the course and proof of final grade received for the course no later than the orientation date; or
        2. Attestation to not having completed the full 25 guided observation hours as of the date of signing the MS-SLP Pending Observation Hours Acknowledgment Form and agreement to complete and track the required observation hours on the log form provided by USAHS on or before the orientation date. This form requires the supervising SLP's signature and ASHA number. Admissions will confirm the SLP is certified through ASHA.

Any prospective student applying with less than 25 guided observation hours (pursuant to #1 or #2 above) must acknowledge and agree to completing the guided observation hours to have their application moved to the next stage. USAHS sends an acknowledgment form to the prospective student for signature. Successful completion of these guided observation hours is a condition to continue in USAHS' MS-SLP program. The 25 guided observation hours must be completed by the prospective student on or before their orientation date to proceed in the program.

- Two letters of professional recommendation (e.g., professor, supervisor, or employer) preferably on professional letterhead.
- A writing sample of two, double-spaced pages in 12-point, Times New Roman or Arial font answering the question *Why do you think you can make a difference in Speech-Language Pathology?*
- Virtual (via Zoom) interviews as needed.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants must apply through https://csdcas.liaisoncas.com/ using USAHS Institution Code 2300.

MOT, MOT Flex

Prerequisites

Required prerequisite coursework (completed with a grade of C or better) is as follows:

- 8 semester credits of anatomy and physiology (lab required)
- 3 semester credits of sociology or anthropology
- 3 semester credits of developmental psychology
- 3 semester credits of abnormal psychology
- 3 semester credits of statistics
- 1 semester credit of medical terminology

Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than five years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with the approval of the Program Director.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than five years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- Current resume or curriculum vitae.
- Two letters of recommendation from occupational therapy professionals or academic contacts willing to endorse the applicant's skills and abilities.
- Statement of purpose. A short statement of why the applicant wishes to pursue occupational therapy as a career and why he/she chose USAHS for that pursuit.
- OT Supplemental Questions. Provide five short answers to help the program learn more about the applicant.
    - An occupational therapist enables people to engage in occupations they want to do, need to do, or are expected to do. What is an occupation you enjoy engaging in, and what positive impact does this have on you? (200 words max)
    - Occupational therapists enable people to do what they want to do. Can you explain when you have enabled others through occupation? (200 words max)
    - Please share how you have participated in volunteerism to be a force for good in your community. (200 words max)
    - List two attributes you have that you consider crucial to being an effective occupational therapist. (200 words max)
    - How would your former professors describe you? (200 words max)

The University highly recommends that all applicants observe occupational therapy in at least two areas of practice in order to support the application essay and to help applicants ensure they are well suited for this field of study.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants may apply free of charge at https://online.usa.edu/ using GRE code 5325 or by going to www.otcas.org and using GRE code 7352.

OTD, OTD Flex

Prerequisites

Required prerequisite coursework (completed with a grade of C or better) is as follows:

- 8 semester credits of anatomy and physiology (lab required)
- 3 semester credits of sociology or anthropology
- 3 semester credits of developmental psychology
- 3 semester credits of abnormal psychology
- 3 semester credits of statistics
- 1 semester credit of medical terminology

Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than five years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with the approval of the Program Director.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than five years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- Current resume or curriculum vitae.
- Statement of purpose. A short statement of why the applicant wishes to pursue occupational therapy as a career and why he/she chose USAHS for that pursuit.
- OT Supplemental Questions. Provide five short answers to help the program learn more about the applicant.
    - An occupational therapist enables people to engage in occupations they want to do, need to do, or are expected to do. What is an occupation you enjoy engaging in, and what positive impact does this have on you? (200 words max)
    - Occupational therapists enable people to do what they want to do. Can you explain when you have enabled others through occupation? (200 words max)
    - Please share how you have participated in volunteerism to be a force for good in your community. (200 words max)

    - List two attributes you have that you consider crucial to being an effective occupational therapist. (200 words max)
    - How would your former professors describe you? (200 words max)
- Two letters of recommendation from occupational therapy professionals or academic contacts willing to endorse the applicant's skills and abilities.
- OTD essay: An 800–1000-word, double-spaced essay exhibiting the applicant's understanding of an issue and its potential impact on occupational therapy practice. Applicants select one essay topic from the following:
    - Working with marginalized populations in healthcare
    - Working with other professions as an occupational therapist
    - Telehealth and occupational therapy
    - The rising cost of healthcare and access to occupational therapy
    - Healthcare disparities and access to occupational therapy
    - Diversity, equity, and inclusion in healthcare
    - Ethical dilemmas in the rehabilitation fields
    - US health trends that will impact occupation in the future
    - Addressing the needs of vulnerable populations in occupational therapy
    - The use of technologies in the delivery of occupational therapy

The University highly recommends that all applicants observe occupational therapy in at least two areas of practice in order to support the application essay and to help applicants ensure they are well suited for this field of study.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants may apply free of charge at https://online.usa.edu/ using GRE code 5325 or by going to www.otcas.org and using GRE code 7352.

PPOTD

Prerequisites

No additional prerequisites required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate or master's degree in occupational therapy from an accredited institution.

- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- Two recommendations from professional colleagues.
- Applicants should be a licensed occupational therapist or be eligible for licensing and should be employed as an occupational therapist or have a minimum of one year's experience as an occupational therapist. USAHS MOT graduates may enter the program without a license but must be licensed and employed as an occupational therapist at the beginning of the second term of the program.
- Official copy of foreign credentialing evaluation if applicable. Entry-level coursework taken at an institution in a foreign country must be evaluated for degree credentialing from an agency recognized by the National Association of Credential Evaluation Services (NACES). See Additional Requirements for Domestic, International, and/or Foreign-Educated Students.
- Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees will be considered for admission.

Applicants may apply free of charge at https://online.usa.edu/.

DPT, DPT Flex

Fall 2022 Prerequisites

Required prerequisite coursework (completed with a grade of C or better) is as follows:

- 8 semester credits of general college chemistry (lab component recommended)
- 8 semester credits of general college physics, biomechanics, or anatomical kinesiology (lab component recommended)
- 6 semester credits of human-based, general college biology
- 8 semester credits of anatomy and physiology (lab component recommended)
- 3 semester credits of human growth and development across the lifespan
- 1 semester credit of medical terminology
- 6 semester credits of social sciences (e.g., psychology, sociology, or anthropology)

Spring 2023 Prerequisites

- 8 semester credits of general college chemistry (lab component required)
- 8 semester credits of general college physics, biomechanics, or anatomical kinesiology (lab component required)
- 6 semester credits of human-based, general college biology
- 8 semester credits of anatomy and physiology (lab component required)
- 9 semester credits of social sciences (e.g., psychology, sociology, or anthropology)

- 1 medical terminology course – may be fulfilled with traditional academic credit, continuing education units, certification, or USAHS noncredit experience with evidence of successful completion.

Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than five years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with approval by the Program Director.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than five years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- GRE scores sent directly to the University by Educational Testing Service. GRE must not be more than five years old. Recommended combined minimum GRE score of 294 for verbal and quantitative sections. Analytical score is also evaluated.
- Current resume or curriculum vitae.
- A minimum of 80 volunteer or observation experience hours (volunteer hours, work hours, observation hours, etc.) in a physical therapy setting.
- References from either two licensed physical therapists (preferred) or one physical therapist and one faculty member or academic advisor.
- Statement of purpose. A short statement of why the applicant wishes to pursue physical therapy as a career and why he/she chose USAHS for that pursuit.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants may apply free of charge at https://online.usa.edu/ or by going to www.ptcas.org and using GRE code 2209.

tDPT*

Prerequisites

No additional prerequisites required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate or master's degree in physical therapy from an accredited institution.
- Official transcripts from the degree conferring institution. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- Professional license.
    - It is expected that all applicants are licensed or eligible for licensure in the United States; however, those international students who are not planning to pursue licensure in the United States are exempt from this requirement. If the student plans to complete a clinical residency, he or she must be a licensed physical therapist in the state where the residency is located.
    - Candidates applying for licensure (if foreign trained) through FCCPT may substitute an FCCPT type 1 review that indicates substantial equivalency satisfying minimum content requirements and length of study as defined by CAPTE.
- Official copy of foreign credentialing evaluation if applicable.
- Entry-level coursework taken at an institution in a foreign country must be evaluated for degree credentialing from an agency recognized by the National Association of Credential Evaluation Services (NACES). See Additional Requirements for Domestic, International, and/or Foreign-Educated Students.
- Physical Therapists who graduated from a physiotherapy program accredited by Physiotherapy Education Accreditation Canada (PEAC) do not need to submit a credentialing evaluation as part of the application.
- Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees will be considered for admission.

Applicants may apply by going to https://rfptcas.liaisoncas.com/.

*** This program is not currently enrolling new students.**

College of Health Sciences

MHA

Prerequisites

No prerequisites are required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate or master's degree or equivalent from an accredited college or university.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- One recommendation from a professional colleague.
- Statement of Purpose: Essay of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.

Applicants may apply free of charge at https://online.usa.edu/.

MHS*

Prerequisites

No prerequisite courses are required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate degree or equivalent from an accredited college or university—preferably in the health sciences.

- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- One recommendation from a professional colleague.
- Essay of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.
- Applicants interested in the Athletic Training Specialization, residents of the United States, Canada, and Ireland will need to provide evidence that the applicant is a Licensed Athletic Trainer (LAT), and/or a Certified Athletic Trainer (ATC), a Canadian Athletic Therapist (CAT) or an Athletic Rehabilitation Therapist Ireland (ARTI).

Applicants may apply free of charge at https://online.usa.edu/.

***This program is not currently enrolling new students.**

EdD

Prerequisites

No additional prerequisites required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A master's degree or clinical doctorate degree from an accredited college or university.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- Writing assessment.
- References from two professional colleagues.
- Copy of professional license, if applicable.

Applicants may apply free of charge at https://online.usa.edu/.

Graduate Certificates

Prerequisites

No prerequisite courses are required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate or master's degree or equivalent from an accredited college or university with a minimum cumulative GPA of 2.0 on a 4.0 scale (if student is successful in the certificate courses and decides to move into the degree program, the minimum GPA for acceptance into the MHA degree program will be waived).
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation, with transcripts utilized for evaluation, from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.
- TOEFL scores sent directly to the University if an applicant completed his/her education in a country where English is not the primary language or if the applicant is from a non-English speaking country or is deemed necessary by the Director of Admissions.

Applicants may apply free of charge at https://online.usa.edu/.

School of Nursing

MSN

Prerequisites

No prerequisite courses are required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A bachelor's degree in nursing (BSN) from an accredited college or university with a cumulative GPA of 2.8 on a 4.0 scale.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed. Additional transcripts are required only when transfer credit was utilized to award the degree; however, additional transcripts may be requested if the following science coursework is not reflected in the transcript of the degree conferred:
    - Anatomy and physiology
    - Pathophysiology
    - Microbiology
    - Physical assessment
    - Pharmacology
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence, which must be maintained throughout the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility need to hold an RN license deemed appropriate by that facility.
- Professional resume or curriculum vitae showing an equivalent of one full-time year of experience (2,000 hours) as a registered nurse by the start of the first practicum.
- Two professional references submitted electronically from a nurse educator, preceptor, or immediate supervisor; professional references from peers or personal relationships are not acceptable.
- Essay of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.
- An interview if requested.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants may apply free of charge at https://online.usa.edu/.

DNP

- DNP (BSN-entry)
- DNP (MSN-entry)
- DNP (USAHS MSN Alumni)

Prerequisites

No prerequisite courses are required.

Application (BSN-entry and MSN-entry)

To be considered for admission, all candidates must submit an online application, which includes the following:

- Bachelor of Science in Nursing (BSN-entry) or Master of Science in Nursing (MSN-entry) from an accredited college or university with a cumulative GPA of 3.0 on a 4.0 scale.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree.
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence, which must be maintained throughout the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility need to hold an RN license deemed appropriate by that facility.
- Professional resume or curriculum vitae showing an equivalent of one full-time year of experience (2,000 hours) as a registered nurse by the time the first practicum course begins.
- Two professional references from a nurse educator, preceptor, or immediate supervisor; peers or personal relationships are not acceptable.
- Essay of approximately 500 words demonstrating scholarly writing and describing short- and long-term career goals and plans to achieve those goals.
- An interview if requested.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES).
    - BSN-entry: The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States for the DNP (BSN-entry) program.
    - MSN-entry: The evaluation must indicate previous education at the minimum level of a master's degree earned at an accredited college or university in the United States for the DNP (MSN-entry) program.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants may apply free of charge at https://online.usa.edu/.

Application (USAHS MSN Alumni)

In order to streamline admission of USAHS MSN graduates to the DNP program, an abbreviated application process has been developed. This abbreviated process will be applicable only if the USAHS MSN graduate applies for admission to the USAHS DNP program within one year from their MSN graduation date. Exceptions to this time limit will be considered on a case-by-case basis by the Director of the School of Nursing.

To be considered for admission, all candidates must submit an online application, which includes the following:

- An email endorsement from the student's USAHS faculty advisor.
- An email from the Registrar stating that the student is in good standing and expected to graduate on a specific date.
- Current resume or curriculum vitae.
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence, which must be maintained throughout the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility need to hold an RN license deemed appropriate by that facility.
- An official request to the USAHS Registrar to have the official transcripts from the USAHS MSN program added to the admissions application for the DNP program.

Note: If the applicant fails to graduate from the MSN program, admission to the DNP program will be rescinded.

Applicants may apply free of charge at https://online.usa.edu/.

Post-Graduate (PG) Nursing Certificates

- Family Nurse Practitioner Certificate
- Nurse Educator Certificate
- Nurse Executive Certificate
- Psychiatric Mental Health Nurse Practitioner-Primary Care

Prerequisites

No prerequisite courses are required.

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- A Master of Science in Nursing or Doctor of Nursing Practice from an accredited college or university with a cumulative GPA of 3.0 on a 4.0 scale.
- Official transcripts from all schools from which the student earned a masters degree or higher. Additional transcripts are required only when transfer credit was utilized to award the degree.
- Professional resume or curriculum vitae showing an equivalent of one full-time year of experience (2,000 hours) as a registered nurse by the start of the first practicum.
- Two professional references submitted electronically; one from a nurse educator, preceptor, or immediate supervisor. Professional references from peers or personal relationships are not acceptable.
- Verified professional nursing license; licensure status must be maintained throughout the entire program.
    - FNP, Nurse Educator, and Nurse Executive: Evidence of an unrestricted/unencumbered registered nurse (RN) license.
    - Psychiatric Mental Health NP: Evidence of an unrestricted/unencumbered RN license (MSN-entry) or APRN license (DNP-entry)
- Essay demonstrating scholarly writing of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a masters degree earned at an accredited college or university in the United States.
- TOEFL scores must be sent directly to the University, if an applicant completed his/her education in a country where English is not the primary language or if the applicant is from a non-English speaking country or is deemed necessary by the Director of Admissions and registration services.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants may apply free of charge at https://online.usa.edu/.

Orthopaedic Certifications

- Clinical Orthopaedic Residency
- Orthopaedic Manual Physical Therapy Fellowship

Prerequisites

Clinical Orthopaedic Residency

- Applicants must be either licensed or eligible for licensure and licensed before starting the program.

Orthopaedic Manual Physical Therapy Fellowship

- Must be licensed or eligible for licensure in the state of the clinic assignment
- Completion of an APTA-accredited orthopaedic residency program OR successful score on the orthopaedic certified specialist exam

Application

To be considered for admission, all candidates must submit an online application, which includes the following:

- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Physical therapy state license.
- Current resume or curriculum vitae, which lists continuing education and professional publications.
- Two references from professional colleagues.
- Essay.
- Current photograph.

Applicants may apply free of charge at https://rfptcas.liaisoncas.com/.

Additional Requirements for Domestic, International, and/or Foreign-Educated Students

All instruction at USAHS is provided in English. International applicants from a country where English is not the primary language, who did not complete their undergraduate degree in English, or if deemed necessary by the Director of Admissions, must provide an official TOEFL score report.

- The minimum Internet-based TOEFL score requirement is 89 (including sectional minimums of 26 in speaking, 24 in writing, 21 in reading, and 18 in listening). The date of the reported test must fall within two years of the application deadline.
- For tDPT*, a minimum score of 550 (paper-based testing), 210 (computer-based testing), or 80 (Internet-based testing [IBT]) is required. If candidate is licensed in the United States a TOEFL is not required. Note: a score of 89 is required if the candidate is pursuing FCCPT evaluation.
- For PPOTD, students who are foreign trained and educated but have become a licensed rehabilitation practitioner in the United States are not required to submit TOEFL scores unless deemed necessary by the Academic Program Director. Any student may be required to complete a skills assessment to determine the level of professional communication proficiency at the discretion of the Academic Program Director.
- For MOT/OTD, students who are foreign trained and educated but have become a licensed rehabilitation practitioner in the United States are not required to submit TOEFL scores unless deemed necessary by the Academic Program Director. Any student may be required to complete a skills assessment to determine level of professional communication proficiency at the discretion of the Academic Program Director.

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). **If the NACES-approved evaluation service includes a copy of the evaluated official transcripts with the evaluation, and the transcript is in English or accompanied by an English translation, USAHS will consider these transcripts as official.** The evaluation must indicate previous education at the minimum level of a baccalaureate degree (or master's degree, if required for the program) earned at an accredited college or university in the United States. The following are among agencies approved for this purpose; additional evaluators can be found on www.naces.org.

World Education Services, Inc.
Bowling Green Station
PO Box 5087
64 Beaver Street, #146
New York, NY 10274-5087
www.wes.org

International Education Research Foundation, Inc.
PO Box 3665
Culver City, CA 90231-3665
www.ierf.org

AACRAO International Education Services
One Dupont Circle, NW, Suite 520
Washington, DC 20036-1135
oies@aacrao.org

Joseph Silny & Associates, Inc.
International Education Consultants
7101 SW 102 Avenue
Miami, FL 33173
www.jsilny.com

Note**:** The University does not disclose reasons for nonacceptance of a candidate.

*** The tDPT program is not currently enrolling new students.**

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in university courses and/or degrees can be considered for admission. The residential, entry-level Physical Therapy and Occupational Therapy programs in San Marcos, California; Austin, Texas; St. Augustine, Florida; and Miami, Florida, are approved by the Immigration and Naturalization Service to admit international students who require an F-1 student visa. While the U.S. immigration service (SEVIS) has fees associated with visa applications, USAHS does not charge any fees for student visa services. There are a number of countries that are currently on the US government's sanctions program, and there is no guarantee that students from any of the sanctioned countries will be able to enter the United States. Affected students are advised to contact immigration resources in their area for specific information on how the sanctions may apply to their individual situation. If a student visa is not required for attendance, non-US citizens might be able to participate in other degree programs, depending on the level of sanctions, if any, on their country of residence. In addition to the items listed above, the following must be submitted prior to issuance of the I-20:

- Financial statement/letter indicating commitment (from parents, government, etc.) to financially support tuition and living expenses for the duration of the degree program.

USAHS distance education programs and the MS-SLP program are not approved to admit international students who require an F-1 student visa. Foreign-trained candidates who do not require a student visa to participate in university courses and/or degrees will be considered for admission.

Additionally, all international students should note that many countries have their own accrediting and licensing bodies, and degree recognition and licensure differs from country to

country. Further, there are a number of countries that do not recognize online degrees for employment or promotion purposes, particularly government agency employment or promotion. University programs are designed to meet accreditation, licensure, and other requirements in the United States. It is important that students residing outside the United States, review and understand the requirements of their country of residence to confirm licensure requirements as well as recognition of the student's program of study for purposes of employment or promotion in those countries.

Alternative Prerequisite Credits

Credit by Exam

College course credit awarded for Advanced Placement (AP) or through the College-Level Examination Program (CLEP) can be considered to fulfill program prerequisites. In most instances, CLEP credit that aligns with USAHS program prerequisites and that is included on an undergraduate or graduate transcript is sufficient to fulfill the prerequisite requirement. Some programs allow the use of CLEP taken independent of college enrollment to fulfill admission prerequisites; however, others do not due to programmatic accreditation standards that restrict such use (e.g., MS-SLP program). It is strongly recommended that applicants consult with an enrollment advisor prior to scheduling or taking a CLEP examination. If endorsed by the program and approved by the Admissions department, CLEP credit used to meet a prerequisite requirement is considered passed but is not utilized in the calculation of applicant GPAs.

AP credits are reviewed when they appear on an official college transcript from an accredited undergraduate degree-granting institution and show course code, title, and college credits earned.

CLEP results on an unofficial score report or transcript from the College Board are acceptable for admissions review provided satisfactory scores were attained. Students must still submit an official transcript to verify satisfactory completion of the course. See clep.collegeboard.org for information on college credit by examination.

American Council on Education (ACE)

USAHS does consider credit recommendations from ACE to fulfill program prerequisites provided the coursework is applicable and deemed acceptable by the program (MS-SLP program excluded). Applicants are strongly encouraged to contact their USAHS Enrollment Advisor prior to engaging in ACE endorsed educational experiences to ensure acceptability by USAHS in fulfillment of admission prerequisites. Candidates with military experience should submit their transcripts for review. If endorsed by the program and approved by the Admissions department, credit used to meet a prerequisite requirement is considered passed but are not

utilized in the calculation of applicant GPAs. See the ACE website for information on ACE credit recommendations.

Notice to Veterans Affairs or Other Government Employees

USAHS may, at times, offer discounted tuition, scholarships, or other benefits to eligible students or prospective students enrolling in USAHS. Pursuant to the standards of the Executive Branch, it is the student's responsibility to consult his or her employer prior to receiving such a discount, scholarship, or other benefit to confirm with the student's employer to ensure he or she is in compliance with any policies or procedures required by an employee in that position. Further, Veterans Affairs (VA) employees are prohibited from being involved in any recommendations, decisions, approvals, or disapprovals that could affect USAHS.

VA employees who administer VBA educational benefits are required to obtain a waiver from their employer in order to take classes from a For-Profit Educational Institution (FPEI), such as USAHS. For all other VA employees, a waiver is required if they own an interest in, receive a salary or wage from, or receive gifts from an FPEI. As such, students are advised to consult with their employer to obtain any required approvals prior to enrolling in the University or accepting any discounts, scholarships, or other benefits. Failure to receive the required governmental approvals prior to acceptance could result in corrective action by the student's employer and/or other penalties, and it could impact the student's ability to remain enrolled in the University. USAHS makes no representation or guarantees that a student's or prospective student's enrollment or acceptance of a discount, scholarship, or other benefit offered by the University is in compliance with standards of the Executive Branch.

Non-Degree-Seeking Students

USAHS offers a range of courses for individuals who wish to apply as a non-degree seeking (NDS) student.

Admissions

Students in NDS status must have a bachelor's degree and where indicated they may need to be a properly credentialed professional and meet the appropriate prerequisite requirements. When credentialing/licensure is required, it will be noted as a prerequisite requirement in the Catalog/Handbook.

Students in NDS status are required to submit an application to take courses at USAHS. The NDS application can be found on our website. International students in NDS status are subject to the same TOEFL requirements as degree-seeking students.

The ability to take courses as a student in NDS status does not indicate acceptance into the University. Furthermore, the successful completion of one or more courses does not indicate acceptance into the University or guarantee a more favorable review of an applicant seeking acceptance into a degree program. Students in NDS status who want to undertake a degree program are required to apply and be admitted to a specific degree program.

Registration

Students in NDS status cannot register for more than 15 credits per term.* Students in NDS status will register for classes on a space-available basis and regular degree-seeking students will receive registration priority. Students in NDS status are not permitted to enroll in courses that involve clinical or internship experiences.

Students in NDS status are given grades and may request academic records. Students in NDS status will be prohibited from enrolling in additional courses if they receive two unsuccessful grades. An unsuccessful grade is a D+, D, F, or W. Students are also subject to all policies governing student conduct as found in the Catalog/Handbook.

Credits earned by students in NDS status at USAHS may be transferred to a degree program at USAHS and are subject to the rules outlined by the University credit transfer requirements. Please note that no more than 25% of an academic degree may be transferred from courses completed as a student in NDS status.

**Students taking SLP leveling courses may take up to nine credits per term, although six is recommended. Foreign-trained PTs seeking licensure may take up to 21 credits per term.*

Financial Aid/Bursar

Students in NDS status are not eligible to receive Title IV federal financial aid and tuition must be paid prior to the course beginning. Students in NDS status may be eligible for private loans.

Licensure

The successful completion of courses taken by foreign and domestic trained therapists does not guarantee licensure in the United States. Individuals must meet the entry-level requirements of the respective state to be licensed in that state.

University Student Services

Access to the following student services is included as part of the per-credit tuition rate for students in NDS status.

- Academic Advising
- Writing Center
- Registrar
- Counseling
- Library
- New Student Orientation portal and materials
- Technology services and support

Orientation

All new entry-level students are required to attend an in-person orientation as well as complete an online orientation. Orientation activities include an introduction to the Student Services and Financial Aid departments, clinical education at USAHS, and online learning in the University's learning management system as well as a review of key policies in the Catalog/Handbook, including satisfactory academic progress, professional misconduct, and the student dress code.

Prior to beginning online courses, all new Post-Professional students receive a username, password, and directions for logging into the course platform. Students should sign in to the MyUSA portal, Post-Professional tab and view a short tutorial on navigating the Blackboard learning portal. This will provide the student with general information about online learning and assist in navigating the platform software used to complete online courses, and additional online support is available at iLEARN. The Academic Program Advisor sends additional information about the Graduate Learning Orientation and preparatory materials to students.

Records, Registration, and Degree Requirements

Records

The Registrar's Office is responsible for maintaining the official academic records for all students who enroll in academic degree programs. Student records and transcripts are maintained electronically and are kept indefinitely. Holds may be placed on students' records, transcripts (CA residents excluded), grades, or registration because of financial or other obligations to the University. The satisfaction of the hold is required before a release can be given.

Personal Information

Students must ensure all personal information is current and correct to enable USAHS to authenticate identity and provide authorized administrative and support services to students. Students can update their personal information, such as phone number, social security number, date of birth, personal email address, permanent address, local address, and emergency contact, through the MyUSA portal, My Info tab.

Address Changes

It is important to have a local address on file for all campus-based students in the event of emergency situations as well as for administrative purposes, such as validating enrollment at the campus where the student's program is offered and ensuring students are located in a state where USAHS is able to offer their respective program

Although a student's legal home or permanent address (mailing address) is provided on the Application for Admission and subsequently on the returned, completed Enrollment Agreement, students are required to update their local address before the first day of class each trimester.

Students whose legal home or permanent address (mailing address) is the same as their local address are also required to update their local address before the first day of class each semester.

Students who move for a clinical placement must update their local address in the MyUSA portal, My Info tab before the first day of the clinical rotation.

Students are advised to visit usa.edu to check their program-specific web page prior to relocation to another state to ensure they are aware of any limitations on the University's ability to operate and/or place students in clinical experiences in that state.

Alumni should email address changes to registrar@usa.edu.

Name Changes

Requests for a change in the name as it appears on the respective student's academic record must be made in writing and accompanied by a copy of one of the following: social security card, drivers' license, passport, military ID, divorce decree, or professional license bearing the student's new name. The name change form may be found on the MyUSA portal, Student Services tab, under Forms.

Health Records (OT, PT, SLP, and Nursing)

The University sets guidelines and monitors student medical data at matriculation and during the student's enrollment. Each student is required to provide a completed Student Medical Record Form to be kept on file by the Clinical Services department by the date provided each term. Detailed instructions regarding required medical records are sent to new students prior to registration. Failure to submit the Student Medical Record Form will prevent the student's participation in practicum, internships, fieldwork, and clinical experiences. Completion of these documents is required and is the responsibility of the student. The student is responsible for all associated costs.

Liability Release and Claim Waiver

Students are asked to sign a general Liability Waiver Form on behalf of the University prior to their participation in any athletic or extracurricular event while enrolled as a student. A copy of this form is located on the MyUSA portal, Students tab, Forms link. These forms are maintained in the University's files for record-keeping purposes.

Student Information and Records Notification of Rights Under FERPA

Student educational records at USAHS are governed by the Family Educational Rights and Privacy Act (FERPA).

FERPA affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include the following:

1. The right to inspect and review the student's education records within 45 days after the day USAHS receives a request for access. A student should submit to the Registrar, Dean, head of the academic department, or another appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants to be changed, and specify why it should be changed. If the school

decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the USAHS in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of USAHS who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for USAHS. Additionally, on occasion, USAHS may be asked to supply student PII data as part of general regulatory reporting requirements, including with respect to the student financial aid process and other legal requirements.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by USAHS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:
   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-8520

Release of Student Information

USAHS complies with the provisions of Public Law 93-380, the Family Educational Rights and Privacy Act (FERPA) of 1974, in reference to student records.

Students must consent to the release of any student information other than directory information to any person or agency. This consent must be in writing, signed, and dated. The consent must specify the information to be released, the reason for the release, and the names of the individual or agency to whom the information is to be released. The Registrar's Office is responsible for fulfilling requests for student information.

Registration

All students in an entry-level program (MOT, OTD, DPT, and MS-SLP) who are clear of registration holds on their account are block registered for regularly scheduled courses according to the program's plan of study by the Registrar's Office before each term. Any student not following the planned curriculum should work with his or her advisor and submit an advisor-approved alternative schedule to the Registrar's Office as early as possible for next term's registration. Delays in the submission of the alternate schedule may delay financial aid packaging. Additionally, holds preventing registration must be resolved before financial aid can be dispersed.

All post-professional and certificate students (MHA, MHS, MSN, DNP, EdD, tDPT, PPOTD, and Certificate programs) self-register for coursework online. Students must log into the MyUSA portal, Student Services tab, Registrar link, then Post-Professional Registration. From there, students are able to register for coursework with step-by-step instructions. If assistance is required regarding registration, consult the Program Coordinator.

To register for Continuing Education seminars for CEU credit, please go to the Continuing Education website. If assistance is needed please call 1-800-241-1027 x1400.

Course Schedules

It is the student's responsibility to review all information provided in each course syllabus. Students are advised to check the syllabus and confer with faculty for complete information on course schedules, assignment due dates, exam dates, withdrawal deadlines, and other information pertaining to the course. In an online accelerated course, students are expected to complete assignments at an accelerated pace and must complete the course within the time frame provided by the course instructor.

Grade Reports

Grade Posting

In compliance with the Family Educational Rights and Privacy Act (FERPA), grades are not publicly posted. Students have access to grades online as faculty members make them available.

All grades including course assignments, exams, and other assessments will appear in the online grade book located in the course platform. Many grades may be recorded automatically (such as completion of an online examination) and be visible before the instructor has an opportunity to review the assessment; therefore, such grades are subject to revision. Students

should consult with their instructor or review the course announcement page for information about any changes that may occur to a grade after posting.

At the time of course completion, the final course grade will be transferred to the University's record system and become a permanent part of the student's transcript. Grades cannot be given out via email or telephone.

Accessing Grades

At the MyUSA portal, My Info tab, students may access grades, print unofficial transcripts of grades, access/change personal student information, and keep track of all current course information. Students are responsible for monitoring their final grades through the MyUSA portal rather than through the online grade book in the course platform. Students are required to keep this information safe and secure and to keep personal information up to date.

Grade Changes

The course instructor or the Program Director may initiate grade changes within the first four weeks of the subsequent term. The instructor must first submit the grade change form to the Program Director for initial approval. The Registrar's Office posts approved grade changes to the student's official academic record.

A student has the right to appeal a final grade received for a course within the first week of the subsequent term. The request must be made in writing to the course instructor. If the course instructor approves a grade correction, a Grade Change Form must be completed by the instructor and submitted to the respective Program Director. Upon the Program Director's approval, the Registrar records the corrected grade in the student's academic record and a revised copy can be viewed by the student on the MyUSA portal, My Info tab.

Students may appeal the instructor's decision by following the process for minor academic appeal issues as outlined in the Academic Appeals Process.

Course Withdrawal

Students wishing to withdraw from a course must submit the Course Withdrawal Form to the Registrar's Office at registrar@usa.edu to obtain the required signatures. Course Withdrawal Forms are available in the MyUSA portal, Student Services tab, under Forms.

It is the student's responsibility to work with their advisors to verify the availability of a course in subsequent terms and to continue a path to completion. Because some courses are not offered every term, course withdrawal could significantly impact a student's time to completion and satisfactory academic progress. In certain programs, such as MS-SLP, every course is a required prerequisite before progressing in the program, and in some programs, such as MS-

SLP, certain Flex programs, and the Dallas DPT program, courses are offered only once per academic year and are subject to space availability.

Students should also contact the Financial Aid Office and refer to the Financial Aid Terms and Conditions, located at https://www.usa.edu/admissions-aid/financial-aid/, when withdrawing from a course to assess the impact to the student's financial aid.

DPT, MOT, OTD, MS-SLP

Students may drop a course within the first seven (7) days of each term under the Refund Policy. If a student drops a course via written request within the first seven days of the term (the add/drop period), the course is not subject to tuition or fees and does not appear on the student's transcript. All course withdrawals submitted after the end of the add/drop period (first seven days of the term) are subject to tuition and fees, as well as the corresponding refund policy, and appears on the transcript as a course withdrawal. All course withdrawals are included in the calculation of maximum course withdrawals allowed in a student's program. The deadline to withdraw from a course is three weeks before the last day of classes (not including finals). Please refer to the 2022-2023 Academic Calendar for the date of the withdrawal deadline in 15-week courses.

Students are allowed only one withdrawal in any course and only two withdrawals in total throughout the duration of the program. The Registrar's Office notifies students after two course withdrawals in a program. A third withdrawal results in dismissal from the program. Students may request a third withdrawal within a program if extenuating circumstances merit an exception, which must be approved by the Program Director prior to the student initiating the withdrawal.

Any appeals related to the course withdrawal process should be directed to the Dean/Associate Dean.

MHA, MHS, EdD, MSN, DNP, tDPT*, PPOTD, Post-Graduate Nursing Certificates

Students may drop a course within the first seven (7) days of each term under the Refund Policy. If a student drops a course via written request within the first seven days of the term (the add/drop period), the course is not subject to tuition or fees and does not appear on the student's transcript. All course withdrawals submitted after the end of the add/drop period (first seven days of the term) are subject to tuition and fees, as well as the corresponding refund policy, and does appear on the transcript as a course withdrawal. All course withdrawals are included in the calculation of maximum course withdrawals allowed in a student's program. After the add/drop period, the withdrawal period starts one week after classes begin and ends three

weeks before the last day of classes (not including finals). The date of the withdrawal deadline varies depending on the length of the course and is listed in the course syllabus.

Students are allowed only one withdrawal in any course and only three withdrawals in total throughout the duration of the program. After receiving the third W grade during the program, the student is referred to the AAC.

Iowa Residents

Students should refer to the Iowa Refund Policy for specific information regarding the add/drop period and refund policy for students residing and receiving instruction in Iowa.

*** This program is not currently enrolling new students.**

Leave of Absence Policy

USAHS expects its students to maintain continuous registration in an academic program. However, the University understands that situations may arise during a student's time at USAHS that may warrant a break in registration. To accommodate these situations, the University has developed the following Leave of Absence (LOA) policy. To be considered for a leave of absence, students must submit a signed, dated request for LOA that includes the reason for the LOA and the expected date of return as well as any required documentation; LOA forms are available at MyUSA, Forms. Except in verified cases of emergency, students who fail to submit the required documentation and be approved for an LOA are withdrawn two weeks after the University becomes aware that the student has stopped participating. Students on an LOA must return within 180 days and at the start of a subsequent trimester.

There are four types of LOA:

1. Short-Term Emergency (up to two weeks)
2. Long-Term (full or remainder of the trimester)
3. Military
- Administrative

Common reasons for a Short-Term Emergency or Long-Term LOAs include the following:

- medical emergency (student or immediate family member)
- bereavement (death of an immediate family member)
- financial hardship (job relocation, job termination, loss of housing)
- military short-term LOA (not to exceed two weeks)

Types of appropriate supporting documentation include the following:

- doctor's note
- hospital release form

- proof of job relocation
- proof of job termination
- eviction notice
- military orders
- obituary or death certificate

Immediate family member is defined as a spouse, parent, child, sibling, grandparent, grandchild; a spouse's parent, child, sibling, grandparent, grandchild; and a child's spouse. Appropriate documentation is defined as official documents supporting or describing the reason for the request and is subject to approval by the University.

Students returning from a medical emergency LOA due to injury or illness must also submit documentation from a medical professional indicating the student is able to return to school.

Short-Term Emergency LOA

Students may request a Short-Term Emergency LOA by contacting their advisor and/or program director. The LOA Form (MyUSA, Forms) should be completed and submitted to the Registrar's Office as soon as possible to properly account for the student's absence. If the request is not received within two weeks of the date the student stops attending, the student is withdrawn from the University.

Two weeks of emergency leave allows a student to resume their coursework with the support of the faculty and program director. If the leave is taken at the end of a trimester, arrangements acceptable to both parties must be made to complete final exams or remaining coursework prior to the beginning of the subsequent trimester. Students who are unable to complete the exams prior to the beginning of the next trimester are given grades of W and are required to repeat those courses in the next term before progressing in the program.

A Short-Term Emergency LOA request must be accompanied by appropriate documentation of the emergency. Students who do not submit the required documentation will be withdrawn from the program under the Withdrawal Policy .

Long-Term LOA

Students may request a Long-Term LOA (full trimester or the remainder of trimester not to exceed 180 days) by contacting their Advisor and/or Program Director. The LOA Form should be completed and submitted to the Registrar's Office as soon as possible to properly account for the student's absence. If the request is not received within two weeks of the date the student stops attending, the student is withdrawn from the program under the Withdrawal Policy .

A Long-Term LOA request must be accompanied by appropriate documentation of the need for the LOA and results in a grade of W for all currently enrolled courses. Grades of W that result from an approved LOA will not be calculated in the maximum number of course withdrawals.

Students who do not submit the required documentation receive are whithdrawn from the program under the Withdrawal Policy .

Students must return to classes at the beginning of a subsequent trimester and must submit a completed Return from LOA Form (MyUSA, Forms) to the Registrar's Office to activate the student account and register the student for classes. Students who fail to return the following trimester are withdrawn from the University.

Long-Term LOA is not to be used in lieu of the failure of coursework.

Military LOA

Current students called to active military service are required to follow the same procedures for requesting any other LOA. Acceptable supporting documentation for this type of request is military orders. Students who begin Military LOA during a trimester are refunded their tuition for that trimester. A Military LOA may be for the duration of military service and is not limited to the leave time frame set forth in the Short-Term, Long-Term, or Planned Educational LOA guidelines.

Administrative LOA

The University reserves the right to place students on Administrative LOA for reasons such as the inability of the University to secure a clinical site, noncompliance of University policy, or to maintain the health and/or safety of the University community. Students may not request Administrative LOA; it is used solely at the University's discretion. Students who have any hold that prevents registration (e.g., clinical education hold) and who have not cleared the hold prior to the end of the add/drop period cannot be placed on Administrative LOA and are withdrawn from the program under the Withdrawal Policy.

Students placed on Administrative LOA must return within 180 days and at the start of a subsequent trimester. Students who are unable to return within 180 days are subject to withdrawal from the program.

Issues to Consider Prior to Requesting an LOA

For loan purposes, an LOA is a temporary interruption in a student's program of study. LOA refers to the specific period during a program when a student is not in attendance. USAHS offers trimester-based programs. A Long-Term LOA taken mid-trimester is considered a withdrawal from the program for Title IV purposes and reported as such by the Registrar to the NSLDS Clearinghouse.

Return from LOA

Students must submit the Return from LOA form, which is available on the MyUSA portal, Student Services tab, under Forms. Students returning from a health-related LOA must also submit documentation from a medical professional indicating the student is able to return to school.

Failure to Return from LOA

One possible consequence of not returning from an LOA is that a student's grace period for a federal and private loan might be exhausted. When a student fails to return from an LOA or a student does not return to the school at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's enrollment status is considered withdrawal, and for loan deferment purposes, the withdrawal date is considered the date the student began the LOA.

Prior to requesting an LOA of any type, the University strongly encourages students who are currently receiving Title IV funding or who have received it in the past to contact the Office of Financial Aid to fully understand the impact of an LOA on their funding and/or repayment terms.

Scholarship Students

Depending on the specific scholarship guidelines, students on an LOA may have to forfeit their scholarship funds upon their return. Scholarships are not affected for students who are on a Short-Term Emergency LOA.

Students with Private Education Loans

Students with private education loans who request an LOA of any type must consider how it will impact their loan status. Specifically, students should consider how the LOA impacts the grace period for repayment of the loan. Prior to requesting an LOA of any type, the University recommends that students receiving private education loans contact their lender.

Students Receiving Title IV Funds

Students receiving Title IV Funds (Federal Student Loans) should be aware that an LOA from the University may impact their financial aid. A University-approved LOA may not qualify a student for a loan repayment deferral as it relates to federal financial aid. The student must consult with the Office of Financial Aid prior to submitting the LOA request form. Students receiving Title IV funds and considering a Planned Educational LOA or a Long-Term LOA lasting longer than 14 calendar days (two weeks) must be aware of the following:

- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period. The 12-month period begins on the first day of the initial LOA.
- Title IV students who are withdrawn from the University due to failure to return from an LOA may have affected their student loan repayment terms, including the expiration of the student's grace period.
- Students approved for an LOA are required to complete exit counseling prior to the beginning of the leave.

International Students

International students must meet with an advisor before submitting an LOA Request Form to ensure compliance with their visa status.

General Notice to Students Considering an LOA

- All students requesting an LOA are subject to space availability upon return. If a cohort has reached or exceeded its enrollment cap as set forth by accreditors or regulators, the student may be required to wait to return until space is available in the program. The University makes every effort to accommodate a student's return but cannot guarantee it.
- Students who fail to return from an LOA are withdrawn from the University. The student's withdrawal date is the date the student began the leave and stopped attending classes.
- Students who are withdrawn or dismissed for failure to return from an LOA may reapply to USAHS as a prospective student.
- A long-term LOA cannot exceed 180 days in any 12-month period (excluding Military LOA). The 12-month period begins on the first day of the initial LOA. Students requiring an additional break from coursework (within a 180 day period) may want to consider the program withdrawal and reinstatement process.
- The University reserves the right to decline or conditionally approve student's resumption of classes if he or she is unable to meet the essential functions with reasonable accommodations.
- Upon returning from an LOA, a student who has previously received reasonable accommodations must reapply to the Director of Disability Services to have accommodations reinstated.

Program Withdrawal

Students wishing to withdraw from a program should consult first with their faculty advisor. Students who decide to withdraw from a program must complete the Program Withdrawal Form located on MyUSA and submit it to the Registrar's Office. Depending on the date of the

withdrawal, the student may be responsible for all coursework, tuition, and fees for the current semester, if enrolled in courses (see Course Withdrawal and Refund Policy).

Upon submitting the Program Withdrawal Form to the Registrar's Office, the University takes the following action:

- Withdraw the student from all courses, the program, and the University.
    - *Current Courses:* Students who withdraw from a program prior to the course withdrawal deadline receive a W grade on their transcripts for all enrolled courses in that term. Students who withdraw from a program after the course withdrawal deadline receive the grade earned in each enrolled course at the time of withdrawal with all outstanding assignments calculated as zeros, which could result in failing grades (see Course Withdrawal and Refund Policy).
    - *Future Courses:* The student's registration for subsequent terms is canceled, if applicable.
- Process a refund, if applicable (see Refund Policy).

Students who formally withdraw from a program but who subsequently wish to be reinstated may be eligible under the Reinstatement policy. Students may request reinstatement from program withdrawal one time within their program. Reinstatement after program withdrawal does not extend the time to completion limit of any degree program.

Students who wish to change programs or campus locations rather than withdraw from the University entirely should refer to the Program/Specialty Change and Location Change policy.

Program/Specialty Change and Location Change

All program change requests are considered on an individual basis and are contingent on space availability.

Incoming Students–Program Change

Incoming (new) students who want to request a change of their admission to another degree program must make a request in writing (email is acceptable) to the Director of Admissions at least six weeks prior to the start of the trimester. To be considered, the student must have successfully completed all the required prerequisites for the program to which he or she is requesting to change. The Director of Admissions notifies the student via email of the outcome of the request. Note: The start and completion dates may be extended for students who change degree programs.

First Term and Beyond Students–Program Change

Program Change Request Forms (MyUSA, Forms) must be submitted to the Registrar's Office (registrar@usa.edu) by midterm of the trimester prior to the effective date of the program change. Program change requests not received by the midterm deadline are considered during the subsequent trimester. To be considered, the student must have successfully completed all the required prerequisites for the program to which he or she is requesting to change.

In order to be considered for a program change, a student must be in good academic standing at the time of the request; program change requests are not considered from students who are currently remediating or retaking coursework, who are under review for appeal or professional misconduct, or who are on academic probation. Program change requests from students who are on an approved leave of absence may be considered if all other criteria are met. Note: Program completion dates may be extended as a result of a program change. Students are required to sign and return a new Enrollment Agreement prior to beginning the new program.

MOT/OTD Students–Program Change

Students who enter USAHS in the MOT program and wish to transfer to the OTD program must consult with their advisor and their Program Director regarding the opportunities for this change at which time the following criteria are considered:

- Availability of a seat in the OTD program as determined by the program director.
- Students must have completed a statistics course as a prerequisite.
- Students must be in good academic standing.

Students who enter USAHS in the OTD program and wish to transfer to the MOT program must consult with their advisor and their Program Director regarding the opportunities for this change at which time the following criteria are considered.

- Availability of a seat in the MOT program as determined by the program director.
- Students must be in good academic standing.

If it is determined that there is availability in the requested program, a Program Change Form must be completed by the student and submitted to the registrar no later than midterm of Term 2 (Term 3 for Flex). The deadline for submitting the change is determined by the curriculum sequencing of each program when the courses begin to differ.

Requests for an exception to this policy can be made by appeal to the Associate Dean of Occupational Therapy.

Post-Professional Specialty Track Change

Post-Professional Specialty Track Change Forms (MyUSA, Forms) must be submitted to the Registrar's Office (registrar@usa.edu) by midterm of the trimester prior to the effective date of

the specialty track change. Specialty change requests not received by the midterm deadline may be considered during the subsequent trimester. To be considered, the student must have successfully completed all required prerequisites for the specialty to which he or she is requesting to change.

To be considered for a specialty change, a student must be in good academic standing at the time of the request. Specialty change requests are not considered from students who are currently remediating or retaking coursework, who are under review for appeal or professional misconduct, or who are on academic probation. Specialty change requests from students who are on an approved leave of absence are considered. Note: Program completion dates may be extended for students who change specialties. Students are required to sign and return a new Enrollment Agreement prior to beginning the new specialty.

Location Change

Students who wish to change to another campus location to complete their program must submit a Campus Location Change Request Form (MyUSA, Forms) to the Registrar's Office (registrar@usa.edu) by midterm of the trimester prior to the requested change. Such requests are considered on an individual basis and are contingent on space availability and the student must be in good academic standing. Campus location changes are not considered from students who are currently remediating or retaking coursework, who are under review for an appeal or professional misconduct, or who are on academic probation. The student is notified of the outcome of the location change request via email from the Registrar's Office. Note: Program completion dates may be extended for students who change campus locations. Students are required to sign and return a new Enrollment Agreement prior to beginning at the new location.

Campus Exchange Program (MOT, DPT)

Students who wish to study at a USAHS campus other than their home campus for one trimester may apply to do so provided their program is available at another campus and they meet qualifications described below.

A student who wishes to exchange must meet the following criteria:

- A student must be in good academic standing.
- A student must not have any misconduct issues in his or her record.
- A student must receive his or her Program Director's approval.
- A DPT student must be willing to exchange in Term 3, 4, or 6 (due to clinical experiences, scheduling, graduation, and other factors). Flex DPT students should consult with the Associate Program Director to discuss options.
- An MOT student must be willing to exchange in Term 3 or 4 (due to fieldwork experiences, scheduling, graduation, and other factors). Flex MOT students do not

currently have this opportunity unless they are requesting a transfer to a campus-based program.
- A student must be willing to guarantee his or her own travel and lodging arrangements. (Students may want to visit housing.usa.edu or contact their new campus' student association leaders to see which students may have room occupancies available due to internships or other factors.)

A student who believes he or she meets the criteria must complete the following process in order to become an exchange student:

1. Fill out the Campus Exchange Application found on the MyUSA portal, Student Services tab, Forms link.
2. Submit the completed application (and application fee) to the student's home campus Program Director no later than the end of the fourth week of the trimester preceding the trimester the student wishes to exchange.
3. Await Program Director's approval (students should note that although they meet the criteria, they may not be approved due to classroom seat availability or other factors).

For students who participate in an exchange, the following apply:

- If a student receives a grade while on the exchange that requires repeating a course, the student is expected to repeat the course at his or her home campus in the following trimester.
- A temporary advisor on the host campus is assigned to the exchanging student during the trimester in which the student is exchanging.
- Academic progression for the student occurs on the host campus on which the student exchanges for the trimester the student is on that campus.
- Professional misconduct issues are handled on the campus at which the incident took place.
- The appeal process is handled through the student's home campus appeals committee.
- Tuition remains at the home campus rate.

At this time the Campus Exchange Program is not available to OTD and MS-SLP students.

Reenrollment Timelines

A USAHS MOT, OTD, DPT or MS-SLP program graduate who decides to seek admission to another USAHS entry-level degree program must enroll within three years of his or her graduation date or he or she may be required to retake foundational (HSC) coursework and complete additional internship/fieldwork experiences. To be considered for admission to another entry-level degree program, a USAHS graduate must submit a completed Application for Admission; however, transcripts and GRE score reports do not need to be resubmitted with the new application.

Enrollment Certifications

National Student Clearinghouse is the University's authorized agent for providing enrollment verifications through its Student Self-Service program. Students can print enrollment verification certificates free of charge through the MyUSA portal, My Info tab, under My Verification, which provides a link to Clearinghouse Self-Service.

Transcripts

To ensure the confidentiality of student records, the University issues official transcripts of academic information only by written or electronic signature from the student or graduate using Parchment. The fee for electronic transcripts is $8.50. The fee for paper transcripts is $10.00. Transcripts, as well as grade reports, are not issued to any student with an outstanding obligation to the University (CA residents excluded).

For more information on ordering transcripts, please visit the MyUSA portal, My Info tab, My Transcripts link. Alumni may order transcripts by going to usa.edu/about/alumni/.

Transferability of Course Credit

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT THIS INSTITUTION: The transferability of credits students earn at USAHS is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree earned at USAHS is also at the complete discretion of the institution to which the student may seek to transfer. If the degree earned at this institution is not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of his or her coursework at that institution. For this reason, students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which a student may seek to transfer after attending USAHS to determine if the degree will transfer. The University actively pursues a policy of requesting other graduate programs to accept our credits for transfer. However, the University has not entered into an articulation or transfer agreement with any other college or university.

Washington State Residents

The transferability of credits earned at University of St. Augustine for Health Sciences is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at USAHS will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at USAHS to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation

does not guarantee credentials or credits earned at USAHS will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Degree Completion/Graduation

The following requirements must be met for a student to be eligible for graduation:

- Each student must satisfactorily complete all courses and be in academic good standing.
- All financial obligations to the University or its subsidiaries must be paid in full.
- The student must submit an application for graduation by the deadline for the term in which he or she wishes to graduate.
- The student must attend at least one approved professional conference (OT, PT, SLP).

Should a student be unable to successfully complete one of the final courses but has successfully met all other degree requirements, the student may be allowed to walk at commencement with the respective cohort class. The candidate must sign an acknowledgment regarding participation in the ceremony. The candidate is hooded during the ceremony but does not receive a diploma. If the coursework is completed within the first seven days of the subsequent term, the diploma and transcript notation reflects the cohort's conferral date. Should the coursework be completed after the first seven days of the subsequent term, the diploma is issued and the transcript notation is dated to reflect the subsequent conferral date upon degree completion.

All degree requirements must be completed before approval to graduate is given by the respective Program Director. Formal commencement ceremonies take place three times per year at the conclusion of each trimester on each campus.

Confirmation of a degree is posted to the official academic record on the last day of the term. Degrees are not conferred until all academic and financial obligations have been successfully met. The graduation fee is paid at the time the student submits the Application to Graduate Form.

Honors designation is given to students who have earned a cumulative GPA of 3.50–3.64. High Honors designation is given to students who have earned a cumulative GPA of 3.65–4.0. The cumulative GPA is calculated through the final trimester of coursework and is not rounded.

Note: Acceptance to the University and payment of tuition (on a trimester-by-trimester or course-by-course basis) is not a contract assuring that the student will graduate with a degree.

Awards

College of Rehabilitative Sciences

Outstanding OT, PT, SLP Student Awards

The MOT, OTD, DPT, and SLP programs recognize an outstanding student of the respective graduating class. This award is based on the criteria listed below and is given to the graduating student whose characteristics most support the OT, PT, or SLP program mission statement. The outstanding OT and SLP student awards are chosen by a combined vote of his or her fellow classmates and program faculty. The PT student award is chosen by a vote of the program faculty.

Outstanding Student Awards Criteria

Professionalism	Demonstrates the ability to act as a member of the healthcare team and to be involved in the advancement of occupational therapy, physical therapy, or speech-language pathology.
Clinical Reasoning	Applies logic and critical thinking skills for the improvement of a patient's welfare as well as to enhance the recipient's own career.
Ethical Standards	Demonstrates appropriate principles and values.
Commitment to Continued Professional Growth	Possesses a continuing desire to acquire knowledge and advance the occupational therapy, physical therapy, or speech-language pathology.
Responsibility	Is dependable and assumes responsibility for one's own actions.
Leadership	Is willing to be involved in student and/or professional activities.
Initiative	Is resourceful and self-directed.
Constructive Skills	Maintains a positive attitude and demonstrates creative qualities.

Stanley V. Paris and Catherine E. Patla Award

The Paris and Patla Award is presented to a DPT graduate in recognition of excellence in spinal and extremity manual therapy in professional physical therapy education.

Scholastic Achievement Award

The Scholastic Achievement Award is presented to the PT, OT, and SLP graduate who has achieved the highest cumulative GPA. Grades from both foundational science courses and professional courses are included in the cumulative grade point computation.

Post-Professional Awards

Excellence in Scholarship Award

The Excellence in Scholarship award is granted to a graduating student whose culminating project demonstrates excellence in the scholarly areas of discovery, integration, application, and teaching.

Excellence in Interprofessional Collaboration Award

The Excellence in Interprofessional Collaboration award is granted to a graduating student whose performance across the program, including in the classroom, the healthcare setting, and the professional community, demonstrates excellence in interprofessional collaboration.

Excellence in Dissertation Research Award

The Excellence in Dissertation Research Award is granted to a graduating student whose dissertation demonstrates excellence in one of the following areas of scholarship: discovery, integration, or application.

Other Awards

Patricia King Alumni Award for Professional Excellence

The Patricia King Alumni Award is presented to an alumnus of the University's Post-Professional programs in recognition of commitment to professional development and achievement in the advancement of clinical practice.

Recognition for the Residency in Orthopaedic Physical Therapy

The University's Residency in Orthopaedic Physical Therapy is credentialed by the American Physical Therapy Association. This postgraduate program includes a minimum of one year of clinical mentoring as well as didactic learning.

Recognition for the Fellowship in Manual Physical Therapy

The University's Fellowship in Manual Physical Therapy is credentialed by the American Physical Therapy Association and recognized by the American Academy of Manual Physical Therapists. This postgraduate program includes a minimum of one year of clinical mentoring as well as didactic learning.

Replacement Diploma

Replacement diplomas may be obtained by contacting the Registrar's Office at 800-241-1027 ext. 1600 or registrar@usa.edu. The fee is $25.00 plus $5.00 for shipping.

Licensure Forms

The Registrar's Office completes all forms required for state licensure for new graduates and alumni at no cost. Form requests may be emailed to registrar@usa.edu or mailed to USAHS Registrar, 1 University Blvd. St. Augustine, FL 32086 or 700 Windy Point Dr., San Marcos, CA 92069.

University Policies

Student Rights

All students enrolled at the University are accorded the basic rights as set forth by the Board of Directors. Student rights are as follows:

- The right of respect for personal feelings.
- The right to freedom from indignity of any type.
- The right to an educational experience free from discrimination.
- The right to expect an education of the highest quality.
- The right to make the best use of one's talents and time toward the objectives that brought him or her to the University.
- The right to inquire about and to recommend improvements in policies, regulations, and procedures affecting the welfare of students.
- The right for students and/or their representatives to meet with the appropriate Program Director, Chair, Dean, and the President.
- The right to freedom of expression and peaceful assembly as defined by the Constitution of the United States and the laws of the states of Florida, California, or Texas.
- The right to participate in dialog during public discussions that provide a diversity of opinion.
- The right to join organizations for educational, political, social, religious, and cultural purposes within the limits imposed by their responsibilities to each other and to the student life of the University.
- The right of due process.
- The right to freedom of the press and media (newspaper, radio, television, etc.) to publish and distribute materials will be granted when identified by authorship and sponsorship.

Student Responsibilities

The University expects its students to be responsible for helping to maintain a healthy academic climate where students can grow and develop as mature individuals with a commitment to lifelong learning. Student responsibilities include the following:

- The responsibility of assuming the consequences of one's own actions and of avoiding conduct detrimental to fellow students and University employees.
- The responsibility of taking the initiative to volunteer for service on committees.
- The responsibility for ensuring that the essential order of the University is maintained.
- The responsibility for academic work and clinical education requirements.

- The responsibility to be fully acquainted with and to adhere to the University's Catalog/Handbook and other published policies and procedures.
- The responsibility to treat others with dignity and respect and to support a learning environment free from discrimination.

Student Code of Conduct

Students are expected to conduct themselves in a professional manner, which upholds the integrity of their profession and the University.

Admittance to USAHS carries with it an obligation and responsibility to abide by federal, state, and local laws, respective county and city ordinances, as well as all University rules, regulations, and procedures. Admission to the University is a privilege, not a right, and is extended to those individuals who meet all admission criteria. All students, faculty, guests, patients, and staff of the University have a responsibility to report violations of the Student Code of Conduct to the appropriate officials. As a student, you will be asked to read and acknowledge this as part of the enrollment process.

The following behaviors are to be adhered to at all times while on University property or using University facilities or when associated with the University in any manner:

- The University is a tobacco and e-cigarette free, drug-free, and alcohol-free environment; therefore, no smoking or being under the influence of banned substances or intoxicants is permitted.
- The use of profane, vulgar, or discriminatory language is not acceptable.
- Weapons are not permitted per the Prohibited Weapons Policy.
- Violence, or the threat of violence in any form, is not tolerated.
- Sexual or other forms of harassment will not be tolerated.
- The Internet Acceptable Use Policy must be adhered to at all times.
- It is expected that students will:
    - conduct themselves with professionalism, courtesy, and respect for others in all dealings with institution staff, faculty, and other students both on and off campus;
    - present qualifications and background truthfully and accurately for admission and other academic-related documentation to the institution;
    - observe the institutional policies and rules on submitting work, taking examinations, participating in online discussions, and conducting research;
    - never turn in or present another person's work or ideas or scholarship as one's own;
    - never ask for, receive, or give unauthorized help on graded assignments, quizzes, or examinations;
    - never divulge the content of or answers to quizzes or examinations to fellow students;

  - never improperly use, destroy, forge, or alter the institution's documents, transcripts, or other records; and
  - never divulge one's online username and password.

The following interpersonal behaviors are expected at all times:

Of paramount concern is that students and graduates of the University display and present a positive and respectful attitude to their patients/clients, colleagues, supervisors, faculty, staff, community, and to the University. This attitude is a key ingredient to the successful completion of studies at the University and to excel as healthcare professionals. Students will endeavor at all times to

- utilize titles and surnames when addressing authorized University personnel;
- respect the worth and individuality of every person (e.g., listen/pay attention while others are speaking and promote constructive feedback);
- refrain from disruptive and/or discriminatory behavior;
- refrain from proselytization (proselytization is defined as aggressively and/or harassingly trying to convert, recruit, or induce someone to join one's own political cause or to espouse one's own doctrine); and
- respect confidentiality.

Always report any violations of the Code of Conduct to the appropriate institutional official, and report any evidence of cheating, plagiarism, or improper conduct on the part of any student of the institution when there is direct knowledge of these activities. Failure to observe the Student Code of Conduct is professionally unacceptable and could negatively impact academic progression.

Classroom and Laboratory Conduct and Standards

Students are expected to arrive at lectures and lab sessions on time with the appropriate clothing and equipment, behave in a respectful manner, and adhere to all policies within this document and the course syllabus. The following behaviors are also expected in all lectures and lab sessions:

- No food or drinks (except in spill-proof containers) are permitted in the lecture or lab areas. Gum chewing is allowed only during written examinations. No bubbles may be blown.
- Students are expected to assist the instructors in the organization of equipment before and after the lab activity.
- Students will operate lab equipment in a safe and respectful manner.
- Shoes may not be worn while on the lab tables or mats.

Flex courses may include labs for learning hands-on skills. Lab sessions are typically scheduled for Saturday and Sunday; however, some PT coursework requires weekday attendance.

Students are notified of the lab schedule for the next trimester approximately two months before the start of the trimester.

Professional Dress and Appearance Code

USAHS students are highly visible to the public and should be sensitive to this fact. The following guidelines will be interpreted and enforced in a manner determined by the faculty and administration to be in the best interest of both the University and the health sciences professions. Further, the University is free to change these guidelines without prior notice to students, although every effort will be made to provide such notice.

It is intended that daily appearance on campus be analogous to the daily appearance of a health professional in the future and as an ambassador for the University and profession. A high level of professionalism comes naturally when practiced at a high level daily.

Students must abide by the following policies regarding professional dress and appearance while on the University campus. The University's campus consists of the entire physical plant, which includes the student parking lot, faculty and staff parking lots, all classrooms, laboratories, lounges, hallways, lobbies, and libraries. The University is a seven-day-a-week campus and a professional environment. This dress code is in effect during scheduled classroom and lab hours.

- *University ID:* The University ID must be properly exposed above the waist on the front collar or on a lanyard at all times.
- *Grooming:* Students will portray the well-groomed appearance of a responsible health professional. Hair will be clean, neat, of natural color, and will not be excessively long. Nails must be groomed to ¼-inch or less. Students must be cleanly shaven or well-groomed; beards or mustaches are acceptable. No heavy makeup, perfume, cologne, or aftershave.
- *Accessories, jewelry, body piercings, and tattoos:* All accessories and jewelry shall be free of writing, pictures, symbols, or any other insignia that are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Any accessory or jewelry that creates a safety or health concern or causes or threatens to cause a disruption to the educational process is prohibited. Body piercing jewelry other than lobe earrings is prohibited on campus. A maximum of two earrings per lobe is permitted. Dark glasses, sunglasses, hats, caps, visors, and other head coverings except those worn for religious or cultural purposes shall not be worn indoors. No tattoos may be visible.
- *Swimsuits:* Recreational and instructional swimsuit attire must not be disruptive or distracting. Option 1: one-piece swimsuits. Option 2: mid-thigh swimsuits/shorts. All swimsuits must remain nontransparent when wet and must fully cover the chest and buttocks. A person wearing inappropriate swimsuit attire will be required to wear shorts and a shirt.

All students must maintain high standards as individuals in order to uphold the reputation of the University and professions. Being neatly dressed, well-groomed, and avoiding faddish modes of dress is required. It is University policy that students maintain University dress code while on the University's campus or while participating in any coursework outside the University's campus. The following outlines the required Professional Dress and Appearance Code for scheduled events.

Lecture Attire

- *Acceptable Attire*
    - *Example 1*: Only collared shirts (e.g., button-down oxford or polo shirt) are permitted. Shirts must be of a length that can be tucked into and remain in the pants. Dress or walking shorts (i.e, just above the knee) or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Dress sandals (e.g., Teva or Birkenstocks), clean tennis or running shoes, or any other closed-toed shoe.
    - *Example 2:* Shirts with sleeves; however, a professional-looking, sleeveless blouse is acceptable. Shirts must be of a length that can be tucked into and remain in the pants. Dress or walking shorts (i.e., just above the knee) or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Skirts and dresses may not be unreasonably short for a practicing health professional. Dress sandals, clean tennis or running shoes, or any other closed-toed shoe with socks/stockings are acceptable.
- *Unacceptable Attire*
    - Shirts without collars (except blouses), T-shirts, tank tops, low-cut shirts, yoga, hip-hugger pants, grunge-look pants, bib overalls, and beach-casual or flip-flop sandals are not acceptable.
    - Underwear is not permitted to show outside or through the clothing. No exposure of midriffs, cleavage, or gluteal fold is permitted.

Guest Lecture Attire

On occasion, students are required to wear business attire on days when guest lecturers and/or others are visiting the University. Students may also be required to wear business attire when giving formal presentations or case presentations as a part of their coursework. Appropriate business attire includes a business suit including jacket, dress shirt, and a tie, or a blazer; dress pants with a dress shirt and tie; or a business suit (skirt or pants) including a jacket and blouse. Skirts may not be unreasonably short for a professional healthcare environment (i.e., skirt hems should be no higher than three inches from the top of the patella). Shoes are to be closed-toe and closed heel. Course instructors reserve the right to modify or further specify the required dress for guest lectures or presentations. Refer to individual course syllabi for further requirements.

Laboratory Attire

Certain labs require laboratory dress and some require special dress for physical assessment or manual techniques inducing perspiration or for the handling of special materials. Unless otherwise noted in the class syllabus, students may arrive on campus in laboratory attire if lab is their first scheduled class of the day. However, students must change from laboratory attire into lecture attire for the remainder of their scheduled classes. Students without lab as their first scheduled class must arrive on campus in lecture attire and change into laboratory attire immediately prior to a lab session.

Specifications for alternate lab attire as defined in the course syllabi are as follows:

- Solid color gym shorts that allow for modesty and free movement and a plain, solid-colored T-shirt are acceptable. T-shirts should be devoid of any print or pictures with the exception of the official USAHS logo, which is permissible. T-shirts must be clean, properly sized, and be of a length that can be tucked into and remain in the pants. When T-shirts are approved for university-sponsored activities, students will be notified if they are also approved as lab wear.
- Athletic shoes with socks are required.
- Nails must be groomed to ¼-inch or less; no artificial nails.
- Scrubs that include short- or long-sleeve tops and matching bottoms (pants or knee-length skirt) or a dress are acceptable for certain labs (e.g., Anatomy dissection and Neuroscience) as defined by class syllabi.
- For many labs a sports bra, halter-top, or bathing suit top that exposes the scapulae and can be unfastened at the back is needed.
- Jean shorts, cargo-style, cutoffs, or bright neon shorts are not acceptable. Underwear is not permitted to show outside or through the clothing. No excessive exposure of midriffs, cleavage, or gluteal fold is permitted.

Students requiring medical or cultural allowances for certain policies, including for the Professional Dress and Appearance Code, must receive an approved accommodation as outlined in the Accessibility and Accommodations policy.

Clinical Affiliation Attire

Please refer to the Clinical Education Handbook.

Miami and Dallas Campuses Dress Code

- *Acceptable Attire*
  - Solid color polo-type shirts are permitted. Shirts must be tucked into and remain in the pants/shorts. A belt must be worn. Dress or walking shorts (chino-style and above the knee) or casual dress pants are required. Acceptable color for pants and shorts is brown, black and shades of brown and black.
  - Clean tennis or running shoes or any other closed-toed shoe is acceptable. Socks are required and must be solid-colored and ankle length.
- *Unacceptable Attire*
  - Shirts without collars (except blouses), T-shirts, tank tops, low-cut shirts, yoga, hip-hugger pants, grunge-look pants, bib overalls, and beach-casual or flip-flop sandals are not acceptable.
  - Underwear is not permitted to show outside or through the clothing. No exposure of midriffs, cleavage, or gluteal fold is permitted.

Guest Lecture Attire

On occasion, students are required to wear business attire on days when guest lecturers and/or others are visiting the University. Students may also be required to wear business attire when giving formal presentations or case presentations as a part of their coursework. Appropriate business attire includes a business suit with jacket, dress shirt, and a tie, or a blazer; dress pants with a dress shirt and tie; or a business suit (skirt or pants) with a jacket and blouse. Skirts may not be unreasonably short for a professional healthcare environment (i.e., skirt hems should be no higher than three inches from the top of the patella). Shoes are to be closed-toe and closed heel. Course instructors reserve the right to modify or further specify the required dress for guest lectures or presentations. Refer to individual course syllabi for further requirements.

Laboratory Attire

Certain labs require laboratory dress. These are scrubs. Scrubs for labs must be a solid color with matching tops and bottoms (i.e., rehab professional). Scrub dresses and skirts (below the knee) are permitted.

Alternate Lab Attire

Some labs require special dress for physical assessment or manual techniques inducing perspiration or for the handling of special materials. Students are required to change to and from lecture and laboratory attire immediately preceding and after laboratory class.

Specifications for alternate lab attire as defined in the course syllabi are as follows:

- Above the knee gym shorts (2–6 inches above the knee) must be a solid color that allows for modesty and free movement and a plain, solid-color T-shirt are acceptable. T-shirts should be devoid of any print or pictures with the exception of the official USAHS logo, which is permissible. T-shirts must be clean, properly sized, and of a length that can be tucked into and remain in the pants.
- When T-shirts are approved for University-sponsored activities, students will be notified if they are also approved as lab wear. Athletic shoes with ankle socks are required. Nails must be groomed to ¼-inch or less with neutral polish only (no artificial nails).
- Shoes must be clean tennis or running shoes; socks are required and must be solid-colored and ankle length.
- Jewelry must be removed.
- For many exercises and manual therapy labs, women will be required to wear a sports bra, halter-top, or a bathing suit top that exposes the scapulae and may be unfastened at the back. Please note an appropriate T-shirt or polo shirt must be worn over this until asked to remove it.
- Jean shorts, cutoffs, or bright neon shorts are not acceptable. Underwear is not permitted to show outside or through the clothing. No exposure of midriffs, cleavage, or gluteal fold is permitted.

Students requiring medical or cultural allowances for certain policies, including for the Professional Dress and Appearance Code, must receive an approved accommodation as outlined in the Accessibility and Accommodations policy.

Accessibility & Accommodations

USAHS is committed to and embraces diversity in all forms. The Office of Student Welfare and Accessibility can help if a student requires an accommodation during his or her coursework or clinical site because of a disability, religion, pregnancy, or breastfeeding status. Students seeking an accommodation should follow the steps outlined below and submit such request as soon as reasonably practicable.

Disability Accommodations

In accordance with the American with Disabilities Act (ADA), USAHS is dedicated to providing reasonable accommodations to any student with a disability. The University has developed a list of essential functions that a student should possess in order to successfully complete some programs. This list is provided to prospective students as part of the application packet and to newly admitted students as part of the acceptance process. Each student must endorse that he or she has reviewed and understands the list of essential functions.

To request a reasonable accommodation, a student must complete the appropriate Reasonable Accommodation Request Form available through the MyUSA portal, Student Services tab,

Accommodations link. Students should submit the completed form and appropriate documentation to accommodations@usa.edu as early as possible. A delay in submitting the request may result in not having approved accommodations for their assignments or other academic requirements. The Office of Student Welfare and Accessibility will review the request and inform the student in writing of the decision. The student will be notified of the accommodations being provided and will be responsible for notifying his or her instructor(s) of the approved accommodations. Students enrolled in a program that has a clinical component (i.e., MS-SLP, MOT, OTD, and DPT programs) should be aware that the clinical environment may have different requirements than the academic environment. As such, students wishing to request accommodations for the clinical portion of the program must submit an additional accommodation request and follow the process outlined above.

Faculty are to adhere to the approved accommodations and are encouraged to seek clarification from the Office of Student Welfare and Accessibility should there be a question or concern about providing the accommodations. Should a student request something different than the approved accommodations, he or she should contact Student Welfare and Accessibility via accommodations@usa.edu. Faculty members, Advisors and/or Program Directors are unable to alter the approved accommodations.

Religious Accommodations

USAHS is committed to providing an academic and work environment that is respectful of the religious beliefs of its students. As part of this commitment, USAHS will make good faith efforts to provide reasonable religious accommodations to students whose sincerely held religious beliefs conflict with a University policy, procedure, or other academic requirements unless such an accommodation would create an undue hardship. To request an accommodation, a student must complete the Religious Accommodation Request Form available through the MyUSA portal, Student Services tab, Accommodations link.

Pregnancy and Postpartum Accommodations

USAHS is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request reasonable accommodations because of pregnancy, childbirth, or related conditions. Reasonable accommodations vary based on the student's circumstances, but may include academic accommodations, leave of absence or flexibility (such as breaks during class, excused absences, rescheduling of tests, and alternatives to make up missed work).

In addition, USAHS supports students who choose to continue breastfeeding their children after they return to campus. USAHS shall provide clean, private rooms that are easily accessible to nursing students. All designated lactation spaces shall be equipped with a table, chair, electrical

outlet, window coverings (as needed), and lock from inside. Students planning to breastfeed should do so around their scheduled class times to the extent possible.

Students who wish to discuss or request accommodations based on pregnancy, childbirth, or related conditions should complete a Pregnancy Accommodation Request Form available through MyUSA portal, Student Services tab, Accommodations link.

Pets and Service Animals

USAHS prohibits bringing a pet (a domestic animal kept for pleasure or companionship) to campus or having a pet in USAHS controlled buildings and premises, with the exception of service animals providing ADA reasonable accommodations for a person with disabilities. As established by the ADA, service animals may not be excluded from University facilities or activities except as provided below. Students requiring a service animal may experience limitations in the number of clinical sites available to them and their desired geographic location.

Definition of Service Animal

The ADA defines a service animal as follows:

". . . any . . . animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."

Under the ADA, service animals are limited to dogs and other animals that are approved and recognized that meet specific federal and/or state criteria. A service animal must be specifically trained to perform a service function to work on campus for the benefit of an individual with a disability. If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or a training program. Companion or therapy animals are not considered service animals and are not allowed unless otherwise required by law.

Service animals whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded regardless of training or certification. Students who utilize a service animal should notify Student Welfare and Accessibility to facilitate proper notice to university officials on a need-to-know basis.

Responsibility of Service Animal Owner/Partner

The service animal's owner/partner is at all times solely responsible for the cost of care, arrangements, any responsibilities connected to the well-being of a service animal, and any property damage caused by the service animal. Students with off-campus internships, clinical

labs, service-learning opportunities, or other University-related activities must abide by the service animal policy at the off-campus entity.

Requirements of service animals and their owners/partners on campus include the following:

- Animals must meet all public place requirements as mandated by state or local ordinances.
- All animals need to be immunized against rabies and other diseases common to that type of animal.
- All vaccinations must be current.
- Animals must wear a rabies vaccination tag.
- All animals must be licensed per state law.
- Service animals must wear an owner identification tag which always includes the name and phone number of the owner.
- The owner/partner must follow local ordinances in cleaning up after the animal defecates; individuals with disabilities who physically cannot clean up after their own service animal are not required to pick up and dispose of feces.
- Animals must be in good health.
- Animals must be on a leash, harness, or another type of restraint always unless the owner/partner is unable to retain an animal on leash due to a disability.
- The owner/partner must always be in full control of the animal; the care and supervision of the animal is solely the responsibility of the owner/partner.
- The removal of service animals may be requested in certain situations, including if a service animal:
    - is unruly or disruptive (e.g., barking, running around, bringing attention to itself),
    - threatens the health or safety of another individual,
    - displays signs of illness, or
    - is unclean, malodorous, and/or bedraggled.

If improper behavior happens repeatedly or if owners/partners are noncompliant with requirements, they may be told not to bring the service animal into any facility until they take significant steps to mitigate violations. The University is not liable if the service animal causes harm to the University or an individual.

Areas Off-Limits to Service Animals

To ensure safety there may be areas on the campus that are off-limits to service animals. The natural organisms carried by dogs and other animals may negatively affect the outcome of the research. At the same time, the chemicals and/or organisms used in the research may be harmful to service animals. Areas such as research laboratories, mechanical rooms, custodial closets, and areas that require protective clothing may be restricted. Final decisions regarding restricted areas will be made based on the nature of research or machinery and in the best interest of the animal. Exceptions to determinations may be made by a Dean or the

Dean's designee. The natural organisms carried by dogs and other animals may negatively affect the outcome of the research. At the same time, the chemicals and/or organisms used in the research may be harmful to service animals.

Anti-Retaliation

USAHS prohibits retaliation against students for requesting an accommodation or otherwise engaging in protected conduct under these policies. If a student feels he or she has been discriminated or retaliated against, the student should follow the complaints process outlined in this publication.

Behavioral Intervention Team

The Behavioral Intervention Team (BIT) is a multidisciplinary team including representatives from Student Welfare, Safety and Security, and the Legal department who meet regularly to discuss and respond to reported concerns, as well as potential threats. In addition, representatives from academic leadership, Student Success, Human Resources, and/or Campus Directors may also be involved as ad-hoc members depending on the individuals involved in the concerns. The BIT may seek assistance and input from other campus community members or third parties to provide additional information, expertise, or resources in case reviews, as required.

The team receives, assesses, and responds to information about concerning or irregular behavior and/or perceived threats to the safety and security of the campus community. The team's goal is to identify concerns in their early phases and to work collaboratively with all parties before problems escalate.

The BIT has a designated team leader. As information is gathered in the inquiry process, it is brought back to the team for discussion, evaluation, and response. The BIT documents all reports, actions, referrals, and conclusions.

These behaviors may result in legal, law enforcement, medical, and/or mental health interventions.

Resolution of Concerning or Threatening Behaviors

When the BIT receives a Referral of Concerning or Threatening Behavior Form, the BIT meets to:

1. Conduct Threat Assessment and Interim Measures. Interim Measures may include interim suspension (student) or administrative leave (employee).

2. Conduct Investigation and Outreach, which may include consultation from medical providers or other third parties.
3. Determine the best course of action, which may include a referral to a third-party counseling service such as ComPsych, a formal remediation plan, a referral to the PMC, a recommendation for suspension or dismissal to the President and Chief Academic Officer (student).
4. When appropriate, follow up with the referral source to provide information on planned outreach and/or resolution.

Students

In such situations where a student is suspended or dismissed, they may appeal their suspension or dismissal to the Chief Academic Officer (CAO). Appeal requests must be made in writing by emailing the Office of Student Affairs at usastudentaffairs@usa.edu within five business days of the date of receipt of the suspension/dismissal letter. The appeal letter should be addressed to the CAO and should include all relevant information and documentation.

Compliance with University Regulations

USAHS seeks resolution of all issues through the process of reason and expects all members of the University community to be governed by this principle. However, should a student, faculty member, staff member, visitor, invited guest, or other licensee, acting individually or collectively, while on University property engage in violence, destruction of property, or any act that disrupts or interferes with the functioning of the University or disturbs the academic processes of the classroom and ignore or refuse to comply with official directives to desist, the University shall eject said violator from the campus or other University property. In addition, the University may seek to impose such penalties as provided by law. Where circumstances require, USAHS may employ injunctive procedures or call on the civil authority to maintain order. University students, faculty, or staff engaged in such acts are subject to immediate suspension and a subsequent hearing, which may lead to expulsion or dismissal.

Diversity Policy

Diversity at the University of St. Augustine for Health Sciences (USAHS) is defined in three ways:

1. Representation of the student, faculty, and staff across all campuses
2. Allowing for diverse thought, leadership styles, and work environments
3. Encouraging diverse ways to teach, to promote student cultural awareness, and to engage in scholarly pursuits

*Representation of the student, faculty, and staff across all campuse*s: The University aims to support diversity by recruiting and retaining students and employees at all levels by

- recognizing that continued success in meeting the needs of our students requires the full and active participation of talented and committed employees who represent a variety of religions, disabilities, ages, ethnicities, races, sexual orientations, and genders; diversity of employees also includes personal and work history, education, functional ability, personality, lifestyle, socioeconomic status, geographic origin, longevity with the organization, degree-program matriculation, and level of employment within the organization;
- supporting admission to students regardless of sex, gender, gender identity, gender expression, race, ethnic origin, age, disability, marital status, veteran status, religious creed, or sexual orientation; and
- offering educational support to all students, including providing reasonable accommodations.

Diverse thought, leadership styles, and work environment: The University believes that diversity encompasses the way we work, the work environment, and respect for people and ideas. It also encompasses varying management styles and ways of thinking, leadership abilities, skill levels, experiences, viewpoints, expression of thoughts, and differing ways of delivering services, provided there is consistency in the values we share. By fostering an atmosphere of equity and support, we value and appreciate the strengths afforded by the differences, styles, ideas, and organizational contributions of each person. For it is through diversity that our institutional core values and mission can best be met.

Encouraging diverse ways to teach, to promote student cultural awareness, and to engage in scholarly pursuits: The University supports faculty who offer diverse clinical expertise and approaches to patient management as a way to promote health science professional curricula that allows graduates to work with a diverse client population. Efforts are made to support cultural competence throughout the curricula and meet expected student learning outcomes in this area. Faculty are encouraged to promote diverse scholarly endeavors that involve various clinical, patient management, health promotion, and education research topics, with careful attention to the safety, confidentiality, and privacy of all research subjects.

Diversity is inclusion. It stresses equal opportunity, recognizes and respects the multitude of differences that employees and students bring to our workplace and classrooms, and acknowledges the changing face of the community we serve. The affirmation of diversity and full cooperation by all managers, supervisors, employees, and students is expected.

Nondiscrimination and Anti-Harassment Policy

It is the policy of USAHS that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination, including race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition (e.g.,

cancer or genetic characteristics), marital status, sex, age, sexual orientation, gender identity, gender expression, or veteran status, as prohibited by state and federal statutes. This policy applies to students, faculty, employees, and applicants for admission or employment.

For sexual discrimination concerns, refer to the Title IX and Sexual Misconduct Grievance Reporting Policy & Procedures below.

For disability discrimination concerns, refer to the Complaints Policy.

To report harassment or discrimination concerns about another student, please see the PMC Policy.

To report concerns regarding University employees, policies, and events, please see the Complaints Policy.

Title IX Policy and Procedures

The United States Department of Education (DOE) mandates that institutions comply with specific requirements under Title IX of the Educational Amendments of 1972. Title IX is a federal civil rights law that prohibits discrimination on the basis of sex. The University of St. Augustine for Health Sciences ("USAHS" or "the University") is committed to providing a safe educational and working environment for its students, faculty, staff, and other members of the university community.

USAHS believes that all members of the University community should be free from all acts of sexual harassment. USAHS does not discriminate on the basis of sex in the education programs or activities that it operates and is required by Title IX not to discriminate in such a manner. Further, the requirement not to discriminate extends to admission and employment. USAHS is also committed to creating an accessible and inclusive environment as it relates to pregnancy and related conditions and ensures compliance with Title IX. Student Welfare and Accessibility and/or Human Resources engages in an interactive process with individuals requesting an accommodation and reviews each request on a case-by-case basis.

All members of the University community and all visitors, regardless of sex, gender, sexual orientation, gender identity, or gender expression are advised that any sexual harassment by any student, employee, or third party is prohibited. Any attempt to commit sexual harassment, or to assist or willfully encourage any such act, is a violation of this Policy. Sexual harassment is contrary to the basic values of USAHS, which include promoting a sense of community, fostering learning, instilling integrity, and achieving excellence. USAHS is committed to providing for the prompt and equitable resolution of all complaints of sexual harassment.

This Policy applies to all complaints of sexual harassment in USAHS' education programs and activities. It prohibits conduct that: occurs on campus or other University property; occurs in connection with University educational programs or activities, which includes locations, events,

or circumstances over which USAHS exercises substantial control. This Policy prohibits sexual harassment by all third parties (including but not limited to visitors, guests, volunteers, and contractors) on USAHS campuses and during university programs and activities. It also applies to applicants for admission to, or employment with, USAHS. This policy does not apply to sex discrimination that occurs against a person outside of the United States. Inquiries about the application of Title IX to USAHS may be referred to USAHS' Title IX Coordinator, to the Assistant Secretary of the Department of Education, or both. Further, if the alleged harassment/violation does not meet the requirements to be considered a Title IX offense, it may still be an incident requiring investigation under the Student Code of Conduct, Title VII, and/or other disciplinary/investigatory proceedings.

Violations of this policy may result in disciplinary action up to and including removal from the University for students and termination of employment for faculty and staff.

1. Definitions

Complainant: A complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Consent: Consent is defined at USAHS as a clear, unambiguous, and conscious agreement expressed in mutually understandable words or actions to voluntarily engage in specific sexual or intimate activity or conduct. Conduct will be considered "without consent" if no clear affirmative consent, verbal or otherwise, is given. It is the responsibility of each person involved in the sexual activity to ensure that he or she as the affirmative consent of the other or others to engage in the sexual activity. Affirmative Consent is not present (1) if obtained through the use of force, threat, coercion, or intimidation; or (2) when an individual is incapacitated, such as by consumption of drugs or alcohol or being unconscious or asleep; or (3) if given by someone who is not able to effectively communicate or to understand the nature of the conduct being engaged in. Silence or an absence of resistance on the part of the individual does not imply or constitute consent. Past consent does not imply future consent. Consent can be withdrawn at any time. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. The intoxication or recklessness of a respondent is not an excuse for him or her not receiving affirmative consent from the complainant before engaging in a specific sexual activity.

Formal Complaint: Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the University investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the University with which the formal complaint is filed. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the University) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX

Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party.

Retaliation: Retaliation means intimidating, threatening, coercing, or in any way discriminating against an individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. The University must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination. USAHS will take immediate and appropriate steps to investigate or otherwise determine if retaliation due to the reporting of sexual harassment or discrimination occurs.

Respondent: Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Discrimination: Sexual discrimination for the purpose of this Policy is defined as including, but not limited to, treating individuals differently because of their gender or sexual orientation, in connection with the terms and conditions of employment or educational opportunities. Discrimination does not occur, however, when an individual is treated differently than another individual for legitimate reasons.

Sexual Harassment: Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
3. Sexual assault, defined as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Sex offenses include any sexual act directed against another

person, without the consent of the victim, including instances where the victim is incapable of giving consent:

a. **Rape (except Statutory Rape):** The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
b. *Sodomy:* Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
c. **Sexual Assault with an Object:** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
d. **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent.
e. *Fondling:* The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
f. **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

4. Dating violence, defined as violence committed by a person:
    a. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    b. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        i. The length of the relationship.
        ii. The type of the relationship.
        iii. The frequency of interaction between the persons involved in the relationship;
5. Domestic violence, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. Stalking, defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to—
    a. fear for his or her safety or the safety of others; or
    b. suffer substantial emotional distress.

2. Reporting Violations of This Policy

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator below. Additionally, reports can be made to the local Campus Director, and/or Human Resources personnel, who will then work with the Title IX Coordinator to begin the grievance process. The Title IX coordinator, or his or her designee, may conduct the investigation. The Title IX Coordinator or his or her designee will not be responsible for conducting the investigation if he or she has any bias or conflict of interest related to the report or parties involved.

Title IX Coordinator for All USAHS Campuses:
Dawn Werling
Vice President, Student Administration
5401 La Crosse Ave.
Austin, Texas 78739
Phone: 760-410-5407
Email: dwerling@usa.edu

Deputy Title IX Coordinator for All USAHS Campuses:
Candice Vasquez
Director, Student Welfare
5401 La Crosse Ave.
Austin, Texas 78739
Phone: 737-202-3335
Email: cvasquez@usa.edu

Any questions or complaints regarding Title IX may be referred to USAHS's Title IX Coordinator and Title IX Deputy Coordinators and/or to the Department of Education's Office of Civil Rights – Regional Division Offices listed below. Additionally, inquiries about the application of Title IX may be referred to the Assistant Secretary for Postsecondary Education at 400 Maryland Avenue, S.W., Washington, D.C. 20202, 202-453-6914.

Filing a Criminal Complaint: Any person has the right to file both a criminal complaint and a Title IX complaint simultaneously.

To file a criminal complaint please contact the local police department for your campus listed below.

USAHS Florida Campuses

U.S. Department of Education - Regional Office IV

61 Forsyth St. SW, Suite 19T40
Atlanta, GA 30303
Phone: 404-974-9450
Email: OCR@ed.gov

Local Police, St. Augustine Campus
St. Augustine Police Department
151 King St.
St Augustine, FL 32084
Phone: 904-825-1074

Local Police, Miami Campus
Coral Gables Police Department
2151 Salzedo St.
Coral Gables, FL 33134
Phone: 305-442-1600

USAHS California Campus

U.S. Department of Education - Regional Office IX
50 Beale Street, Room 9700
San Francisco, CA 94105
Phone: 415-486-5700
Email: OCR@ed.gov

Local Police
San Diego County Sheriff's San Marcos Station
182 Santar Place
San Marcos, CA 92069
Phone: 760-510-5200

USAHS Texas Campuses

U.S. Department of Education - Regional Office VI
1999 Bryan Street, Suite 1620
Dallas, Texas 75201
Phone: 404-974-9450
Email: OCR@ed.gov

Local Police, Austin
Austin Police Department
404 Ralph Ablanedo Dr.
Austin, TX 78748
Telephone: 512-974-5037

Local Police, Irving
Irving Police Department
305 N. O'Connor Road
Irving, TX 75061
Telephone: 972-273-1010

In addition, any Campus Director and/or Human Resources personnel who has actual knowledge of an incident of sexual harassment must report it to the Title IX coordinator. USAHS

takes all reports of sexual harassment seriously and, upon receiving notice of any alleged violation of this Policy, shall take immediate steps to conduct a thorough, prompt, and appropriate investigation of the complaint. The University reserves the right to remove the respondent from the University if there is an immediate threat to the health and safety of the campus community. Non-student employee respondents may also be placed on administrative leave during the pendency of the grievance process and investigation.

A complainant who contacts the Title IX Coordinator with an allegation of sexual harassment will be notified of his or her right to confidentiality in regard to public recordkeeping, including Clery Act reporting and disclosures, any accommodations provided, protective measures provided and/or supportive measures provided, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide the accommodations, protective, or supportive measures. If the complainant wishes to move forward with the process and files a formal complaint, he or she will be asked a series of questions to provide information. If the complainant prefers, he or she may complete the information from the form and submit it to the Title IX Coordinator. The *Sexual Harassment Formal Complaint* is available from the Title IX Coordinator or by downloading the form from the USAHS Safety and Security web page. However, an investigation cannot occur without the filing of a formal complaint, which will require disclosure and notice. The only exception to this would be if the Title IX Coordinator determines that a complaint and investigation must go forward and decides to file, regardless of the wishes of the complainant. Given the sensitive nature of reports of sexual violence, the University shall ensure that the information is maintained in a secure manner.

Determination of Supportive or Protective Measures

Upon notification of an incident of sexual harassment USAHS shall take steps to ensure equal access to its education programs and activities for both the complainant and respondent, as necessary, including providing supportive or protective measures before the final outcome of an investigation. The University may offer supportive measures to the complainant or respondent before or after filing of a formal complaint or where no formal complaint has been filed. These measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The University must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the supportive measures. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Pursuant to the Clery Act, if a complainant alleging an act of rape, fondling, incest, statutory rape, domestic violence, dating violence, or stalking requests protective measures and they are reasonably available, regardless of whether the complainant chooses to report the crime to local law enforcement, USAHS is obligated to comply with a request for a living and/or academic situation change following an alleged sex offense. Factors that might be considered include the specific need expressed by the complainant; the age of the students involved; the severity of pervasiveness of the allegations; any continuing effects on the complainant; whether the complainant and alleged perpetrator share the same eating areas, class, transportation or job location; and whether other judicial measures have been taken to protect the complainant (e.g., civil protection orders). These measures are designed to protect the Complainant and provide the Complainant with options to avoid contact with the alleged perpetrator. These measures may include a change in academic activities, living, transportation, dining, and working situation as appropriate.

After the initial report of alleged sexual harassment, possible immediate interim suspension can be invoked on the accused ("Respondent") if there is a reasonable cause to believe the Respondent's behavior is of such a nature as to pose a threat of harm or injury to the Complainant or any other member of the campus community. The Title IX Coordinator shall work with the Complainant to determine what, if any, protective measures shall be implemented.

3. Grievance Process

Formal Complaint

Upon receipt of a formal complaint, notice will be provided regarding the grievance process, including any informal resolution process, to the parties who are known. The notice shall provide sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The notice will also include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. USAHS will treat complainants and respondents equitably, providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a grievance process that complies with Title IX requirements before the imposition of any disciplinary sanctions or other actions that are not supportive measures.

The parties will be informed that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The parties will also be informed of Code of Conduct policies and the consequences for knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator may choose to consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular "party," "complainant," or "respondent" include the plural, as applicable.

Investigation

Notice will be provided simultaneously to the complainant and the respondent in writing that a complaint has been received by USAHS and will be investigated under this Policy. The parties will be provided notice of the allegations, including sufficient details known at the time such as: the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice will inform the parties of any provision in the University's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. If, during the course of the investigation, additional allegations surface then the parties will be provided with a supplemental notice of these allegations should they be investigated.

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the University and not on the parties, provided that the University cannot access, consider, disclose or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychology, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the University obtains that party's voluntary, written consent to do so for a grievance process under Title IX.

USAHS shall determine, given the circumstances surrounding the complaint, the proper party to conduct the investigation. The proper party may or may not be the Title IX Coordinator and shall be the person best able to conduct an impartial and fair review of the complaint. The investigation will normally include interviewing the complainant(s), respondent(s), witnesses, and other relevant parties and will include a review of any relevant documents and other information. It may include reviewing law enforcement investigation documents (if applicable) and reviewing student and personnel files. Both the complainant and the respondent may provide the investigator(s) with the names of witnesses, documents, and other information. The investigator(s) will exercise his/her discretion in deciding which individuals identified as witnesses during the investigation should be interviewed and which documents or other information should be reviewed. The interviews, meetings, and other proceedings are not

recorded by USAHS and may not be recorded by others. The complainant and the respondent are afforded equal procedural rights during the investigation. The complainant and respondent will be able to present evidence and witnesses, including experts.

Written notice shall be provided to both parties and any individual whose participations is expected. Such notice will include the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

The complainant and respondent will have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Each party may consult with an advisor of their choice during the investigation; however, they are limited to providing support to the party and are not to serve as a representative for the party during the investigative process. Prior to completion of the investigative report, the University will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least **10 days** to submit a written response, which the investigator will consider prior to completion of the investigative report. The University must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

The complainant's prior sexual relationships or conduct are neither relevant nor admissible during the investigation and will not be considered, other than the prior sexual relationship or conduct with the respondent if the respondent alleges consent. The fact that a complainant may currently have or had in the past a dating or sexual relationship with the respondent that was consensual is not sufficient by itself to constitute consent and does not preclude a determination that sexual harassment occurred.

At any time prior to or during an investigation, the respondent may accept responsibility for some or all of the alleged violations. The matter will then proceed to the sanctioning phase and any appeal of the sanctioning decision.

The investigator(s) will prepare a report summarizing the interviews conducted and the evidence reviewed. The investigative report must fairly summarize relevant evidence, and, at least **10 days** prior to a hearing (if a hearing is required) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

If, after investigation, it is found that the conduct alleged in the formal complaint would not constitute sexual harassment as defined under Title IX even if proved, did not occur in the University's education program or activity, or did not occur against a person in the United

States, then the University will dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. This does not preclude action under another provision of University policy, including, but not limited to, the USAHS Code of Conduct, Title VII, and/or other disciplinary/investigatory proceedings.

The University will also dismiss a complaint if: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by USAHS; or specific circumstances prevent USAHS from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Written notice will be provided to the parties regarding the dismissal.

Informal Resolution

If the complainant and respondent agree, certain cases may be resolved informally, including through mediation in appropriate cases, following the filing of a formal complaint. If the parties agree to an informal resolution process, the University must provide to the parties a written notice which:

1. Discloses the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared
2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. Cases involving allegations of sexual assault may not be suitable for mediation. The Title IX Coordinator may also determine that informal resolution is not appropriate based on the facts and circumstances of the particular case. All informal resolutions will be conducted or overseen by the Title IX Coordinator or designee. Under no circumstances will a complainant be required to resolve a matter directly with the respondent.

If both parties are satisfied with a proposed informal resolution, and the Title IX Coordinator considers the resolution to satisfy USAHS's obligations to provide a safe and non-discriminatory environment, the resolution will be implemented, and the informal resolution process will be concluded. If informal resolution does not resolve the matter, the grievance process will resume. At any point in the process, either the complainant or the respondent may elect to end the informal process in favor of proceeding with the formal grievance process. Further, no statements made during the course of informal resolution can be used or disclosed during the formal grievance process, should it proceed.

Hearing

Unless all parties agree to an informal resolution, the University will conduct a live hearing as part of its investigation. The investigator(s) will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination. Credibility determinations will not be based upon a person's status as a complainant, respondent, or witness. The University will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally, notwithstanding the discretion of the University under Title IX to otherwise restrict the extent to which advisors may participate in the proceedings. At the request of either party, the University must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions. Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an advisor present at the live hearing, the University must provide, without fee or charge to that party, an advisor of the University's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. A decision-maker may rely on any statement of a party or witness, regardless of whether the party/witness submits to cross-examination, in reaching a determination regarding responsibility. Live hearings may be conducted with all parties physically present in the same geographic location or, at the University's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. The University must create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

4. Determination Regarding Responsibility

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this

determination, the University must apply the preponderance of evidence standard. The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the University's Code of Conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the University imposes on the respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the complainant; and
6. The University's procedures and permissible bases for the complainant and respondent to appeal.

If the decision-maker(s) determines that a violation of University Policy has or may have occurred, he/she will determine an appropriate resolution, including remedial and/or disciplinary action, up to and including termination of the employee, expulsion or suspension of a student, or other reasonable disciplinary sanctions.

The decision-maker(s) shall provide both parties with written notice of its findings and the reasons for such findings simultaneously. The decision-maker(s) shall use the preponderance of evidence standard in making his or her findings. If a violation of this Policy is found, the notice shall provide the sanctions to the respondent and to the complainant, as appropriate under Title IX. The notice shall set forth either party's right to appeal, the identity of the Appeal Officer, and the process and time limit for such an appeal. The determination regarding responsibility becomes final either on the date that the University provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

In addition to discipline against the respondent, resolutions may include remedies for the complainant, which may include steps such as reassignment of a course section or residency, counseling services, medical services, academic support services, or changes to the school's overall services or policies, including altering withdrawal penalties within courses. Any remedies offered would be separate from, and in addition to, any protective or supportive measure that may have been provided prior to the conclusion of any investigation. Resolutions may also include remedies for the broader University population, such as training or changes to policies or services.

5. Student Amnesty Policy and Bystander Intervention

USAHS encourages the reporting of sexual harassment. Sometimes, students may be reluctant to come forward and report an incident of sexual harassment, or serve as a witness, because they are concerned that they may be charged with violating other campus polices, such as USAHS's alcohol or drug policy. In order to encourage reporting of sexual harassment, students who report an incident of sexual harassment, or who serve as witnesses to an incident of sexual harassment, will not face disciplinary sanctions for violations of the student conduct code at or near the time of the incident as long as any such violations did not place the health or safety of any other person at risk, or involve plagiarism, cheating, or academic dishonesty.

6. Appeals

Both parties have the right to appeal a determination regarding responsibility or the University's dismissal of a formal complaint, or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. Evidence didn't support sanction(s) imposed;
3. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The University will:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in Title IX;
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

The University may offer an appeal equally to both parties on additional bases. Appeals for sexual harassment complaints involving non-student employee respondents will be governed by the procedures in University personnel policies or Faculty Handbook, as well as Title IX, as applicable. If any right of appeal is granted through those policies, both the complainant and the respondent shall have equal rights of appeal.

Any appeal must be filed in writing within five (5) days from the receipt of the notice of resolution. The University will determine the appropriate individual in university leadership to hear any appeal ("Appeal Officer"), depending on the circumstances of the case, including the identity of the respondent. There is a presumption that the decision, and any sanction or discipline, was made properly, and the Appeal Officer may not substitute his or her judgment for that of the decision-maker.

The Appeal Officer shall give both parties timely notice of the receipt of an appeal. Both parties shall be provided the opportunity to make a written submission to the Appeal Officer. The Appeal Officer shall be limited to the record, including any information that was part of the investigation or the resolution hearing. The Appeal Officer shall not conduct another hearing but may conduct interviews with the complainant, respondent, or witnesses in his or her discretion. The party appealing shall have the burden of proof in any appeal. The Appeal Officer shall use the preponderance of evidence standard in the determination of any appeal.

The Appeal Officer shall give written notice to both parties of the outcome of the appeal and the reasons for his or her decision. The decision of the Appeal Officer is final.7.

7. Additional Information

Time Frames for Process: While each situation is different and there can be no way to determine how long an investigation will take, the Title IX Coordinator shall use her best efforts to reach resolution within a reasonable timeframe not to exceed 60 days, exclusive of any appeals, from the time the complaint is reported to notice of resolution, unless good cause is shown for an extension. The complainant and respondent will be provided with written notice if there is good cause to extend resolution time frame and the reasons for the extension. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities;

Sources of Counseling, Advocacy, and Support: Victims of Sexual Harassment can receive assistance immediately by calling the local police department (911, if an emergency) and local counseling resources listed by campus below. In partnership with ComPsych (a Student Assistance Program provider), USAHS offers free counseling services and online resources whenever and wherever needed. Students (and members of the student's household) may call 844-819-4777 (toll free) and be connected to free and confidential highly trained master's or doctoral level clinicians via phone. Students and household members also have unlimited access to https://www.guidanceresources.com/groWeb/login/login.xhtml. Students will need to use "USAHS" as the Web ID to create a free account. USAHS employees may contact the Employee Assistance Program (EAP) by contacting 1-844-819-4777 or online at www.guidanceresources.com (Organization Web ID: USAEAP). EAP is a free, "Confidential Resource" at USAHS, which means that all conversations will remain confidential and will not initiate any type of investigation into the incident. Sexual assault reports must be made by contacting the University's Title IX Coordinator or Deputy Coordinators, who are the appropriate

University Officials for receiving reports of sexual assault. USAHS students can contact the following off-campus resources for counseling services: The National Domestic Violence Hotline, 1-800-799-SAFE (7233), or 1-800-787-3224 (TTY). For students at the **USAHS Florida Campuses:** The Betty Griffin Center 24-hour crisis hotlines, Telephone: (904) 824-1555. For students at the **USAHS California Campus:** North County Family Violence Center Prevention Services, 330 Rancheros Dr. San Marcos, CA, Telephone: (760) 798-2835. For students at the **USAHS Austin, Texas Campus:** Victim Services Resources: 24-hour crisis hotlines, Telephone: (512) 974-5037. For students at the **USAHS Dallas, Texas Campus:** Dallas Area Rape Crisis Center (DARC-C), Telephone: (972) 641-7273.

Complaints Policy

USAHS is committed to providing a learning and working environment in which complaints are addressed fairly and resolved promptly. All complaints are taken seriously. The procedure for handling complaints from current students encourages informal conciliation, facilitates early resolution, and maintains individual privacy and confidentiality.

Students are encouraged to address concerns or complaints promptly, generally within five business days of the date of the incident or occurrence that has given rise to the concern or complaint. USAHS endeavors to resolve all concerns and complaints; however, delayed reports of a concern or complaint may make the matter harder to investigate and resolve.

Students may utilize the complaint policy below to address concerns that occur within the University including but not limited to the following:

- seeking clarifications in policies, regulations, and procedures;
- reporting an incident(s) of discrimination or bias; and
- notifying the University of technology or facility concerns.

Please note: Complaints regarding the sexual misconduct policy should be referred to the Title IX Coordinator. Complaints related to academic dismissals, professional misconduct, or another policy with an established review or appeal process should follow those procedures as outlined in this publication.

Open Door

Students are encouraged to use the Open Door policy and address issues directly with faculty and staff, before filing a formal complaint. Open communication between students, faculty, and staff is strongly encouraged, and students are free to speak directly with all members of the USAHS community regarding any complaints or concerns that they have. Additionally, the Office of Student Welfare and Accessibility is available to discuss and assist with any concerns or complaints.

Conflict Resolution Assistance

Students may seek conflict resolution assistance from the Office of Student Welfare and Accessibility. Assistance may be a simple clarification of a University policy or information regarding options for resolving the conflict. The Office of Student Welfare and Accessibility may assist by arranging a face-to-face meeting with the other individual involved in the conflict, if possible and appropriate under the circumstances. In all cases, USAHS will try to secure a mutually agreeable solution to any situation.

Formal Complaint Process

While students are encouraged to use the Open Door policy described above, students may also use USAHS' Formal Complaint Process, described in this section, to resolve a complaint.

Step 1: The Formal Complaint Process requires students to complete the Student Complaint Form located at MyUSA, Student Services, Complaints Policy, which the student submits to the Office of Student Welfare and Accessibility. The Office of Student Welfare and Accessibility will direct the complaint to the responsible party to investigate and attempt to resolve the complaint. A written summary of any resolution reached will be provided to the student by the Office of Student Welfare and Accessibility, generally within 10 business days after receipt of the written complaint.
Step 2: Students may appeal a Step 1 decision, in writing, to the Grievance Committee by completing the Grievance Form located at MyUSA, Student Services, Complaints Policy within five business days after the Step 1 response was issued to the student. The Grievance Committee will investigate the complaint and give the student an opportunity to discuss the complaint. The Office of Student Welfare and Accessibility will seek to provide the student with a written response from the Grievance Committee within 60 business days.
Step 3: The student may request a reconsideration of the Grievance Committee's decision, in writing, to usastudentaffairs@usa.edu within five business days after the Step 2 response was issued to him or her. Requests for reconsideration will be forwarded to the President or their designee. For purposes of a request for reconsideration, the President or designee will review the existing record from the previous investigations. The Office of Student Welfare and Accessibility will provide the student with a written response to the request for reconsideration at the conclusion of the process.

Confidentiality

All information submitted as part of a student complaint will be treated as confidential and will be available only to the appropriate/involved parties. The student should also respect the need for confidentiality throughout the complaint process. A student who submits a complaint should be aware that complete confidentiality cannot always be guaranteed if effective action is to be

taken. USAHS accepts and endeavors to resolve anonymous complaints; however, anonymous complaints may make the matter harder to investigate and resolve.

No Retaliation

No adverse action will be taken against a student as the result of the submission of a complaint through the USAHS complaint procedure. This protection against retaliation shall apply even if the findings of an investigation do not support the nature of the report, so long as the report was filed in good faith; however, students who knowingly file misleading or false reports or without a reasonable belief as to truth or accuracy, will not be protected by this policy.

Unresolved Complaints

If a complaint cannot be resolved after following the procedures above, the following agencies can be contacted directly. This information is posted and kept current on the University website.

- WASC Senior College and University Commission (WSCUC)
    - Complaints may be filed with the University's institutional accrediting body by reviewing WSCUC's policy on Complaints and Third-Party Comments found at https://www.wscuc.org for information regarding specific procedures for filing a complaint against the University.
- Commission on Accreditation in Physical Therapy Education (CAPTE)
    - To submit a complaint against the Doctor of Physical Therapy program, contact the APTA Accreditation Department at 703-706-3245 or at accreditation@apta.org to obtain the necessary materials for complaint submission. For more information on this process please visit Complaints | Commission on Accreditation in Physical Therapy Education (capteonline.org).
- American Occupational Therapy Association (AOTA)
    - Complaints about the Occupational Therapy program that cannot be resolved after following the University's procedures must be submitted electronically to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an e-mail addressed to accred@aota.org and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation." This form can be accessed at https://acoteonline.org/wp-content/uploads/2020/04/V.B.1.-Complaint-Form-Program.doc.
    - For more information on this process, please visit Policies & Procedures – ACOTE (acoteonline.org) and review V.B. Procedure for Complaints.
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
    - In addition to opportunities for providing public comment regarding a program's accreditation status, the CAA has separate procedures for filing a formal complaint about a CAA-accredited program or one seeking a CAA accreditation

status. Individuals who wish to file a formal complaint should contact the Accreditation Office to obtain a copy of the complaint procedures, or refer to the Procedures for Complaints Against Graduate Education Programs on the CAA website.

- Commission on Collegiate Nursing Education
  - Complaints may be directed to the CCNE Complaints Administrator and sent to the CCNE office at 655 K Street NW, Suite 750, Washington, DC 20001
- Accreditation Review Commission on Education for the Physician Assistant
  - Complaints shall be signed and submitted in writing to complaints@arc-pa.org. For more information on this process please visit Policy-for-inclusion-in-letters-2021-.pdf (arc-pa.org).
- U.S. Department of Education
  - Complaints about discrimination based on race, color, national origin, sex, age, or disability are handled by the Office for Civil Rights.
    - For more information on this process please visit https://www2.ed.gov/about/offices/list/ocr/complaintintro.html.
- In California
  - A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form at http://www.bppe.ca.gov/enforcement/complaint.shtml.
- In Florida
  - For information on the Commission for Independent Education's complaint process go to https://www.fldoe.org/policy/cie/student-concerns.stml or contact the Commission for Independent Education, Florida Department of Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, (toll-free number) 888-224-6684.
- In Texas
  - For more information on making a complaint to the Texas Higher Education Coordinating Board go to https://www.highered.texas.gov/links/student-complaints/. Title 19 of the Texas Administrative Code, Sections 1.110−1.120 governs the rules for student complaints: https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=164570&p_tloc=&p_ploc=1&pg=7&p_tac=&ti=19&pt=1&ch=1&rl=116.

Additional States

- In Connecticut contact the Connecticut Office of Higher Education, 450 Columbus Boulevard, Suite 510, Hartford, CT 06103-1841; 860-947-1800; http://www.ctohe.org/StudentComplaints.shtml.
- In District of Columbia contact the District of Columbia Higher Education Licensure Commission,1050 First St., NE, Fifth Floor, Washington, DC 20002; 202-727-6436; https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints.

- In Georgia contact the Georgia Nonpublic Postsecondary Education Commission at 2082 East Exchange Place, Suite 220, Tucker, GA 30084, 770-414-3300. The complaint process is located at https://gnpec.georgia.gov/student-resources/complaints-against-institution.
- In Iowa contact the Iowa College Student Aid Commission, 475 SW Fifth Street, Suite D, Des Moines, IA, 50309; 877-272-4456. Student Dispute Resolution Form: https://www.iowacollegeaid.gov/StudentComplaintForm.
- In Kansas contact the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; 785-430-4240; https://link.edgepilot.com/s/90eddfbd/_y_ajJ-J7ECtWvKLZb4jqQ?u=http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process.
- In Maryland contact the Maryland Attorney General, Consumer Protection Division, 200 St. Paul Place., Baltimore, MD 21202; 410-528-8662/888-743-0823 (toll-free); or the Maryland Higher Education Commission.
- In Michigan contact the Michigan Department of Licensing and Regulatory Affairs, P.O. Box 30018, Lansing, MI 48909; 517-241-7000; https://www.michigan.gov/leo/bureaus-agencies/wd/pss.
- In New Mexico contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; https://hed.state.nm.us/students-parents/student-complaints.
- Students in Oregon: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the HECC Complaints web page for information at https://www.oregon.gov/highered/about/Pages/complaints.aspx.
- The Tennessee Higher Education Commission requires that all students know of their rights in a grievance situation, including contacting the Tennessee Higher Education Commission, Nashville, TN 37243-0830; 615-741-5293 if grievances are not resolved at the institutional level.
- In Utah contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, PO Box 146704, Salt Lake City, UT 84114-6704; https://dcp.utah.gov/complaints.html?f=c. Students can file a complaint at any time with the Utah Division of Consumer Protection.
- In Wisconsin contact the Department of Safety and Professional Services – Educational Approval Program, P.O. Box 8366, 4822 Madison Yards Way, Madison, WI 53705; www.dsps.wi.gov; dspseap@wisconsin.gov; 608-266-1996.

USAHS has taken the necessary steps to apply and/or receive authorization to deliver education, to market, and to affiliate with clinical education sites in most states.

Appeal Process

Students have the right to appeal to the appropriate University committee and should refer to the Professional Misconduct and Academic Appeals Process policies for information on appeal processes.

Professional Misconduct

The following sections describe USAHS' Professional Misconduct (PMC) Policy.

Reporting a Professional Misconduct Violation

A student, faculty member, or any other member of the community may submit a report related to a student's professional misconduct. Reports for student misconduct should be submitted to pmc@usa.edu. The Office of Student Welfare and Accessibility reviews the referral and determines the appropriate level of response. If a PMC hearing is deemed appropriate, the referralwill be routed to the Chair of the Professional Misconduct Committee, copying the appropriate Program Director. The Professional Misconduct Committee (PMC), which consists of faculty and staff selected from across the USAHS campuses, is vested with the authority to adjudicate all matters of student misconduct as outlined in this procedure.

All reports should be submitted as soon as possible after the offending event occurs, generally within five business days of the incident or occurrence that has given rise to the report. USAHS endeavors to review and investigate all professional misconduct reports; however, delayed reports may make the matter harder to investigate and result in delays to the timeline specified in this policy.

Misconduct Behaviors

Students who are found in violation of University policies, including but not limited to the Code of Conduct and Academic Integrity policies may be subject to disciplinary action. Although not inclusive, the following list of misconduct behaviors provides examples of acts that may be subject to disciplinary action, up to and including dismissal.

Academic Dishonesty Behaviors may include but are not limited to:

- Repeated Level One, such as lazy plagiarism or failure to cite.
- Level Two, such as receiving assistance and failing to acknowledge or submitting the same work to satisfy the requirement of more than one course.
- Level Three academic dishonesty, such as cheating, plagiarism, falsification of records, unauthorized possession of examinations or parts of examinations, intimidation, and any

other actions that may affect the evaluation of a student's academic performance or achievement.

Note: Refer to the Academic Integrity Policy for a definition of Level One, Level Two, and Level Three Academic Dishonesty violations.

Additional misconduct behaviors are outlined in the Student Code of Conduct, and may include but are not limited to:

- Disruption of teaching, research, administration, and disciplinary proceedings or other institutional activities.
- Physical and/or mental abuse of any person or any form of harassment as defined under the Nondiscrimination and Anti-Harassment Policy.
- Failure to follow directives of authorized University personnel acting in the performance of their duties.
- Destruction, misuse, damage, or defacement of any property of others or University property or property leased or controlled by the University whether intentional or by negligence.
- Violence, hazing, or the threat of violence, including possession or use of firearms, fireworks, explosives, incendiary devices, or other weapons of any description, including knives, air rifles, and pistols, on the University campus.
- Unauthorized participation in, agitation of, or instigation of any activity that interferes with ingress or egress from University facilities and/or that interrupts any activities of the University community in its normal functioning.
- The use, possession, sale, or distribution of nonprescription and prescription-controlled substances.
- Permitting or engaging in unauthorized possession, duplication, or use of keys, passwords, or access cards to any University premises, hardware, software, or services.
- Any action without authorization from the University that modifies, destroys, discloses, or takes data, programs, or supporting documents residing in or relating in any way to a University computer, computer system, or computer network, or causes the denial of computer system service to an authorized user of such a system.
- Repetitive violation of any University policy.
- Commission of an act that would constitute a crime under federal, state, or local law.
- Unprofessional behavior during any clinical education experience or any off-campus activity when representing the University.
- Forgery or falsification of any document.
- Providing false or misleading information
- Violation of University policy.
- Failure to complete or comply with PMC sanctions or an established Student Success Plan.

Faculty Role in Professional Misconduct Violations

Faculty may address instances of academic dishonesty as outlined in the Academic Integrity Policy. Additionally, faculty may also make a PMC referral for additional, repeated, or egregious incidences of academic or professional misconduct. Prior to making a referral, faculty may consult a co-chair of the PMC and/or or the Director of Student Welfare regarding misconduct concerns to determine appropriate course of action.

Student Success Plan

In lieu of a referral to the PMC, at the Program Director's discretion, an incident of professional misconduct may result in the development of a Student Success Plan. Failure to follow through on a Student Success Plan by the date(s) specified, whether by refusal, neglect, or any other reason, may result in a conduct hold being placed on a student's account or referral to the PMC. The Program Director or designee will track the completion of all requirements in cooperation with relevant parties and departments. Repeated or egregious incidences of professional misconduct should be reported to pmc@usa.edu.

Interim Measures

The PMC Administrator (or designee) may place students on an interim suspension and/or place a registration hold on the student's account in order to protect the health and safety of students or the community, preserve University property, pursue an investigation and/or hearing, protect academic integrity, or prevent disruption of or interference with the normal operations of the University. In addition, if a PMC hearing cannot be scheduled due to the academic calendar, the student may be placed on an administrative LOA.

PMC Process

Notice of Hearing

If the misconduct warrants a hearing, the Office of Student Welfare and Accessibility will notify the student in writing of the allegations against him or her and the date and time of the PMC hearing. The Office of Student Welfare and Accessibility makes every attempt to schedule the PMC hearing and notify the student within five business days of receipt of the referral. The hearing provides the student with an opportunity to respond and present his or her version of events, facts, and evidence in his or her defense.

PMC Hearing Procedure

1. The committee co-chair will introduce each member of the committee to the student, providing the name, title, and campus of each member.
2. The committee co-chair will review the general procedures for the meeting and answer any questions the student may have.
3. The committee will direct questions to the student regarding the report of misconduct
4. The student will provide truthful and full responses to the committee's questions.
5. The committee members may take written notes throughout the meeting.
6. The student may present evidence that was not submitted with the PMC referral to the committee. Determinations as to the relevance of the evidence are at the discretion of the committee.

Confidentiality

The PMC hearing is a closed, confidential process. However, a student may bring a single advisor with him or her to the PMC hearing after completing a FERPA release form and notifying the committee three business days prior to the hearing. The notification must include the name of the advisor and his or her relationship to the student. The advisor is to be present for support purposes only and is not presenting on behalf of the student. The student will be the only person speaking to the committee on behalf of the student. An advisor who causes disruption to the process will be asked to leave the proceedings. Further, the student is not to bring outside witnesses to the meeting. Statements from outside witnesses can be submitted for the committee's consideration as part of the review process.

Notice of Outcome

After reviewing all evidence and information regarding the allegation, the Professional Misconduct Committee will use the preponderance of evidence standards to determine responsibility and appropriate sanctions.

If the Professional Misconduct Committee finds that the facts do not support the allegation(s), the student will be found not responsible and notified of the outcome.

If the Professional Misconduct Committee finds the facts support the allegation(s) against the student, the student shall be found responsible, and the Professional Misconduct Committee will assign sanctions.

The PMC co-chair will notify the student, using the student's University-issued email address, of the Committee's decision through a formal decision letter. Additionally, the student's Program Director and any parties involved in the completion and review of sanctions will also receive a copy of the decision letter. Decisions are not final until this letter is sent to the student. The PMC

will seek to issue its decision within three business days after the hearing but may require additional time to render the decision.

Sanctions

Sanctions are determined based on the severity of the violation, past conduct history, and any aggravating or mitigating factors. One or more of the following sanctions may be imposed on any student for any single violation of University policy and/or rules. Sanctions include but are not limited to those outlined below.

Status Sanctions

1. *Warning*: The student receives a written notice stating he or she violated University policy and/or rules. The written notice specifies that inappropriate and unacceptable actions have occurred and that more severe disciplinary action will result should the student be involved in other violations while the student is enrolled at the University.
2. *Suspension*: The student is separated from the University for a specified period. Separation includes physical and electronic removal from the University. During the suspension, students do not have access to Blackboard, and security deactivates the student's ID badge. The Registrar's Office withdraws the student from all classes for the specified term(s). Students who are suspended enter inactive status for the specified period and are not eligible for a refund for incomplete courses outside the University's Refund Policy. Students should check with Financial Aid to determine whether their student loans will enter into repayment during their suspension. Upon satisfaction of the specified period of suspension and any other outstanding sanctions, the student is notified that their suspension has ended and is eligible to return to the University.
3. *Dismissal*: The student is withdrawn from their program and permanently separated from the University. Separation includes physical and electronic removal from the University. The student does not have access to Blackboard, and security deactivates the student's ID badge. The student is barred from being on campus, and the student's presence at any University-sponsored activity or event is prohibited. The Registrar's Office withdraws the student from all classes for the term. Students who are dismissed enter inactive status, are not eligible for a refund for incomplete courses outside the University's Refund Policy, and should check with Financial Aid to determine when their student loans will enter into repayment.

Educational Sanctions

The following Educational Actions can be assigned in addition to the issuance of a warning letter or suspension.

1. *Educational Program:* Requirement to attend, present, and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program

for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student was found responsible.

2. *Community/University Service:* Requirement for a student to complete a specific supervised University service.
3. *Behavioral:* Includes required activities such as but not limited to seeking academic counseling, mental health counseling assessment, personal counseling, and writing a letter of apology.
4. *Research Projects:* This includes required activities such as but not limited to writing papers or creating educational materials and bulletin boards.

Restrictive Sanctions

Restrictive sanctions modify a student's privileges.

1. *Banning/Trespass:* The student's privilege to be present at or utilize certain buildings, facilities, classrooms, and the like are restricted. Temporary exceptions to banning/trespass for University-related business may be granted upon request.
2. *Eligibility Restriction:* The student may be deemed ineligible to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University, or the student may be deemed ineligible to represent the University to anyone outside the University community in any way including participating in the study abroad program, attending conferences, or representing the University at an official function, event, or intercollegiate competition.
3. *Loss of Privileges*: The student will be denied specified privileges for a designated period.
4. *Confiscation of Prohibited Property*: Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the Professional Misconduct Committee.

Restorative Sanction

These sanctions are intended to repair damage that is caused by misconduct.

1. *Apology*: The student will compose an apology letter
2. *Restitution*: Compensation for damage caused to the University or any person's property. This is not a fine but, rather, a repayment for destroyed, damaged, consumed, or stolen property.

Failure to Follow Through on Conduct Sanctions

All students, as members of the University community, are expected to comply with conduct sanctions within the time frame specified by the PMC decision letter. If a student fails to follow

through on conduct sanctions by the date specified, whether by refusal, neglect, or any other reason, the PMC will send a Notice of Noncompliance, may also result in a hold being placed on a student's account or suspension from the University. The Office of Student Welfare and Accessibility tracks the completion of all sanctions in cooperation with relevant parties and departments.

PMC Appeal Process

Right to Appeal

Any student may appeal a PMC decision to the program's highest level of leadership (i.e., Program Director, Associate Dean, or their designee) if it meets any of the following criteria:

1. The PMC failed to comply with the procedural requirements outlined herein and/or elsewhere in this Catalog/Handbook.
2. There is relevant and material evidence that, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing before the PMC.
3. The evidence presented at the PMC hearing was not enough to justify being found responsible for a policy violation.

Requesting an Appeal

To request an appeal, the student must provide to the Office of Student Welfare and Accessibility a completed PMC Appeal Request Form (available at MyUSA, Student Services, Professional Misconduct) along with a written statement of the basis for his or her appeal within five business days from the date the decision letter is emailed to the student's USAHS email address. If the Office of Student Welfare and Accessibility has not received the completed form and written statement (email or letter is acceptable) within the specified time frame, the decision of the PMC will be final and no further appeals are available to the student. If an appeal is filed (and meets one of the three criteria above) the Office of Student Welfare and Accessibility, within 10 business days, will forward to the program's highest level of leadership or their designee the student's completed PMC Appeal Request Form and written statement, along with copies of all materials provided to the PMC, and the written decisions of the PMC. However, if the appeal does not meet the standards outlined above, the student will be notified their request for appeal is denied. Please note if a student is suspended or dismissed, he or she will remain in that status and is not considered an enrolled student during the appeal period and is therefore not eligible for financial aid. **Similarly, students who are suspended or dismissed will not be able to participate in clinical experiences while appeals are in progress.**

Role of Program Leadership

Upon receipt of the PMC Appeal Request Form, the program's highest level of leadership or their designee will review the students file and written statement. The program leader/designee is not required to meet with the student but may do so if there are questions regarding the evidence the student provided. The program leader/designee may meet with the PMC co-chair or committee if additional information or clarification is needed.

Decision of the Program Leadership

Upon receipt of the request for an appeal, the program leader or their designee has the authority to uphold, overturn, or modify the decision of the Professional Misconduct Committee. The program leader/designee will seek to notify the student of the decision within five business days from receipt of the student's appeal letter. The student will receive the decision letter from the Office of Student Welfare and Accessibility via the student's University-issued email address. Once a final appeal decision is rendered by the program leader/designee, the student does not have access to the appeal process for the same issue again

Request for Reconsideration to the Chief Academic Officer

Students may, under limited circumstances described below, make a request for reconsideration to the Chief Academic Officer (CAO). Requests for reconsideration of the decision of the program leader/designee must be made in writing by emailing the Office of Student Welfare and Accessibility at pmc@usa.edu within five business days of the date of receipt of the program leader/designee's decision letter. The request for reconsideration letter should be addressed to the CAO and should not be the same letter sumbitted with the request for appeal. A request for reconsideration to the CAO will be granted only if sanctions include suspension or dismissal and the student can provide evidence that the program leader/designee did not follow the procedure as outlined in this policy.

Role of the Chief Academic Officer

Upon receipt of the request for a reconsideration letter, the CAO will determine if reconsideration is warranted. The CAO is not rehearing the case and is not required to meet with the student. The CAO may meet with the program leader/designee and/or PMC co-chair to verify or clarify information. Once the CAO concludes his or her review, the Office of Student Welfare and Accessibility will notify the student of the CAO's decision and method of resolution (if applicable).

Academic Progression during the PMC Appeal Process

Students will have the option to continue in academic and co-curricular activities until a final determination is made, including any appeal, except where the immediate suspension is reasonably required for the safety and welfare of students, faculty, staff, or University property. However, if a student is suspended or dismissed by the PMC, he or she is not eligible to participate in clinical activities and will not be considered an enrolled student during the appeal period and is therefore not eligible for financial aid.

Faculty/Staff-Student Relations

The University is concerned that faculty/staff-student consensual social, romantic, or sexual relationships may be perceived to negatively affect the integrity of the institution. Those who supervise or evaluate the work of students must be perceived to be making their decisions fairly and without favoritism.

Faculty and staff are cautioned that consensual social, romantic, or sexual relationships with students can prove to be unwise and problematic and must be avoided. When consensual relationships occur any of the following issues may arise:

- Such relationships may undermine the real or perceived integrity of the supervision provided and the particular trust inherent in the faculty/staff-student relationship.
- Relationships in which one party is in a position to review work or influence the academic career of the other may provide grounds for a complaint when that relationship appears to give undue access or advantage, restricts opportunities, or creates a hostile or unacceptable environment for others.
- Such relationships may, in fact, be less consensual than the individual whose position confers power believes. The relationship is likely to be perceived in different ways by each of the parties in it, especially in retrospect. While some relationships may begin and remain harmonious, they are susceptible to being characterized as unprofessional and disrespectful to others.

Additionally, any of the situations above have the potential to create charges of harassment, which could lead to legal problems for a faculty or staff member and the University. Therefore, faculty and staff must not engage in consensual romantic or sexual relationships with current students and will be subject to disciplinary action if found to be in contravention of this policy.

If a faculty or staff member has a preexisting consensual social, romantic, or sexual relationship with a student, the faculty or staff member must immediately notify his or her supervisor and the HR campus manager and in direct collaboration with their Program Director or supervisor, remove him- or herself from decisions concerning the student.

Faculty and staff must be cognizant that the professional relationship with students extends to off-campus interactions, including conference or seminar attendance and other social gatherings.

Teach-Out for Degree Programs

If the University decides to halt enrollments in a program, the University is obligated to develop a plan to teach-out the remaining students in the program. If that occurs, the students will receive timely and complete information regarding individual course plans and a timeline for degree completion.

Academic Policies

Academic Freedom Policy

Academic freedom is a cherished principle in higher education. At USAHS, academic freedom is the right of faculty members to express their professional opinions regarding the content of the courses they are teaching as long as those opinions are measured against the intellectual standards of relevant professional disciplines. It should be remembered that the content of courses often builds on itself, and this course content is coordinated to achieve the desired goal of meeting professional accreditation and national licensure and/or certification subject matter, in many cases. Faculty have the freedom in the classroom to discuss academic subjects, select instructional materials, and determine grades. Likewise, students should have the opportunity to study a wide spectrum of ideas so they may acquire critical thinking skills. Faculty must never lose sight that students are seeking guidance, not confusion. Although students might want to know what to do in every single circumstance, faculty know students are better prepared if they are taught the skills and given the content that will enable them to personally find answers. In the development of knowledge and creative activities, the faculty and student body are free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence.

However, there are limits to academic freedom. The courts have decided that free speech does not extend to shouting *fire* in a crowded theater. Likewise, academic freedom, the right to express one's personal views, has its limits and carries with it a measure of responsibility. By all means, faculty may express a differing viewpoint about a professional topic, but it should be clearly expressed as a personal viewpoint. Faculty may not subject students to personal views and opinions concerning matters not related to the course of instruction itself. It is necessary that faculty conduct themselves accordingly, with due respect to the welfare of the University and the professions it represents. It is also necessary to ensure consistency within an integrated curriculum and when teaching various sections of the same course/seminar. The philosophy, programs, faculty, and administration of the University are not perfect, and helpful suggestions and constructive criticism can assist all, but publicly expressing displeasure with University philosophies or practices has no place in the organization.

It is important for faculty, staff, and students to know they can initiate changes and that they have a number of avenues within which they can work for change. All employees, regardless of work location or campus, and students may speak or write to their Program Director or supervisor. The University supports everyone's ideas, and suggestions will be treated with the respect and consideration they deserve.

If a faculty member, staff member, or student perceives an infringement on his or her academic freedom, the individual should follow the Complaints Policy and refer the issue to the appropriate Program Director, supervisor, and/or Dean.

Academic Integrity Policy

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting.

Academic Dishonesty

Academic dishonesty can occur in many forms and variations. The following is a list of some academic dishonesty offenses:

- *Cheating:* A form of misrepresentation. Cheating can include but is not limited to
  - using another's work as your own;
  - utilizing a paper or assignment bought or taken from a website;
  - allowing someone else to submit your work as his or her own;
  - several people writing one paper and turning in separate copies, all represented (implicitly or explicitly) as individual work;
  - stealing an examination or a solution from the instructor;
  - looking at another student's exam;
  - using notes or other aids during an exam when they are not permitted;
  - sharing exam questions with other students; or
  - sharing case scenarios from a practical with other students.
- *Fabrication:* The forgery or invention of information or citation in an academic exercise. This might include
  - the use of false results in a research study; or
  - fabricating a resource for a reference list.
- *Facilitating dishonesty:* Assisting another to perform an act of academic dishonesty. This includes
  - someone other than the appropriate student taking an exam; or
  - misuse or falsification of a required proctor.
- *Plagiarism:* Using another's work without crediting that individual or receiving authorization for use. Plagiarism is a serious academic offense. USAHS defines plagiarism as "knowingly using the words, ideas or language of another author without giving credit to the work." In its severest form, plagiarism is the theft of another's intellectual work.

The University does recognize that there are many colors and shades of plagiarism and that, at times, it may even be an inadvertent mistake, such as leaving off a reference from a bibliography.

Intentional violations are a much more serious offense. An example of this might be the use of a paragraph from a journal article without citation in a report or bulletin board response. It is with this in mind that the University has defined the following "levels of misconduct."

Level One Academic Dishonesty

Level One violations typically occur as a result of students not familiarizing themselves with writing and course requirements. They may include the following:

- Lazy plagiarism; forgetting a citation or leaving a reference off of a reference list
- Failure to cite or acknowledge a source in a small or limited part of the paper

The instructor deals with Level One misconduct offenses and notifies the Program Director. Actions may include but are not limited to the following:

- Resubmission of the assignment
- An additional assignment
- Reduction of a grade per course syllabus and/or the Catalog/Handbook

Level Two Academic Dishonesty

Level Two misconduct is more serious. These types of violations are more intentional in nature. The following are examples:

- Quoting directly or plagiarizing, to a moderate extent, without acknowledging the source
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course, or the same course when repeated, without permission from the instructor
- Receiving assistance and failing to acknowledge this in a paper or research study

The instructor, in consultation with the appropriate Program Director, deals with most Level Two misconduct offenses. Actions may include but are not limited to the following:

- A zero grade for an assignment
- Writing a paper on academic ethics
- Reduction of grade per course syllabus and/or the Catalog/Handbook

Records of students who commit the above type of offense will be maintained in the student's file until the student completes the program.

Level Three Academic Dishonesty

Examples of the most serious types of offense include but are not limited to the following:

- Copying another's exam
- Copying another's assignment, including online discussions
- Plagiarizing a substantial amount of text in an assignment or assessment
- Enabling someone else to copy your material during an exam
- Using books, notes, or other forbidden aids during an examination

- Giving or receiving information about the content of an exam
- Stealing or distributing a copy of an examination
- Submitting the work of someone else as your own
- Using purchased or copied manuscripts
- Removing posted or reserved instructional material, or otherwise preventing access to it
- Inventing material (this includes citing artificial sources)
- Using illegal or unethical means of acquiring information
- Utilizing an instant messenger or a cell phone while taking an online exam
- Repeated offenses of academic dishonesty

Students committing Level Three academic dishonesty offenses may be referred to the Professional Misconduct Committee or receive a 10% grade reduction in the course. The Professional Misconduct Committee will make appropriate recommendations to the designated Program Director. Actions may include dismissal from the program.

Trimesters Terms

University coursework is posted in student records according to the term (usually a trimester) in which all requirements for the course are completed. Academic-credit coursework (cohort-based) is generally scheduled on a trimester basis. Trimester periods consist of approximately 8–15 weeks (based on the course) and begin in the first part of January, May, and September.

Credit Hour Policy

Definition of Credit Hour

It is the policy of USAHS to establish credit hour definitions and policies for calculation. Guidelines by the Department of Education and WASC Senior College and University Commission (WSCUC) suggest that a school measure credit hours in terms of the amount of time in which a student is engaged in academic activity. A credit hour should be defined as an *amount of work represented in intended learning outcomes and verified by evidence of student achievement* that is an institutionally established equivalency and reasonably approximates the following criteria:

1. One hour of classroom or direct faculty instruction or student engagement and a minimum of two hours of out of class student work (preparation) each week for approximately 15 weeks for one semester or trimester of credit, or at least an equivalent amount of work over a different amount of time. Note: For example, a two-credit hour course over a 15-week term would require at least 30 hours of direct academic engagement (two hours per week) and 60 hours of student preparation time (four hours per week) for the average student. If this same course were offered over eight weeks, the same number of hours would be required for the term, but the weekly hours would

change to four hours per week of academic engagement and eight hours per week of out of class (preparation) work.

2. Formal laboratory instruction is also direct faculty instruction and equates to two or three contact hours per week per credit over a 15-week term, with documentation maintained on lab experiences and supported by the course outline/syllabus.
3. When determining online and/or face-to-face academic engagement time (excluding student preparation time), the courses should fall within certain allowable contact hours over the semester according to the number of credit hours. Courses with labs will have more contact hours than courses without labs.
4. A credit hour may also be an equivalent amount of work (measured in contact hours) for other academic activities established by the institution, including clinical experience, fieldwork, practice, and other academic work leading to the award of credit hours.
36. Fieldwork, clinical experiences, clinical rotations are calculated at 45 hours equaling one credit hour.

USAHS further defines "other academic activities" as practice of lab techniques (usually a range of 2–3 contact hours/credit), practicum, shadowing, studying, reading, preparing for assignments, group work, service learning, or other academic activities related to a specific course.

- An institution should be able to demonstrate its measurements of time allocated for learning experiences and that the learning outcomes are accomplished.
- Review of course credit content will be performed regularly by way of student course evaluations, time studies within a course and curriculum, annual reports, and programmatic reviews.
- All new courses should be reviewed for the above as part of the curriculum review process.
- All courses should have a descriptive table in the course syllabus of how contact hours are spent in both instruction and academic activities.

Certain types of courses cannot and will not be measured in this manner, primarily due to the subjective nature of personal study/work time of each student. These types of courses include exit exams, practicums, clinical rotation, clinical integration, independent study, directed reading, capstone courses, products demonstrating excellence, scholarly projects, the comprehensive project, and dissertation.

Transfer Credit Policy—All Programs

Transfer of graduate credits previously earned from another accredited, degree-granting institution is limited to 25% of the total number of academic credits for the degree. Transfer of credits within the University is determined on a case-by-case basis. Transfer credit will be approved in most cases for graduate coursework awarded by schools, colleges, or universities that have recognition from the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education.

Transfer of Credits from Another Accredited Institution

Acceptance or rejection of transfer credits is subject to the following provisions:

- The course(s) should have been completed within five years preceding admission to the program, but the applicant may petition to the Program Director for an exception to this time limit.
- Some programs may be more restrictive than others and may require courses completed within a maximum of three years preceding admission. (See Reenrollment Timelines.)
- The course should have been completed with a grade of B or better. Courses having a B- or below are not transferred.
- P/Pass grades are accepted only if it can be confirmed via the official transcript key that the minimum required grade to earn a P/Pass grade is a B or better.
- The course must be listed on an official transcript sent directly to the Registrar by the issuing institution.
- Undergraduate work is not accepted for transfer.
- Graduate-level courses taken at accredited institutions can be used for credit transfer provided that the course work meets the corresponding requirements of the program and the course being substituted by transfer.
- In general, credit can be transferred if the requested substitute course is at the same course level or lower than the course being substituted (e.g., 7000-level courses would transfer for a 7000-level course or a 5000- or 6000-level course). In cases where a course from a master's program is being requested for transfer into a doctoral program, consideration will be given to rigor and content and further documentation may be requested.
- The course number and name of the course requested for transfer should reflect the content of the course it is replacing. Additionally, if the course requested for transfer will replace an elective, the content should be closely aligned with that of the curriculum and its potential electives.
- A course syllabus is required for each course being evaluated for potential transfer credit.
- The awarding of transfer credit is based on the assessment of curricular alignment and whether the use of transfer credit will allow the student to meet all USAHS program and course learning outcomes. The Program Director authorizes final approval of transfer credit.
- Approved external and alternative transfer credit is not included in the calculation of the University GPA. Internal transfer credit can be included in program GPA calculations if the courses are in the same college or are otherwise allowed based on institutional policy.

The Registrar is responsible for ensuring consistency of transfer credit practice and procedure between the different campus locations.

Post-Graduate Nursing Certificate Transfer of Credits

The School of Nursing follows the provisions listed above in the Transfer Credit Policy with the following additions:

- For course(s) that have been completed more than five years preceding admission to the program or courses with a population-specific focus different from the population of the focus of the certificate, the Health Education Systems Incorporated (HESI) examination may be administered to test out of NUR 7610 - Advanced Physiology and Pathophysiology, NUR 7580 - Advanced Health Assessment and Differential Diagnosis, or NUR 7580 - Advanced Health Assessment and Differential Diagnosis. A minimum score of 750 on the HESI examination is required. Testing and proctoring will be at the expense of the applicant or student requesting the transfer credit.

Process for Transferring Credits

The process for requesting transfer credits from another accredited institution is as follows:

- The student completes a Transfer Credit Form found on the MyUSA portal, Student Services tab, Forms link (or obtains from the advisor) and submits the form to the Registrar at registrar@usa.edu for initial review. A course syllabus and official transcript are required. It is the responsibility of the student to provide sufficient documentation to show equivalency to USAHS coursework.
- Accepted students seeking potential transfer credit are encouraged to submit a request for transfer credit review at least two months prior to the start of the first term of enrollment at USAHS. The deadline for transfer credit consideration is two months after the student's start of the first term of enrollment.
- The Program Director, in consultation with the appropriate course instructor(s) as needed, will review the transfer course syllabus to verify that its contents match or closely align with those of the program's course, considering the nature, content, quality, appropriateness, and applicability of the credit earned.
- If necessary, the student and Program Director will meet and discuss the feasibility of the transfer and additional requests for documentation may take place at this time.
- A $75.00 fee will be assessed for each course accepted in transfer and applied to the students USAHS transcript. The only exception to the transfer credit fee is in instances of USAHS internal transfers.
- The Program Director will send all documents to the Registrar for final review and request for payment (if approved).
- The registrar will (1) notify the student whether the request for transfer credits is approved or denied, (2) post any approved transfer credit to the permanent academic record, and (3) alert the Bursar's Office to arrange billing of the transfer credit fee as applicable.

- A maximum of 50% of a USAHS degree program requirements may be earned through the combination of alternative credit (external transfer, internal transfer, Prior Learning Assessment or Advanced Standing). The remaining 50% of the total credits must be completed within the USAHS degree-granting program.

The Registrar is responsible for ensuring consistency of transfer credit practice and procedure between the different campus locations.

Internal Transfers: Transfer of Credits from One USAHS Program to Another USAHS Program

Credits may transfer from one USAHS program to another under the following guidelines:

- Students may request the transfer of credits from another program for up to 50% of the total credits in the program toward which the credits will be applied.
- If electives are to be transferred, the Program Director will determine whether those credits meet the program's learning outcomes for the intended degree.
- Courses taught in a master's-level program that includes outcomes and assessment measures designed for the doctoral level may be considered for transfer into doctoral-level programs if they have been approved for such and according to Program Director approval.
- The Program Director, in conjunction with the Registrar, will give final approval to the transfer plan.
- Generally, internal transfer credit is included in the calculation of the GPA only in instances when the courses belong to the same college.

Process for Internal Transfer of Credits

The process for requesting internal transfer credits to another USAHS program to another is as follows:

- The student completes a Transfer Credit Request Form, which can be found on the MyUSA portal, Student Services tab, Forms link or obtained from an advisor. Students submit the form to the Registrar at registrar@usa.edu along with the course syllabus and official transcripts. Students requesting more than one course for internal transfer should submit one form for each course.
- Requests for approval of transfer credits may be submitted within the first four months acceptance into the program or at least two months before the start of classes for the trimester, whichever is sooner.
- The Registrar will notify the student whether the request for transfer credit is approved or denied and will post any approved transferred credit to the permanent academic record at that time.

- Students receiving transfer credit from one USAHS program to another will not be charged the transfer credit review fee.

The Registrar is responsible for ensuring consistency of transfer credit practice and procedure between the different campus locations.

Advanced Course Standing by Examination (MOT, OTD)

Based on previous academic coursework earned from another accredited degree-granting institution or another program within the University and/or work experiences, advanced standing may be granted to a student for a particular course after passing an examination on the contents of the course. The examination may be written or practical or both and there is a cost associated with each exam. A maximum of 25% of the total number of credits for the degree may be granted for advanced standing. The granting of advanced standing by examination is independent of the granting of transfer credit.

Approval for advanced course standing is subject to the following criteria:

- Provide documentation supporting the reason for requesting advance course standing by examination. Supporting documentation may include transcripts showing applicable courses for credit, course descriptions, syllabi, continuing education courses/seminar descriptions and proof of completion, and work experience.
- Pass a challenge examination to verify competency in a particular subject matter. A student has only one attempt per course to pass the challenge exam. If the student fails the exam, the student must take the course in its entirety. The passing grade will be the same as the passing grade stated in the syllabus for the course in which advance standing is being requested.

The process for requesting Advanced Course Standing by Examination is as follows:

- The student obtains a request form for Approval of Advanced Course Standing by Examination found on the MyUSA portal, Student Services tab, Forms link and submits it to the respective Program Director with appropriate documentation.
- Requests for approval of Advanced Course Standing by Examination must be submitted at least two months before the start of classes for the trimester.
- In consultation with course instructors, the Program Director will review the request. If approved, the Program Director will notify the Registrar and a test date and time will be set up for each challenge exam. If the Program Director with the consultation of the course instructor(s) concludes that the student's previous coursework and experience are inadequate for passing the challenge exam, they may encourage the student not to seek advanced course standing or to take some type of remediation before taking the challenge exam.

- The Registrar will notify the student if the challenge exam has been passed and will post the course and its credits to the permanent academic record at that time.

Prior Learning Credit Policy (tDPT, PPOTD, EdD)

Definition

Prior learning assessment (PLA) is the process of evaluating a student's prior workplace learning and other experiential learning for academic credit. Assessment is an important part of this process, ensuring that credit is awarded for learning and not simply for work or life experience (Council for Adult Education and Learning-CAEL, 2017).

USAHS supports prior learning by its students and will give credit for experiences that meet the learning outcomes of programs. By having this work evaluated, the student has an opportunity to gain credit for learning through work and life experiences.

PLA credit requests from current students are evaluated by Program Directors and limited to nine credits (six in the first 30 credits of the program and three additional credits in the second portion of the program). PLA credit requests can be made for any course within a post-professional program except the Capstone(s) or Dissertation courses.

PLA credit does not count toward the annual 12-credit requirement to maintain active status.

A PLA portfolio will be evaluated by University faculty and decisions made based on a published rubric. All decisions by the faculty are final.

Requirements

Two requirements for PLA credit reviews by faculty include the following:

1. *Qualifying Essay*: Specific course learning outcomes (CLOs) are enumerated and supporting essay responses for each clearly articulate how the candidate meets those outcomes with supporting artifacts culminating in a Professional Portfolio.
2. *Professional Portfolio*: Supporting experiential documentation with artifacts/evidence as follows:
    a. Higher education teaching experience (e.g., syllabus, contract, supervisory affidavit, CV/resume, etc.)
    b. Higher education course development/revision experience (e.g., syllabus, contract, supervisory affidavit, CV/resume, etc.)
    c. Professional continuing education (e.g., 24 contact hours minimum/certificate, content development/professional speaking or delivery, brochures, supervisory affidavit, CV/resume, etc.)

d. Clinical practice (e.g., one year of FTE experience per credit hour minimum, contract, CV/resume, supervisory affidavit, etc.)
e. Professional organization/association leadership (e.g., one-year experience/credit hour minimum, membership number, contract, CV/resume, supervisory affidavit, etc.)
f. Professional publication (e.g., book, book chapter, peer-reviewed journal article, conference presentation/publication, CV/resume, supervisory affidavit, etc.)
g. Other (specific to the CLOs such as certifications, military experience, post-doctoral fellowships, grants, research, and many others that are professionally related)

Note: Professional Portfolio artifacts/evidence must be relevant/completed within the past five years preceding admission to the program, but the applicant may petition the Program Director for an exception to this time limit.

Evaluation

Three (3) competency related criteria used by faculty to evaluate PLA for credit include:

1. *Competent:* The candidate provides sufficient artifacts with relevant and specific detail, in the Professional Portfolio; and an appropriate qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.
2. *Needs Improvement:* The candidate provides insufficient artifacts with relevant and specific detail, in the professional portfolio; or an inadequate qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.
3. *Unsatisfactory/Not Present:* The candidate provides unsatisfactory artifacts with relevant and sufficient detail in the professional portfolio, and/or qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.

PLA Credit Decisions

Only faculty evaluation scores of Competent for both requirements (Qualifying Essay and Professional Portfolio) are eligible for PLA credit. If either of the requirements (Qualifying Essay or Professional Portfolio) are evaluated "Needs Improvement," the student will have an opportunity to re-submit with additional support/detail for re-evaluation for PLA credit. If either of the requirements (Qualifying Essay or Professional Portfolio) are evaluated "Unsatisfactory/Not Present," the student will be denied the PLA credit.

Note: Credit will be applied fully toward a course or courses but may not be applied partially to a course.

PLA Credit and Review Fees

The cost of each credit awarded will be the cost of a credit at 50% of the current price of tuition, including any tuition discounts or scholarships the student is receiving.

Process

1. The student contacts Program Director with the request to complete the PLA work. The student and Program Director discuss which courses the PLA work will be assessed against for credit.
2. The student submits all required documents to the Program Director.
3. Program Director will assign faculty to review the materials submitted.
4. The faculty will assess work and provide a full evaluation of the materials submitted. A successful submission will have received a "competent" score in all areas. The faculty will communicate their recommendation to the Program Director.
5. The Program Director completes the PLA form, including fee amount and emails the completed form and supporting documentation to Registrar.
6. Registrar will post the PLA to the student's official transcript.
7. Registrar will send an email notification to the student once the PLA credit has been posted. The Bursar's Office and the student's academic advisor will be included in the email. In the email notification, the student will be directed to contact the Bursar's Office at bursar@usa.edu to make the PLA fee payment.
8. Bursar will bill the student the appropriate fee amount.
9. Failure to make the PLA fee payment in a timely manner may result in a hold being placed on the student's account by the Bursar's Office.

Audit of a Course

Auditing of a class is permitted with approval of the Program Director. Auditing of a class requires payment of full tuition for that course. The student who is auditing may not take practical exams and may not sit for written exams or quizzes.

Attendance and Academic Engagement

The University (USAHS) recognizes the correlation between student academic engagement and student retention, achievement, and success. Any class session or academic activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Accordingly, students' are expected to regularly participate in all academic activities in all enrolled courses.

In-Person Attendance

Faculty take attendance in each scheduled in-person session and report the attendance information using the Blackboard Attendance Tool.

Additionally, students are expected to be (1) in the classroom or lab on time, (2) prepared to begin the class/lab, and (3) wearing the appropriate attire by the designated starting time for that instructional period.

Students who are going to be late or absent from class/lab due to an unexpected situation should contact their course instructor; see the course syllabus for contact information.

Occasionally, students may be required to attend an evening lecture by a distinguished person in the field as part of a course. Such an event is considered mandatory as if it were a regularly scheduled class.

Online Attendance

Faculty report to the Registrar's Office students who do not academically engage in an online course at the start of the trimester and students who have not academically engaged in an online course for 14 consecutive days during the trimester. Academic engagement activities or academically related activities include:

- Attending a synchronous class, lecture, recitation, residency or immersion experience, clinical, field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution; or
- Interacting with an instructor about academic matters

If enrolled in a course that is purely online (i.e., no face-to-face lab associated with it and offered in an asynchronous format), a student may be moving through the coursework with a cohort group. This means the student and fellow classmates have weekly attendance requirements and assignments due. Students should the syllabus for a schedule of due dates or refer to the course map within the course platform for specific information on each assignment.

In the online environment, attendance equates to signing into the course and interacting in some meaningful way, either via an assignment, bulletin board discussion, or test. No other student/course facilitator contact (e.g., telephone calls, faxes, email) satisfies the attendance requirement.

Online course attendance is monitored by the course instructor(s). Course faculty are expected to report student absences (i.e., lack of online course interaction) in an online course to the Registrar's Office and Student Success Advisors. However, it is the prerogative of the faculty member to determine whether work submitted after the day of the deadline receives points or credit. Students are advised that course instructors are discouraged from awarding points for late student work that is designed to contribute to the overall class community (e.g., bulletin board threads, group work).

Clinical/Fieldwork Attendance

Students participating in clinical experiences are expected to comply with the schedule of the clinical site and communicate absences and make up work to their clinical coordinator. Please refer to the relevant clinical education handbook, found on the MyUSA portal, Clinical Services tab for details.

Absences

In the event of a planned absence, the student must speak to each faculty member whose course will be missed and request that the absence be excused.

- *Excused Absences*
    - Excused absences include but may not be limited to the following:
        - Illness (after three days must be supported by practitioner's note)
        - Attendance at a professional conference approved by the Program Director
        - Attendance at special services for a member of the immediate family (spouse; parent; child; sibling; spouse's parent, child, or sibling; child's spouse; grandparents, or grandchildren)
- *Unexcused Absences*
    - Unexcused absences are considered to be unprofessional behavior. With any unexcused absence, students forfeit the right to review with the instructor all or any part of the material, including test reviews, covered during that class or lab session. A first offense will result in a warning letter issued to the student with a copy of that letter placed in the student's file. A second offense and each subsequent offense will result in a 5% reduction per offense from the final course grade. This represents the University's minimal standard; individual faculty may outline additional consequences in their course syllabi.
- *Tardiness*
    - Tardiness is considered to be unprofessional behavior. It is expected that if a student is tardy for any class, the student will apologize to the instructor immediately after that class. If a student is tardy twice, the student will receive a warning letter with a copy of that letter placed in his or her record. After the second time, each subsequent event will result in a 5% reduction per tardiness

from a final course grade. This represents the University's minimal standard; individual faculty may outline additional consequences in their course syllabi.

- *Laboratory Attendance*
  - Because of the amount of material covered in each lab session, absences from even two hours of any lab session can be very detrimental to the understanding and application of the course material and the course grade. Students are strongly encouraged not to miss any portion of any lab. If a student has unexcused absences totaling more than 20.00% of the total lab hours in a course, the student will be withdrawn from the course. In case of excused absences and extenuating circumstances beyond the student's control, as approved by the course faculty and the program director, the student may be allowed to make up some missed lab hours.
- *Clinical Fieldwork/Experience*
  - Students should refer to the Clinical Education Handbook.

Flex Program Additional Information

- *Excused Absences*
  - *Planned absences must be approved in advance by the Flex Program Director.*
  - In the event of an occurrence or emergency that necessitates missing any part of a Flex weekend lab, the procedure is as follows:
    - The first contact should be to the Program Director, coordinator, or manager. If the director, coordinator, or manager gives the approval to proceed, the student next contacts the course online instructor to seek permission for an excused absence. If the course online instructor approves, the student must then contact the lab instructor to request approval for the absence. If all three (program coordinator/manager, online instructor, and lab instructor) agree, the student will be granted an excused absence. Failure to follow this sequence will result in an unexcused absence, which results in forfeiture of the right to review with the instructor all or any part of the material. This also includes taking written or practical exams. Unexcused absences are considered to be unprofessional behavior that could result in the final course grade being reduced by 5% to 10% and/or a referral to the Professional Misconduct Committee.
- *Unexcused Absences*
  - Students are expected to make travel arrangements that permit them to attend the full lab sessions on each scheduled lab weekend. Arriving late or leaving early for travel is considered an unexcused absence except in cases of unavoidable conflicts or when approved in advance by the program coordinator.

Professional Conference Attendance

All DPT, MOT, OTD, and MS-SLP students are required to attend a minimum of two full days of one professional conference or one full day of two professional conferences during their program enrollment. The value of this required attendance is greater when campus-based students wait until the third trimester or later and Flex students wait until the fifth trimester or later to attend the conference. DPT students should complete the conference requirement before the seventh trimester (Resident) or eleventh trimester (Flex) due to the full-time attendance required while on clinical experiences. Flex students should attend conferences that do not conflict with weekend lab schedules. Program Directors may modify the conference attendance requirements as necessary.

Students will notify their Program Director or an assigned Faculty Advisor of their intent to attend a particular conference. The student will then be granted an excused absence for the date(s) missed. This will not exceed two days (usually a Friday or a Thursday and Friday excused absence). It is at the discretion of each faculty member on how to disseminate the information from the missed class session(s). The student is responsible for all missed class material and assignments. Students are also responsible for conference costs, including registration, hotel, and transportation expenses. Upon their return, students are required to provide proof of attendance at the conference to the Program Director or the assigned Faculty Advisor.

Students attending a conference located more than 400 miles one way from their campus may speak with their Program Director to request an excused absence for travel time. Program Directors will make the decision about additional excused time for conference attendance on a case-by-case basis and inform faculty of the decision. The student is responsible for all missed class material and assignments.

Professional conferences may include state or national meetings or other meetings as approved by the Program Director.

Examination and Proctoring

Each course syllabus describes the types of exams given, exam dates, proctoring instructions if required, and how exams are used to calculate the final course grade. Each course will have a learning assessment (final examination, lab practical, project, paper, etc.) during the final week of the term unless approved by the Program Director.

MS-SLP, MOT, OTD, DPT, MSN, and DNP Programs

Special early exams given to individual students or groups of students as substitutes for final exams are prohibited. Final exams are to be given on the day and time scheduled during the

final exam period (week 15) unless there is prior approval from the Program Director. Each student is required to take the final exam when one is given.

- Exams that are a significant contribution to the final grade calculation will be proctored.
- Exams given solely for the purpose of helping the student determine their comprehension and not weighted toward the course grade may not be proctored.
- Exams will begin and end promptly as scheduled.

Campus Programs

- For face-to-face exams, any student who wishes to leave the exam room after the start of the exam must turn in his or her exam and will not be permitted to reenter unless there are extenuating circumstances.
- For online exams that are proctored, an automated proctoring system is used, which requires a webcam and locked browser. Should a student leave the exam browser window or a breach is identified during the monitoring, the exam is closed and cannot be reopened unless the student can verify in writing that there was an interruption in online service.
- If the faculty member permits a work paper to be used, it is distributed during the exam period (face-to-face exams). All work papers will be returned with the exam.
- Books, other study materials, book bags, and purses must be placed at the perimeter of the examination room or left outside of the examination room except in the case of an open-book exam designated by the faculty. In the online environment, the room will be visually scanned via each student's webcam and no materials will be allowed in the testing room unless previously designated by the faculty and noted on the proctoring form.
- No electronic devices are allowed in any testing environment. Students are not permitted to use or have within reach any electronic device, including cell phones, Apple watches, Google glasses, and the like. Electronic devices stored in student belongings should be silenced or turned off. Audible device notifications may invalidate a student's exam session.

Flex and MS-SLP Programs

- The timing of exams within the course content are identified in the course syllabus; however, at the course instructor's discretion, exam details such as specific dates and exam time windows for online proctored exams may be determined within the class based on the majority of students' availability.
- The exam window is open only during the scheduled time period.
- Online proctoring is administered through Respondus, which is an automated proctoring system that utilizes the student's webcam and a special lockdown browser that disables all windows other than the exam window.

- If the faculty member permits a work paper to be used in the online environment, the work paper is scanned using the student's webcam before the test begins and is destroyed at the conclusion and verified via webcam. Faculty may provide laminated USAHS letterhead to use as scratch paper or require the use of a whiteboard that is erased at the end of the exam and verified via webcam.
- No electronic devices are allowed. Students are not permitted to use cell phones, Apple watches, Google glasses, and the like and should turn off any ringers or alerts.
- Books, other study materials, book bags, and purses must be placed at the perimeter of the examination room or left outside of the examination room except in the case of an open-book exam designated by the faculty. In the online environment, the room will be visually scanned via each student's webcam and no materials will be allowed in the testing room unless previously designated by the faculty and noted on the proctoring form.
- Respondus provides a post-exam report including any incidents that may have occurred. Post-exam reports and full video of each session are available to faculty immediately after the exam so that any incident flags can be thoroughly investigated.
- Faculty are available for student issues during the time period that the exam window is open.
- As a general practice, faculty alter the day and time of the exams in a course so that students who have conflicts are not unduly penalized for exams consistently falling on the same day and time.
- Faculty are conscious of lab weekends for Flex or MS-SLP students and generally avoid giving an exam on a weekend that students are on campus or on the days immediately before and after lab weekends; however, course instructors may decide to administer exams during lab weekends or other on-campus time at their discretion and with advanced notice.

Examination Reviews

- As a general rule, students are not allowed access to review an exam upon its completion. An exception to this rule could be in the case where the examination will not be used a second time on any campus or in any program.
- Best practice suggests a follow-up exam review, which may be held in person or via online communication methods. This time is used to review frequently missed topics or content with further instruction in areas of weak performance. To protect exam integrity, specific questions are not discussed in these review sessions unless all course faculty agree that those questions reviewed will be omitted from future exams on all campuses and in all programs.
- Students who wish to review an exam question should make an appointment to review the exam with the faculty present.

Policy for Changing an Exam Date

- Every attempt should be made to adhere to the exam dates as listed in the syllabus, course schedule, or stated as a class announcement.
- In the event that a faculty member needs to change an exam date, he or she should give an explanation to the students and provide at least two options for rescheduling the exam. The class votes on the best option and majority rules.
- If the students request an exam change and the course instructor approves the request, then the proposed change is voted on anonymously by the class and 100% of the class must agree before a change is allowed.

Review of Examinations During the Trimester

- The decision of whether there is an opportunity to review any major exam (such as a midterm or final examination) lies with the course instructor. The course syllabus should state whether the final exam can be reviewed.
- The mechanism used to review final exams is determined by the course instructor.
- The review of final exams must be completed prior to the second Friday of the following new trimester.
- A review of final exams is to advance learning. It is not a mechanism to obtain a higher grade.

Practical Examination Policy for University Courses

Practical examinations require students to meet both safety and technical skill performance competencies. A minimum of 80% proficiency is required on all clinically related practical examinations. Safety requirements must be met at a 100% competency level. Students who do not perform in a safe manner at 100% competency receive an F grade for the practical examination; students who earn less than 80% on the technical skill performance likewise receive an F grade for the practical examination.

Students enrolled in the first term of a Residential program or the first two terms of a Flex program are permitted to retake each failed practical two times provided the student completes the following steps each time the student must retake a practical:

1. Meet with the course faculty lead to review areas requiring improvement.
2. Meet with the faculty advisor regarding remediation planning.
3. Discuss, plan, and document remediation steps with the course faculty lead and faculty advisor.
4. Complete remediation and schedule the retake with the course faculty lead.

Residential students beyond first term and Flex students beyond second term are permitted to retake each practical exam only one time; a second retake of a practical is not permitted for these students. Prior to the retake, the student must complete the following steps:

1. Meet with the course faculty lead to review areas requiring improvement.
2. Discuss, plan, and document remediation steps with the course faculty lead and faculty advisor.
3. Complete remediation and schedule the retake with the course faculty lead.

Students who do not pass the retake will receive a grade no higher than a D in the course. Students should also refer to the Good Academic Standing policy for their program:

> Good Academic Standing, Academic Progression Warning, Probation, Dismissal (MS-SLP, MOT, OTD, DPT)
>
> Good Academic Standing, Academic Progression Warning, Probation, Dismissal (MHA, MHS, MSN, DNP, tDPT, PPOTD, EdD, PG NP Certificates)

Makeup Examination Policy

- Absences from an examination as a result of a medical condition and supported by a physician's letter will be adjudicated by the faculty member(s) responsible for the course. Faculty may either schedule a makeup examination or excuse the student from the examination without penalty.
- Absences from an examination due to nonmedical circumstances will also be adjudicated by the faculty member(s) responsible for the course. Faculty may allow a make-up examination, excuse the student from the exam without penalty, or give the student a zero grade for the examination. This zero will be averaged with the grades obtained for all other examinations for the course.

Exit Examinations

All students in programs requiring exit exams are required to pass the exit examinations. These exams are designed to test the retention and integration of cognitive and clinical skills. They are given prior to a student's scheduled graduation.

Licensure and Certification Exams

USAHS does not control licensure and/or certification requirements or exams in any state. It is the student's responsibility to validate eligibility to sit for licensure and/or certification exams in the state in which the student will practice.

DPT

DPT students are not given permission to sit for a licensure exam that is scheduled prior to all degree requirements being met. An exception to this policy is available to select students who meet established criteria. Designated criteria that students must satisfy to apply for exemption from the policy (if permitted by the state board from which the student wishes to obtain licensure) include the following:

- Receive a score of 600 or higher on Practice Exam and Assessment Tool (PEAT) #1 taken during PHT 5780 Knowledge Translation.
- Attain an overall GPA of 3.5 in the next-to-final term (7th term in Resident program or 11th term in Flex program's new curriculum) following the University honors' standards.
- Demonstrate professional and academic strength throughout the entire DPT program as reflected by an avoidance of professional misconduct referrals and academic probation.
- Complete the program on time (i.e., in the same cohort as begun; no fallbacks in plan of study).
- Complete clinical education courses PHT 5470 Integrated Clinical Education and PHT 5770 Terminal Clinical Education I before the request for exemption occurs.
- Enroll in the final term of the DPT Program (Term 8 in Residential/Term 12 in Flex).
- Submit a written request to the DPT Program Director to take the NPTE before graduation with attached written approval from the TCE II clinical instructor for the student to be absent from clinic responsibilities on the date of the NPTE exam, including the specific makeup date scheduled.
- Agree to release NPTE scores to USAHS at the time of testing.
- Confirm state regulation surrounding licensure requirements to validate eligibility.

OTD

OTD students are eligible to sit for the NBCOT exam after completion of didactic coursework in Term 7. Eligibility can be confirmed with the registrar following the completion of OCT6720 Leadership & Advocacy, OCT6745 Scholarship of Practice, and OCT6700 Capstone Project in week 10.

Students should note that the Registrar finalizes the completion of all degree requirements at graduation. Students will receive their test scores after graduation once NBCOT receives the official transcript from the Registrar's Office indicating the degree has been conferred.

MS-SLP

MS-SLP students are encouraged to sit for the Praxis exam at the end of the fifth trimester of the program or immediately after completion of the graduate program.

Grading

Academic degree programs use a 4.0 scale to calculate GPAs. A student's quality of work in a course is indicated on the transcript by the letter of the alphabet, and these letter grades are included in GPA calculations as follows:

Letter	Grading	Quality
A	90–100	4.0
B+	85–89	3.5
B	80–84	3.0
C+	75–79	2.5
C	70–74	2.0
D+	65–69	1.5
D	60–64	1.0
F	< 60	0.0

Additional traditional grades for which credit and quality points are not included in GPA calculations are as follows:

P	Pass	**AU**	Audit
F	Fail	**WA**	Withdrawn Administratively
W	Withdraw	**CP**	Pass (CEU courses only)
NG	No Grade Assigned	**CW**	Withdraw (CEU courses only)

The grade of W (Withdraw) is used to denote that a student withdrew from a course after the University's add/drop period. To withdraw from a course, see the Course Withdrawal policy.

The grade of WA (Withdrawn Administratively) denotes that the University administratively withdrew a student from a course when a previously assigned In-Progress (IP) grade couldn't be successfully resolved and the student does not deserve a failing grade**.** See IP grading policies for additional details.

The grade of NG (No Grade Assigned) is a special grade type limited to specific instances when a student is unable to complete a clinical experience/fieldwork/practicum/rotation and the withdrawal date has already passed, but the Program Director determines that the student receives an NG due to extenuating circumstances. It is also used in instances when a student does not meet the deliverables for a dissertation course as outlined in the Dissertation Handbook. Generally, students are limited to four NG grades per course and a maximum of eight total. See additional details regarding NG assignment and limits for dissertation courses.

Refer to the Repetition of a Course Policy for more information about university practices to repeat a course.

Temporary Grades

Temporary grades that are not used when calculating GPAs include the following:

I Incomplete
IP In Progress
NR Grade Not Reported

Incomplete (I) and In-Progress (IP) Grades

Faculty may award the temporary grade of Incomplete (I) or In-Progress (IP) in instances when a student is experiencing extenuating circumstances beyond their control that prevents the student from completing course requirements before the end of the registered term. In no instance may an Incomplete (I) or In-Progress (IP) grade be assigned because a student has simply failed to complete the course or as a means of raising the student's grade by doing additional work after the grade report time.

Students are cautioned about the potential consequences of an Incomplete (I) and/or In-Progress (IP) grade assignment on future registrations and financial aid eligibility. Students who receive an Incomplete (I) or In-progress (IP) grade in courses that serve as a prerequisite for other courses in subsequent terms are subject to having those courses dropped from their registration unless the student successfully completes the course and a final grade is submitted prior to the conclusion of the add/drop period for the applicable term or an exception to policy is granted in consultation with the Program Director. Incomplete (I) and In-Progress (IP) grade types are not considered as credits completed and can affect a student's Satisfactory Academic Progress (SAP) status for financial aid eligibility. Incomplete (I) and In-Progress (IP) grades are not included in the GPA calculation and are considered a noncompletion of attempted coursework until the grade is replaced with a permanent grade and SAP can be reevaluated. The awarding of an Incomplete (I) or In-Progress (IP) grade type does not preclude a student from potential academic warning or dismissal should their completed coursework GPA result in such action.

Qualifiers and expectations regarding the assignment of Incomplete (I) and/or In-Progress (IP) temporary grades are outlined below.

Incomplete (I) Grade

The standard Incomplete (I) grade may be used for extenuating student-related circumstances, as deemed acceptable by the instructor, that prevent the student from completing required course work before the end of the term. Students must have successfully completed the majority (typically ≥70%) of required course assignments with a grade of C or higher to be eligible for an Incomplete grade. Faculty assign Incomplete grades during final grade submission.

Students must make a request for an Incomplete grade in writing to the instructor prior to the last day of class. Students who fail to make the request in writing or who have not completed the majority of the course, receive the grade earned in the course for completed coursework (any remaining gradable items not submitted are given a grade of zero and calculated into the final grade).

Instructors who agree to award an Incomplete (I) grade must affirm that the student has successfully completed the majority (typically ≥70%) of the required coursework and document which outstanding assignments still need to be completed on an Incomplete Grade Agreement form. The student, instructor, and Program Director must complete and sign the form, and it must be submitted to the Registrar's Office for processing by the end of the add/drop period in the term immediately following the Incomplete grade assignment. If the Incomplete Grade Agreement form is not received by the deadline, the Incomplete (I) grade is changed to an F (failing) grade.

Incomplete (I) grades must be resolved no later than the term immediately following the term in which the original Incomplete grade is awarded; however, faculty may assign a more aggressive deadline for the completion of the incomplete coursework as appropriate. If the instructor identifies an earlier deadline date for completion, that date is documented on the Incomplete Grade Agreement form and the instructor commits to providing a grade change form to the Registrar's Office within two weeks of course completion. If the instructor elects to allow the student the full term to resolve the Incomplete (I) grade, the student must complete and submit all required coursework to the instructor by Monday of the final week of class in the following term, and the instructor must submit the grade change form to the Registrar's Office by the last day of the term.

Students who do not complete the required work and have the instructor submit the grade change form within the required timeframe receive an F (failing) grade. If, upon completion of the required work, the student is assigned a grade of D or F from the I, appropriate action is then taken under the applicable academic standing policy (Entry-Level programs; Post-Professional programs).

In the rare instance when a student elects to completely withdraw from a program and the student has unresolved Incomplete grades on their transcript, the University assigns the appropriate permanent grade dependent on the date the original Incomplete (I) grade is awarded. If the original I grade is awarded prior to the withdrawal date for that term, the I grade is changed to W. If the original I grade is awarded after the withdrawal date for that term, the student receives the grade earned with all outstanding assignments calculated as zeros.

Exceptions to the one-term resolution period for Incompletes may be given in instances when the program does not offer the course in the next immediate term. Exceptions to the one-term deadline must be approved and documented through the standard exception to academic policy process. Extension periods may not exceed one calendar year from the time the original Incomplete grade is assigned.

In-Progress (IP) Grade

Faculty may use the temporary grade of In-Progress (IP) in instances when a final grade cannot be submitted due to extenuating university-related circumstances that necessitate an extension of time for course completion and/or final grade submission. Examples of such circumstances include but are not limited to: (1) A clinical education partner who contributes to student final grade assessment does not provide needed information in time for the instructor to submit a grade by the advertised deadline; (2) the course instructor is seriously ill or passes away before the course ends and grades are due; (3) USAHS experiences a systems failure that prevents students from submitting required assignments and/or faculty from submitting grades by the deadline.

In-Progress (IP) grades are expected to be resolved as quickly as possible and no later than the term immediately following the term in which the original IP grade is awarded. The IP grade is not a grade type available for instructors to award during the final grade submission process but instead requires a request (with appropriate rational) from the program director to the Registrar's Office for recording on the student's record. An Incomplete Grade Agreement form for each student in receipt of an IP grade is not necessary unless deemed appropriate by the instructor and/or program director. When final grades are ready to be recorded, the program director and/or delegate is given access to assign the final grade directly into the student record system (e.g., Jenzabar) as a grade change.

If the student is assigned a grade of D or F from the IP, appropriate action is then taken under the applicable academic standing policy (Entry-Level programs; Post-Professional programs).

A degree cannot be awarded to a student with an Incomplete (I) or In-Progress (IP) course grade on record. All Incomplete (I) and In-Progress (IP) grades for students pending graduation must be resolved before the student's published degree conferral date.

Grade Not Reported (NR)

In the occasional instance when a faculty member does not submit the final grade in time for the Registrar's Office to process the final grade, an NR grade is automatically assigned. The NR grade is a temporary grade that is not included in GPA calculations and requires the instructor to submit a grade change form to update the student record.

Programs' Additional Grading Criteria

MOT, OTD, DPT

- The laboratory portions of the courses are graded on the same scale from a minimum of 80% to a maximum of 100%.
- A student must earn at least 80% on the laboratory practical and 100% on all safety issues to pass the practical examination in professional courses. Refer to each course syllabus for additional information on grading criteria.

MS-SLP

Clinical Practicums I–V contain assessments for coursework (including course and residency assignments) and clinical experiences (Simucase Student Performance Rating Scale [SPRS], Virtual Clinic SPRS, Practicums SPRS, Residency SPRS). Both areas require a minimum of 80% competency to pass a clinical course.

Coursework Grades

A cumulative grade of at least 80% competency is required for the coursework.

Clinical Experiences Grades

Each SPRS rating in the clinical experience components must be at 80% competency or higher, and the grades are weighted for the total grade if there is more than one clinical experience.

Clinical Experiences Remediation

At midterm, if a student has below 80% in the clinical experiences grade, a meeting with the Clinical Educator, student, and Director of Clinical Education occurs to determine whether a Clinical Action Plan (CAP) is warranted. Students with a grade below 80% on a Residency SPRS must complete a remediation.

Competencies Met

When both components (coursework and clinical experiences) are at 80% or higher, the student has met the course competencies, and the two grades are averaged for the final grade.

Competencies Not Met

Students who earn an F in one or both components have not met the competencies, and an F is recorded as the final grade.

Students who earn 60–79% on one or both components (coursework and/or clinical experiences) have not met the competencies, and the lowest grade is recorded as the final grade. The component that did not meet 80% must be repeated. When repeating the course, students who earn below 80% on any component of the repeated portion fail the course.

See the complete Academic Evaluation policy and Repetition of a Course policy.

EdD

- Dissertation Courses (EDF 7871 Dissertation I, EDF 7872 Dissertation II, or EDF 7873 Dissertation III courses):
    - Students must meet the deliverables to achieve academic success for the course sequence (DIS I, DIS II, and DIS III) that they are currently enrolled in in order to matriculate to the next DIS sequencing course.
    - The student's dissertation chair is responsible for making a holistic assessment of the student's progress and determine the final grade for the term. The grade determination may be in consultation with the committee member(s), Program Director, and Contributing Faculty (Doctoral Advisor for the course).
    - If the student is showing progress and is meeting the deliverables listed in the Dissertation Handbook for the dissertation course they are enrolled in, then the student receives the highest academic achievement grade and moves onto the next dissertation course in the sequence.
    - If the student is not making progress or is not meeting the deliverables listed in the Dissertation Handbook for the course they are enrolled in, then the student receives an NG (No Grade) and must reenroll in the same course. If the student is making progress, then the highest academic achievement grade is given.
    - The University allows a maximum of eight NG grades total and a maximum of four NGss in any single dissertation course. If the deliverables are not met but the student is progressing, the student receives a no grade (NG) and reenrolls in the course. The student has up to five attempts at the course. On the fifth attempt, the grade is assessed.
    - For each NG grade assigned that requires reenrollment in the dissertation course, the student incurs tuition and fees for that attempted course.
    - An Incomplete grade (I) can be assigned when progress is delayed for issues outside the student's control or due to extenuating circumstances and must be approved by the Program Director. If the student is granted an Incomplete, then the student must work with their committee on developing a plan on how to meet

the missing deliverables. If the student does not meet the deliverables during the 15-week term, the student is assigned a letter grade, as per the University policy.

- Students must complete all EdD program requirements within the program's established expected completion time or maximum completion time if granted an extension.

Extra Credit

As a graduate-level institution preparing healthcare professionals, the University is opposed to faculty offering extra credit or bonus points in courses. A student's grades should accurately reflect their performance on the criteria determined by faculty as demonstrating student achievement of the course learning outcomes. Awarding extra credit/bonus points may imply that points/grades are more important than learning and can create inequities between students and courses across campuses and delivery methods.

Rounding of Grades

No grades are rounded other than the final course grade.

If the final grade percentage is not a whole number, the percentage will be rounded to the nearest whole number.

- When a number is .50 or greater, the score is rounded to the next highest whole number (e.g., 79.50 = 80%).
- When the number is .49 or less, the score is rounded to the next lowest whole number (e.g., 84.49 = 84%).

Satisfactory Academic Progress Policy

Students should refer to Satisfactory Academic Progress and Financial Aid Eligibility for detailed requirements for maintaining Title IV financial aid eligibility.

This Satisfactory Academic Progress policy is consistently applied to all enrolled students (full-time, part-time, entry-level, and post-professional students), regardless of their use of Title IV financial aid.

Entry-Level Program (MS-SLP, MOT, OTD, DPT)

Academic Evaluation

To ensure students complete the program within the prescribed time, all courses in which a student fails to earn a grade of C or above must be repeated and in compliance with course

requirements and the Satisfactory Academic Progress policy in order to graduate. If a student repeats a course, only one course applies toward the completed credit count.

If a higher grade is earned in the repeated course, it is used to compute the Cumulative Grade Point Average (CGPA). Repeated courses are included in the calculation for credits earned/attempted for satisfactory academic progress. All repeated final grades reflected on the official transcript are designated with an asterisk (*).

All students are required to maintain a minimum cumulative grade point average of a 2.7 on a 4.0 scale at the completion of each trimester.

Academic Standing

Good Academic Standing

To remain in good academic standing, a student in an entry-level program must meet the following criteria:

1. Maintain at least a cumulative GPA of 2.7 or higher each trimester.
2. Complete program of study within 150% of the published program length.
3. Complete the program with a cumulative GPA of 2.7 or higher.

In addition to the criteria above, students must maintain additional program requirements as identified under Academic Probation.

Failure to meet any of the above criteria results in the following actions:

After the first trimester in which a student fails to meet academic standards, the student is placed on **Academic Warning**. Students who are placed on Academic Warning are required to meet with their Faculty Advisor to develop an Academic Improvement Plan on how to improve their academic study.

If the student fails to meet academic standards at the completion of any subsequent trimester, the student is dismissed. If the student successfully appeals, the student is placed on **Academic Probation**.

If the student does not meet academic standards in any trimester following the trimester in which they are on Academic Probation, the student is **dismissed** from the program.

Entry-level students in their final term of enrollment who have not previously been placed on Academic Warning but who fail to meet the 2.7 GPA for graduation eligibility may complete remediation independent study courses in which a letter grade is earned to obtain the required 2.7 GPA for completion of degree requirements. Completion of these additional requirements will delay graduation. Remediation independent study courses are not Title IV eligible and incur tuition charges at the student's expense.

Academic Warning

A student is placed on Academic Warning by the Registrar's Office the first term in which the student fails to maintain the minimum cumulative GPA standard.

- Students placed on academic warning must meet with their Faculty Advisor to develop an Academic Improvement Plan and discuss the risk of dismissal.

Academic Probation

A student who has not met the minimum Satisfactory Academic Progress standards after being placed on Academic Warning for the trimester is dismissed. If the student is dismissed and successfully appeals, the student is placed on Academic Probation for the remainder of their enrollment.

Additionally, a student who receives a grade of D in any course bypasses Academic Warning and is placed on Academic Probation. Such students are made aware in writing that they are at risk of failure to complete the program.

If a student on Academic Probation fails to meet the Satisfactory Academic Progress standards in any subsequent trimester, the student is dismissed from the program.

- A student placed on academic probation must meet with the instructor and his or her Faculty Advisor to develop a plan for remediation and monitoring. The plan may allow the student to take additional coursework with the approval of the Program Director.
- A student who receives a D grade in any course must repeat the course for credit in the next available term and must receive a grade of C or better to progress academically.
- If the student receives a grade of C or better when repeating the course(s) and no other academic deficiency remains, the student is taken off academic probation.
- If the student receives a grade below C when retaking a course, the student is dismissed.
- Any student who is on probation may not participate in any work-study program unless approved by the Program Director. Students placed on probation are at risk of not graduating from the University and not passing national board exams.
- Any student who does not successfully complete the coursework necessary to exit probation may be at risk of being denied Title IV financial aid due to not maintaining Satisfactory Academic Progress. See Satisfactory Academic Progress and Financial Aid Eligibility.

Academic Dismissal

A student in an entry-level program is dismissed from the program when one of the following occurs:

- The student receives an F in any course.

- The student receives two grades of D.
- The student does not earn a grade of C or better in a repeat course.
- The student fails to meet the minimum GPA requirements according to the entry-level Satisfactory Academic Progress policy.

Post-Professional Programs (MHA, MHS, MSN, DNP, PPOTD, tDPT, EdD, PG NP Certificates)

Academic Evaluation

To ensure students complete the program within the prescribed time, all courses in which a student fails to earn a grade of C or above must be repeated and in compliance with course requirements and the satisfactory academic policy to graduate. If a student repeats a course, only one course applies toward the completed credit count.

If a higher grade is earned in the repeated course, it is used to compute the Cumulative Grade Point Average (CGPA). Repeated courses are included in the calculation for credits earned/attempted for satisfactory academic progress. All repeated final grades reflected on the official transcript are designated with an asterisk (*).

All students are required to maintain a cumulative grade point average of 3.0 on a 4.0 scale at the completion of each trimester.

The academic programs, in conjunction with the Registrar's Office, monitor each student's academic progress throughout the curriculum. At the end of each trimester, grades are submitted to the Registrar. The Registrar notifies students who are placed on probation or are dismissed from the respective academic program of their status.

To remain enrolled in the MHA, MHS, PPOTD, tDPT, DHSc, EdD, MSN, DNP or PG NP Certificate programs, the student must maintain the following:

- Active status or approved leave of absence (LOA) status
- Good academic standing

Academic Standing

Good Academic Standing

To remain in good academic standing, a student in a post-professional program must meet the following criteria:

1. Maintain a cumulative GPA of 3.0 or higher each trimester;
2. Complete program of study within 150% of the published program length; and
3. Complete the program with a cumulative GPA of 3.0 or higher.

Failure to meet any of the above criteria results in the following actions:

After the first trimester in which a student fails to meet academic standards, the student is placed on **Academic Warning**. Students who are placed on Academic Warning are required to meet with their Faculty Advisor to develop an Academic Improvement Plan on how to improve their academic study.

If the student fails to meet academic standards at the completion of any subsequent trimester, the student is dismissed. If the student successfully appeals, the student is placed on **Academic Probation**.

If the student does not meet academic standards in any trimester following the trimester in which they are on Academic Probation, the student is **dismissed** from the program.

Post-professional students in their final term of enrollment who have not previously been placed on Academic Warning but who fail to meet the 3.0 GPA for graduation eligibility may complete remediation independent study courses in which a letter grade is earned to obtain the required 3.0 GPA for completion of degree requirements. Completion of these additional requirements will delay graduation. Remediation independent study courses are not Title IV eligible and incur tuition charges at the student's expense.

Academic Warning

A student is placed on Academic Warning by the Registrar's Office the first term in which the student fails to maintain the minimum cumulative GPA standard.

- Students placed on Academic Warning must meet with their Faculty Advisor to develop an Academic Improvement Plan and discuss the risk of dismissal.

Academic Probation

A student who has not met the minimum Satisfactory Academic Progress standards after being placed on Academic Warning for the trimester is dismissed.

If the student is dismissed and successfully appeals, the student is placed on Academic Probation for the remainder of their enrollment. If a student on Academic Probation fails to meet the Satisfactory Academic Progress standards in any subsequent trimester, the student is dismissed from the program.

Additionally, a student who receives a D in any course (or an F and has been readmitted), must repeat that course in its entirety, bypasses Academic Warning, and is placed on Academic Probation. The student must develop a remediation plan that is evaluated and monitored by the Academic Program Advisor.

- When retaking the course, the student must receive a grade of C or above to progress academically.

- If the student receives a grade below a C on the retake, the student is dismissed.
- When a grade of C or above is achieved on the retake, the student is taken off academic probation if his or her GPA is above his or her program level requirements.
- Any student who does not successfully complete the coursework necessary to exit probation may be at risk of losing Title IV eligibility due to not maintaining Satisfactory Academic Progress. See Satisfactory Academic Progress and Financial Aid Eligibility.

Following placement on Academic Probation, the student is required to submit an academic study plan to the Academic Program Advisor to explain how he or she plans to elevate the GPA to the program's acceptable level. The Program Director reviews all study plans. If a student fails to elevate his or her GPA to the acceptable program level, the student is dismissed from the program.

A student is not permitted to progress to the final stage of the program while on probation. Remedial coursework may be necessary to increase the GPA prior to starting the final project.

Academic Dismissal

A student in a post-professional program is dismissed from the program when one of the following occurs:

- The student receives a grade below a C when retaking any course.
- The student receives two grades of F, two grades of D, or a combination of one F and one D throughout the duration of the program.
- While on Academic Probation, the student does not improve academic performance to program-level GPA within the prescribed calendar year.
- The student has more than one withdrawal in a course or three withdrawals total during the program.
- The student fails to comply with the University Academic Integrity Policy.
- The student fails to complete the program requirements within the prescribed timeframe. Failure to complete the program within the prescribed enrollment period may result in dismissal by the Post-Professional Progression Committee. An extension of the program enrollment timeline for extenuating circumstances may be requested in writing to the Program Director who presents the request to the Post-Professional Progression Committee for review. If the Progression Committee approves the extension, the student pays the prescribed trimester extension fee by the due date upon being billed by the accounting department. If the extension fee is delinquent by two weeks, the student may be dismissed.

Academic Evaluation and Right of Appeal

A student may appeal the dismissal to the Academic Appeals Committee/Program Director (see Academic Appeals Process). If an appeal is successful, a readmission agreement between the student and the Program Director (or Dean) is made that documents the conditions for

continuation at the University. Title IV eligibility is reinstated. See Satisfactory Academic Progress and Financial Aid Eligibility for details on Title IV eligibility.

Readmission agreements can be appealed only if there are mitigating circumstances and an appeal can be made only to the Chief Academic Officer.

When a student is dismissed or suspended, he or she loses access to campus facilities and resources after the appeal timeframe has passed. Students may visit a campus if they have made an appointment by phone with their Faculty Advisor or Registrar and restrict their activities to only that appointment.

Academic Appeals Process

Students sign an acknowledgment of the appeals procedure as part of the orientation process.

The following sections describe the USAHS Academic Appeal Policy for both minor and major academic appeal issues. Students with grades of one F or two Ds leading to academic dismissal will follow only the major appeal process described below.

Minor Academic (Non-Dismissal) Appeal Issues

The responsibility for academic evaluation will rest with the lead faculty member. For minor appeal issues, which are decisions that would not result in dismissal, (e.g., a final exam grade) the student appeals to the lead faculty member before the seventh calendar day of the start of the subsequent term involved in the particular issue. If the student is not satisfied with the faculty member's resolution of the issue, the student has the right to appeal the issue in writing to the Program Director within five business days after the faculty decision. After hearing the issue and consulting the faculty member, the Program Director has three business days to render a final decision. Once a final decision has been rendered by the Program Director, the student does not have access to the appeal process for the same issue again.

Major Academic (Dismissal) Appeal Issues

The following sections describe the University's appeal process for students who have been dismissed based on academic policy.

1. Notice of Dismissal

Students will receive a dismissal notice from the Registrar's Office within five business days from the day final grades are due. The dismissal notice letter will be emailed to the student's University-issued email address.

2. Student Appeal

Students choosing to appeal academic dismissal must do so in writing within five days from the date on the dismissal notice letter. All academic appeal letters must be addressed to the Academic Appeal Committee (AAC) and emailed to the University Registrar at registrar@usa.edu. Appeal letters should include the following:

- The rationale behind the appeal and why the student believes the appeal is warranted.
- If the basis of the appeal is a failing grade leading to dismissal, rationale for modification of the grade to a passing grade.
- Barriers/circumstances that prevented academic success.
- A plan to overcome or prevent future barriers from preventing academic success in the future.

3. Registrar Role

Upon receipt of the appeal letter from the student, the Registrar will create an appeal packet, pertaining to the student's appeal, for the AAC's review. In addition to the academic dismissal notice letter and the student's appeal letter to the AAC, this packet includes the items below from the student's academic file. The Registrar will also manage official communication with the student by sending and receiving all student requests and all decision letters. Examples include the following:

- the student's USAHS unofficial transcript
- the student's GRE score
- the student's undergraduate transcript(s)
- any additional items that may provide an idea of the student's academic history during their time at the University (e.g., academic probation, unexcused absences, midterm warnings, etc.)

4. Scheduling a Meeting with the AAC

The Registrar will work with the AAC to schedule a day and time for the student to meet with the committee; however, in the event of extenuating circumstances, if a student is unable to meet at the designated time, the student may request an alternate meeting time. This request must be submitted in writing to the Registrar at registrar@usa.edu. It is preferred the student meets with the committee in person. However, students geographically distant from the University campus may be allowed to appear before the AAC via phone or teleconference, but this is solely at the discretion of the AAC. **If a student fails to attend the hearing, a decision may be rendered in the student's absence.**

5. Academic Progression during the Academic Appeal Process

Students will have the option to sit in on class(es), as a non-registered participant, during the academic appeal process.

- Students who opt to sit in on class(es), as a non-registered participant, will be required to sign the Academic Appeal Acknowledgment form, which includes a confidentiality

agreement. By signing this agreement, the student agrees not to discuss his or her appeal with other students and acknowledges their status as a dismissed student. The form will be sent to the student by the Registrar's Office upon receipt of the student's appeal letter.

- Clinical education experiences: In the best interest of the student and the clinical site, a student will not progress to a clinical education experience when appealing a University dismissal. If the appeal process reverses the dismissal from the University, the student will be placed on a readmission agreement contract and will be required to remediate to meet all course requirements before entering a clinical education experience.

6. AAC Meeting Procedure

1. The committee chair will introduce each member of the committee to the student, providing the name and title of each member.
2. The committee chair will review the general procedures for the meeting and answer any questions the student may have.
3. The committee will ask questions to the student regarding the student's academic history or any information the student included in the appeal letter.
4. The student will be expected to provide truthful and full responses to the committee's questions.
5. The committee members may take written notes throughout the meeting.
6. The student may present evidence that was not submitted with the student's appeal letter to the committee chair. Determinations as to the relevance of the evidence are at the discretion of the committee chair.
7. The AAC meeting is a closed, confidential process; however, a student may bring a single advisor with him or her to the appeal meeting after completing a FERPA release form and notifying the committee three business days prior to the hearing. The notification must include the name of the advisor and his or her relationship to the student. The advisor is to be present for support purposes only and may not present on behalf of the student. The student will be the only person speaking to the appeal committee on behalf of the student. An advisor who causes disruption to the process will be asked to leave the proceedings. Further, the student is not to bring outside witnesses to the meeting. Statements from outside witnesses can be submitted for the committee's consideration as part of the review process.
8. The committee chair will end the meeting by explaining that a formal decision letter will come to the student via email from the Registrar on behalf of the Program Director to the student's University-issued email address. Decisions are not final until this letter is sent to the student. The AAC will seek to issue its decision within three business days after the hearing but may require additional time to render the decision.
9. Minor deviations from this procedure that are in the best interest of the academic appeal process and/or the University will not be considered procedural errors. This will be at the sole discretion of the Appeal Officer.

7. Committee Decision

The AAC has the authority to either uphold the student's academic dismissal or grant readmission into the program. After the AAC consults with the Program Director, the AAC will direct the Registrar to notify the student of the AAC's decision.

- If the committee upholds the student's academic dismissal, the student has the right to appeal the decision as described below.
- If the Academic Appeals Committee grants readmission into the program, the Registrar will provide the student with a readmission agreement developed by the student's Program Director. The readmission agreement will outline the requirements of the student's return to the program. This can include but is not limited to the course(s) the student must repeat as well as any additional courses the student can take based on the Repetition of a Course policy outlined in the Catalog/Handbook. Upon returning the signed readmission agreement, the student will be readmitted to the program. Readmission agreements must be signed and returned to the Registrar at registrar@usa.edu before the last day of add/drop. Failure to submit the readmission form by the add/drop period will result in the student being dropped from the class. In such instances, students shall be eligible for readmission the following trimester but must submit the readmission form by the add/drop deadline, or he or she forfeits his or her readmission.

8. Appealing Dismissal by the AAC

Students appealing to the Associate Dean for OT, PT, and post-professional programs and to the Program Director for SLP must do so by completing the Academic Appeal Request Form and submitting it by emailing the Registrar at registrar@usa.edu within five business days of the date of receipt of the AAC decision letter. The appeal should include a letter addressed to the Associate Dean/SLP Program Director and should not be the same letter sent to the AAC for the initial academic dismissal appeal.

9. Student Appeal

Appeals to the Associate Dean/SLP Program Director require one of the following:

- The student can provide evidence that the AAC did not follow the meeting procedure as outlined in this policy.
- The student has additional evidence that the student was unable to present to the AAC during the initial academic appeal meeting.

10. Registrar Role

The Registrar will compile the student's appeal letter and any evidence and forward the documents on to the Associate Dean/SLP Program Director. The Registrar will also manage official communication with the student by sending and receiving all student requests and all decision letters.

11. Role of the Associate Dean/SLP Program Director

Upon receipt of the appeal letter, the Associate Dean/SLP Program Director will review any evidence the student has provided. The Associate Dean/SLP Program Director is not required to meet with the student but may do so if there are questions regarding the evidence the student provided**.** The Associate Dean/SLP Program Director may meet with the AAC Chair if the student's request for appeal is due to an assertion that the AAC did not follow meeting procedures as outlined in this policy.

12. Associate Dean/SLP Program Director Decision

Upon receipt of the request for an appeal, the Associate Dean/SLP Program Director will determine whether an appeal is warranted.

- If an appeal is NOT warranted, the Registrar will notify the student of the Associate Dean's/SLP Program Director's determination and the decision of the AAC will stand.
- If an appeal is warranted, the Associate Dean/SLP Program Director has the authority to uphold the student's dismissal or grant readmission into the program. The Associate Dean/SLP Program Director will seek to notify the student, through the Registrar, of his or her decision within 5 business days from receipt of the student's appeal letter. The student will receive the decision letter from the Registrar via the student's University-issued email address. Once a final appeal decision on academic dismissal is rendered by the Associate Dean/SLP Program Director, the student does not have access to the appeal process for this same issue again.
    - If the Associate Dean/SLP Program Director upholds the student's academic dismissal, the AAC decision of the student's dismissal will stand.
    - If the Associate Dean/SLP Program Director grants readmission into the program, the Registrar will provide the student with a readmission agreement developed by the student's Program Director. The readmission agreement will outline the requirements of the student's return to the program. This can include but is not limited to the course(s) the student must repeat as well as any additional courses the student can take based on the Repetition of a Course policy outlined in this catalog. Upon returning the signed readmission agreement to the Registrar, the student will be readmitted to the program. Readmission agreements must be signed and returned to the Registrar at registrar@usa.edu within five business days of receipt of the readmission agreement or the student will be dropped from classes. Failure to submit the readmission form within five business days will result in the student being dropped from the class. In such instances, students shall be eligible for readmission the following trimester but must submit the readmission form by the add/drop deadline or they forfeit his or her readmission.

13. Request for Reconsideration to the CAO

Students may, under limited circumstances described below, make a request for reconsideration of the Associate Dean/SLP Program Director's decision to the CAO. However, a request for reconsideration is not a part of the appeals process outlined above. Therefore, the decision of the Associate Dean/SLP Program Director remains in place during the request for reconsideration. A student who is denied an appeal by the Associate Dean/SLP Program Director is not eligible to sit in on classes. Requests for reconsideration of the decision of the Associate Dean/SLP Program Director must be made by completing the Request for Reconsideration of Academic Dismissal Form and emailing it to the Registrar at registrar@usa.edu within five business days of the date of receipt of the Associate Dean/SLP Program Director's decision letter. The request for reconsideration should include a letter addressed to the CAO and should not be the same letter sent to the Associate Dean/SLP Program Director or the AAC, for the appeal.

Students whose appeal is denied by the Associate Dean/SLP Program Director may appeal to the CAO. Additionally, a request for reconsideration to the CAO must also meet the following requirement:

- The student can provide evidence that the Associate Dean/SLP Program Director did not follow the procedure as outlined in this policy.

14. Role of the CAO

Upon receipt of the request for a reconsideration letter, the CAO will determine if reconsideration is warranted.

- If reconsideration is NOT warranted, the Registrar will notify the student of the CAO's decision and the decision of the Associate Dean/SLP Program Director will stand.
- If reconsideration is warranted, the CAO will review the record provided. The CAO is not required to meet with the student but may do so if he or she has questions regarding the record. The CAO may meet with the Associate Dean/SLP Program Director and/or AAC Chair to verify the information. Once the CAO concludes his or her review, the Registrar will notify the student of the CAO's decision to uphold or overturn the decision of the Associate Dean/SLP Program Director.
    - If the CAO upholds the student's dismissal, the Associate Dean/SLP Program Director's decision of the student's dismissal will stand.
    - If the CAO grants readmission into the program, the Registrar will provide the student with a readmission agreement developed by the student's Program Director. The readmission agreement will outline the requirements of the student's return to the program. This can include but is not limited to the course(s) the student must repeat as well as any additional courses the student can take based on the Repetition of a Course Policy outlined in this Handbook/Catalog. Upon returning the signed readmission agreement to the registrar, the student will be readmitted to the program at the beginning of the

next trimester. Readmission agreements must be signed and returned to the Registrar at registrar@usa.edu before the last day of add/drop for the next trimester of the student will not be registered for classes and will forfeit his or her readmission.

15. Registrar Role

The Registrar will compile the student's appeal letter and any evidence and forward the documents on to the CAO. The Registrar will also manage official communication with the student by sending and receiving all student requests and all decision letters.

Repetition of a Course

On occasion, a student may be required to repeat a course. Under such circumstances, the highest grade achieved is counted toward the cumulative GPA.

Students who receive a D in any course (or an F and has been readmitted), must repeat that course in its entirety. Students are permitted to take additional courses as long as there are no schedule conflicts and all prerequisite conditions are met, up to a maximum of 12 credit hours (Residential) and 8 credit hours (Flex program).

Students who take a leave of absence, incurring grades of W, will be registered in the same courses upon return from leave (providing those courses are offered).

Students who must repeat a course should not expect to graduate with their entering cohort. Further, students required to repeat a course in the Dallas DPT program must wait at least two (2) trimesters to be eligible to retake the course, as the DPT program operates on a one cohort intake yearly. Students repeating a course are subject to space availability at the projected return trimester.

Note: Course schedules that are considered less than half-time in the program may affect a student's eligibility for Title IV financial aid. Students should contact the Financial Aid Office with any questions.

Continuous Enrollment Policy

All degree seeking students are required to maintain continuous enrollment from the time they first enroll in their program until degree completion. Each term, students must either be registered for courses or on an approved, official Leave of Absence (LOA).

Note: Credits that are gained from transfer credits and Prior Learning Assessment do not count toward academic credit and do not meet this requirement. Completion of a Continuing Professional Education Seminar without completion of the online didactic course content does not count toward academic credit.

Students with Incompletes

Students finishing an Incomplete from the previous term are considered in compliance with the Continuous Enrollment Policy. However, once the Incomplete is cleared, students must register for a course(s) when registration opens for the subsequent term. Registration generally opens at the beginning of the month prior to the term start month (e.g., December for the Spring term beginning in January).

Administrative Program Withdrawal

Failure to register for courses or take an official LOA results in an administrative program withdrawal. Official notification of the administrative program withdrawal is sent from the Registrar's Office to the student via the student's university-issued email address. Students on an administrative program withdrawal retain access to their USAHS email account.

Program Reinstatement

Students who receive an administrative program withdrawal for failing to maintain continuous enrollment must complete the Request for Reinstatement from Administrative Program Withdrawal form (MyUSA portal, Forms page) if it has been no more than one year since the administrative withdrawal. Students seeking reinstatement after the one-year period must follow the standard program application process through the Enrollment department. Students may request reinstatement from administrative program withdrawal one time within their program. Reinstatement after administrative program withdrawal does not extend the time to completion limit of any degree program.

Holds

Students must clear any holds prior to the end of the add/drop period of the term in order to register for classes. Students failing to clear holds by the end of the add/drop period will not be able to register for classes and will receive an administrative program withdrawal.

Completion of Program Requirements

Requirements for degree completion are based on individual program time limits outlined in the Satisfactory Academic Progress (SAP) policy. An official LOA or reinstatement after administrative program withdrawal does not extend the time to completion limit of any degree program. All students are expected to complete program requirements within the outlined timeframes listed in the SAP policy for the number of terms attempted.

Reinstatement

Students who *voluntarily* withdraw from the program or who are administratively withdrawn under the Continuous Enrollment Policy and are in good standing may be reinstated into the program. These students will be permitted to bypass the normal application process if it has been no more than one year since withdrawal from the program. Requests must be submitted by midterm to allow time for processing for the subsequent term. Any student seeking reacceptance after the one-year period must follow the normal application process.

Students who voluntarily withdraw from the program must complete a Program Reinstatement Request (MyUSA portal, Forms page). Students can seek reinstatement for voluntary withdrawal one time within their program.

Students who are administratively withdrawn for failing to meet the Continuous Enrollment Policy will be permitted to bypass the normal application process and submit a Request for Reinstatement from Administrative Withdrawal form (MyUSA portal, Forms page). Students may apply for reinstatement from administrative program withdrawal one time within their program.

Students who are reinstated are required to sign a new Enrollment Agreement and are subject to current tuition and fees. Additionally, students may not be granted reinstatement if no seats are available in the applicable cohort.

Readmission

Students who are *involuntarily* dismissed from the program due to violations of academic policies or PMC violations may be readmitted to the program.

Students who are removed under academic policies may utilize the appeal rights outlined within that policy. If the AAC (or appropriate appeal officer or body) grants a student's appeal, the student is issued a readmission agreement. Upon signing and agreeing to the terms of the readmission agreement, the student is granted readmission to the program. Please see the Academic Appeals Process for more information.

Students suspended for PMC conduct reasons may apply for readmission once the term of the suspension and all sanctions are satisfied. These students are permitted to bypass the normal application process and submit a one-page readmission application if it has been no more than one-year since the withdrawal from the program. Requests must be submitted by midterm prior to the desired start term to allow time for processing for the subsequent term. Students who are suspended and seek readmission after the one-year period must follow the normal application process.

Students who are readmitted after at least one term away are required to sign a new Enrollment Agreement and are subject to current tuition and fees. Additionally, students may not be granted readmission if no seats are available in the applicable cohort.

Student Resources

Student Services Offices

Mission

The Student Services offices are responsible for providing pre-admission, admission, registration, and financial services to prospective students, current students, and alumni. The offices oversee, coordinate, and administer multifaceted activities and student-centered services that include recruitment programs, preadmission advisement, admissions, advising and registrar functions, and career and alumni services. The staff value excellent customer service, timely and accurate communication, professionalism, and teamwork.

Advisors

Student Success Advisors

The University of St. Augustine for Health Sciences is committed to student success. With this in mind, students are connected to an Advisor who is available to support students in many ways leading up to the first class and throughout the duration of the academic program.

Advisors provide concierge support and help students navigate through the University. They assist students in completing required forms, understanding USAHS policies and procedures, adjusting schedules, and much more. Advisors also have access to resources that can assist students with study strategies, time and stress management techniques, and organizational tips.

Advisors partner with students to proactively help them achieve their academic and professional goals. They monitor student progress and check in with students to ensure they are progressing academically and see how they can best support student's needs. Advisors are on the front lines of student services and are always willing to answer questions and provide support.

Alex Rouse, Manager, Student Advising
Phone: 800-241-1027
Email: advising@usa.edu
MyUSA Academic Advising

Faculty Advisors

A Faculty Advisor is assigned to each student. This advisor serves in two capacities. The first is to advise the student on academic matters, and the second is to assist in professional development. Should a student wish to change advisors, he or she should meet with his or her Program Director.

Enrollment Office

The Enrollment team assists prospective students from initial inquiry through the entire process to complete the application, including guidance on selecting the appropriate start date and modality, submitting required documents, and preparing the most competitive application.

Email: enroll@usa.edu
Phone: 800-241-1027, ext. 2499.

Registrar's Office

The main Registrar's Office for all degree programs is located on the St. Augustine campus with Registrar staff also located at other campus locations. Inquiries or requests for student information should be sent to the Registrar, USAHS, 1 University Boulevard, St. Augustine, FL 32086 or by email to registrar@usa.edu.

Diane Rondinelli, Registrar
Phone: 800-241-1027 ext. 1600
Email: registrar@usa.edu
MyUSA Registrar

Financial Aid Office

Financial aid information is available by going to Financial Information. Any inquiries or requests for student information should be directed to Department of Financial Aid Services, USAHS, 1 University Boulevard, St. Augustine, FL 32086; email: ContactFinancialAid@usa.edu; phone: (904) 423-2010; or by making an appointment.

Vanessa Flowers, Director, Financial Aid
Frank Ravja, Student Financial Services and Compliance
MyUSA Financial Aid

Bursar's Office

The Bursar's Office manages the billing of tuition and fees, posts loans to students' accounts, processes credit balance refunds, and manages student and third-party payments. The Bursar can provide information to students regarding the CASHNet Payment Plan, setting up refund preferences in BankMobile, and 1098-T Tuition Statements. The Bursar's Office can also provide receipts upon request.

Candice Salazar, Team Lead Bursar
Phone: 737-202-3304
Email: csalazar@usa.edu
MyUSA Bursar

International Student Services

International applicants applying to a full-time Residential (excluding MS-SLP) or Flex program in Miami, Florida; St. Augustine, Florida; Austin and Dallas, Texas; and San Marcos, California, may receive assistance obtaining the required I-20 form from a designated school official (DSO) A DSO may be reached by calling ext. 800-241-1027, ext. 1600 or by emailing registrar@usa.edu for assistance.

Alumni and Career Services

Alumni Association

USAHS alumni join the University in its mission to provide equitable access to exceptional healthcare practitioners throughout the country. To support the USAHS alumni community, the University provides a comprehensive alumni engagement program designed to provide meaningful opportunities for volunteerism, service, and partnership as well as continuing professional education and personal development. All USAHS alumni are invited to join the USAHS Alumni Association upon completion of a USAHS degree program.

Polly Crabtree, Director of Alumni Engagement
Phone: 904-770-3611
Email: alumni@usa.edu

Career Services

Career Services provides career advising and networking opportunities to students via the Optimal Résumé and Handshake platforms, through on-campus and virtual career fairs, and via online career coaching. Access Career Services by logging into the MyUSA portal, Student Services tab, Career Services link.

In Optimal Résumé, students can create a résumé and cover letter and have them reviewed by a career coach, record a practice interview, create a career portfolio, and view informational videos on current career topics. Go to Optimal Résumé to create an account.

Career Services sends an invite to new students to join Handshake. In Handshake, students can create a career profile and résumé, post it for employers to view, and apply to internships and job postings. Alumni retain access to Handshake to aid in securing employment after graduation.

Student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. USAHS does not guarantee employment, and completion of the degree program is not a guarantee of employment.

Students may request individual career coaching via video conference by emailing the Director of Career Services.

Naomi Kinley, Director, Career Services
Phone: 904-770-3539
Email: nkinley@usa.edu
MyUSA Career Services

Continuing Professional Education Office

The Continuing Professional Education department registers students for live seminars, online webinars/seminars, and certification preparation and examination.

Lori Hankins, Director of Continuing Education
Phone: 800-241-1027, ext. 1400
Email: lhankins@usa.edu
Continuing Professional Education

Office of Student Welfare and Accessibility

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, Title IX and other federal and state laws, and the University's commitment to diversity, equity, and inclusion, the Office of Student Welfare and Accessibility is dedicated to providing reasonable accommodations to qualifying students. Please see Accessibility & Accommodations for more information.

The Office of Student Welfare and Accessibility generally operates Monday through Friday from 8:00 a.m. to 5:00 p.m. CST and EST; however, office hours may vary to meet student needs. Information on scheduling an appointment can be found by going to the MyUSA portal.

Candice Vasquez, Director, Student Welfare and Accessibility
Email: accommodations@usa.edu
MyUSA Accommodations

Student Assistance Program

Counseling Services

Students should contact their Student Success Advisor or the Office of Student Welfare and Accessibility for more information about counseling services.

In partnership with ComPsych (a Student Assistance Program provider), USAHS offers free counseling services and online resources to students as needed and provides access to free

and confidential support resources via phone 24 hours/day, 7 days/week. Students (and members of the same household) may call 844-819-4777 toll free to be connected to highly trained, masters- or doctoral-level clinicians. These licensed counselors can provide resources to help with anxiety, depression, stress, grief, relationship conflict, substance abuse, or any other personal issue a student may be experiencing. If needed, the counselor is able to refer the student to meet with a counselor for up to three complimentary sessions.

Online Resources

Students and household members also have unlimited access to guidanceresources.com. Students will need to use "USAHS" as the Web ID to create a free account. This website provides information, tools, and support on a wide variety of subjects including wellness, legal, financial, and relationship topics. Students can view articles, podcasts, videos, or slideshows and can utilize Ask the Expert to receive personal responses to questions.

Health Services

All students are required to carry health insurance. Proof of health insurance must be provided to the Clinical Services department each trimester.

The University is not licensed to provide healthcare services.

San Marcos Campus

Emergency services are available at the following locations:

Palomar Medical Center
555 E. Valley Parkway
Escondido, CA 92025
(760) 739-3000

Tri-City Medical Center
4002 Vista Way
Oceanside, CA 92056
(760) 724-8411

St. Augustine Campus

Emergency services are available at the following locations:

Flagler Health
400 Health Park Blvd.
St. Augustine, FL 32086
904-819-5155

Nonemergency services are available at the following location:

CareFast+ Urgent Care
110 Health Park Blvd.
St. Augustine, FL 32086
904-823-3401

CareSpot Urgent Care of St. Augustine
2095 US Hwy 1 South
St. Augustine, FL 32086
904-429-0001
Appointments: www.carespot.com

FM Medical Primary and Urgent Care
3560 A1A South
St. Augustine, FL 32080
904-584-2273

Miami Campus

Emergency and nonemergency medical services are available at the following Miami locations:

Doctors Hospital ER - Coral Gables
5000 University Drive
Coral Gables, FL 33146
786-308-3000

Baptist Health Urgent Care - Coral Gables
10 Giralda Avenue, Suite 100
Coral Gables, FL 33134
786-467-5000

Austin Campus

Emergency and nonemergency medical services are available at the following Austin locations:

CareNow Urgent Care - Southwest Austin
5033 US-290
Austin, TX 78746
512-265-8980

NextCare Urgent Care
6001 West William Cannon Drive #302
Austin, TX 78749
512-288-3627

Ascension Seton Southwest Hospital
7900 Farm to Market 1826
Austin, TX 78737
512-324-9000

St. David's South Austin Medical Center
901 West Ben White Boulevard
Austin, TX 78704
512-447-2211

Dallas Campus

Emergency and nonemergency medical services are available at the following Irving locations:

Medical City Las Colinas
(Emergency & Full-Service Hospital)
6800 N. MacAurthur Blvd.
Irving, TX 75039
972-969-2000

CareNow Urgent Care - Las Colinas - MacArthur
7400 N. MacArthur Blvd.
Irving, TX 75063
469-804-9295

Integra Urgent Care
7447 N. MacArthur Blvd. Ste. 190
Irving, TX 75063
972-861-5200

Baylor Surgical Hospital at Las Colinas
400 W. Interstate 635 Ste. 101
Irving, TX 75063
972-868-4000

Advance ER (Galleria Area)
12338 Inwood Rd.
Dallas, TX 75244
(214) 247-7909

Academic Resources

Library and Information Resources

The USAHS Library is made up of a physical branch at each campus as well as a robust collection of online resources and services. The library offers students and faculty members convenient access to current health sciences information through the library's collection of online journals, online databases, eBooks, digital videos, anatomy models, medical equipment, print books, and more, supporting and supplementing the University's curricula. Digital resources are accessible online 24/7. In addition to resources, the library provides a variety of services, including individual search consultations with professional librarians, information literacy education and instruction, checkout services for physical materials, and reference services. Physical campus libraries are each open and staffed more than 100 hours per week during regular academic terms and provide physical study space, reference services, and printing/copying/scanning services. Virtually, library staff members comprised of professional librarians and trained support staff are available through email, library chat, virtual office hours, and phone. In all, library staff is available more than 110 hours per week, including nights and weekends. Full details of all library resources and services are available at https://library.usa.edu/.

Innovation, Learning Excellence, and Academic Resource Network (iLEARN)

iLEARN is a hub for USAHS students to connect to university-sponsored live and recorded training events to enhance academic, personal, and professional development. The mission of iLEARN is to enhance student success through learning opportunities that strengthen scholarly skills, digital literacy, and leadership development. More information, including the iLEARN calendar of events and event registration, is available at ilearn.usa.edu/.

Writing Center

The mission of the Writing Center at USAHS is to provide exceptional service to students across programs by providing individualized instruction and resources to solidify their writing skills as practicing scholars and emerging professionals in the field of health sciences. The Writing Center is not a drop-off editing service. Writing Center personnel seek to develop students into strong writers and editors through continued engagement with the writing process.

The Writing Center offers live and asynchronous, individual or small group appointments as well as style guide workshops. Appointments are made online via the Online Writing Center Schedule. Live online meetings allow for students and writing coaches to communicate directly with one another in real time. Asynchronous (recorded) reviews provide scheduling flexibility; rather than a meeting with a writing coach in real time, a recorded review is prepared and emailed within 24 hours of the appointment.

Detailed information about making appointments, links to drop-in workshops, various tip sheets and writing resources are located on MyUSA, Student Services tab, Writing Center page.

Writing Center Visitation Policies

First-time visitors to the online schedule must create an account using their USAHS email address. Non-degree seeking students without a university-issued email address should notify the director when creating an account with their personal email address.

- Students are limited to any combination of two live or asynchronous sessions per calendar month. This limit supports equitable opportunities for all students to benefit from the service and encourages students' development as independent scholarly and professional writers.
- Students are not able to reserve same-day appointments on the Writing Center online schedule. Students should email WritingCenter@usa.edu to request a same-day appointment.

- All students are welcome to submit waitlist requests, even beyond the two session per calendar month limit. Please contact the Writing Center to inquire about submitting waitlist requests.
- Reasonable accommodation requests for increased appointment allowances can be submitted to the Office of Student Welfare and Accessibility. See Accessibility & Accommodations for more information.
- Workshop attendance does not require an appointment, and students may attend as many workshops as they like. The schedule of offerings and links to connect are located on MyUSA, Student Services tab, Writing Center page.

Students must upload the documents for their review before midnight (EST) on the day before their scheduled appointment. Asynchronous feedback is sent to students via email within 24 hours of the day of their reservation.

- If no document is submitted, then the appointment will be marked as missed.
- Students do not need to have a document completed to reserve an appointment. (Planning ahead and reserving appointments early is a good idea.)
- Documents can be uploaded to previously created appointments using the "Edit Appointment" option in the appointment details on the Writing Center online schedule.

Any combination of two missed or same-day-cancelled appointments results in the suspension of a student's Writing Center account.

- Students should cancel appointments as soon as possible when missing a scheduled appointment becomes inevitable.
- Students must contact the director of the Writing Center to have a suspended account reactivated.
- Students whose Writing Center accounts are suspended more than one time may have their visitation privileges revoked.

Students may email the Writing Center at WritingCenter@usa.edu. Emails are continuously monitored during university operating hours.

Hideki Nakazono, Director, Tutoring Services and Writing Center
Phone: 760-410-5327 ext. 2427
Email: hnakazono@usa.edu
MyUSA: my.usa.edu/ICS/Student_Services/Writing_Center/

Tutoring Services

As part of its student retention efforts, USAHS offers a variety of free tutoring services, including weekly large and small group sessions. Students are encouraged to regularly take advantage of self-directed learning, group tutoring, and faculty office hours.

Students who need the additional help of individualized tutoring may request a free 1:1, peer-to-peer tutor by completing Individual Tutoring Request Form found on MyUSA, Student Services

tab, Tutoring link. To help to identify areas of need and ensure individual tutoring sessions are most effective for the student, students must complete the form with their course faculty member before submitting it to their Student Success Advisor.

Students who have a demonstrated need should request a tutor as soon as possible. Peer tutors experience increased demand during midterm and final exam periods and their availability is limited. The University is committed to placing students who have a demonstrated need with a peer tutor; however, the availability of peer tutors for all students or all courses is not guaranteed.

Institutional Review Board

The Institutional Review Board (IRB) is a University committee that reviews all research proposals involving the use of human subjects. The purpose of the IRB is to protect the human rights and confidentiality of research subjects and to minimize harm during the study. All students participating in research projects that involve human subjects (including Case Reports) are required to submit the appropriate IRB documentation. Students must have a faculty advisor for their research project and should submit proposals to the IRB that is located geographically closest to their faculty advisor. The IRB committee meets once each month for convened reviews. Expedited and exempt protocols are reviewed on a rolling basis. For IRB policies, procedures, forms and committee review dates, go to the go to the MyUSA portal, Academics tab.

Student Associations and Organizations

Membership in Professional Associations

All USAHS students in DPT, MOT, OTD, and MS-SLP programs are required to join their respective national professional associations (American Physical Therapy Association [APTA], American Occupational Therapy Association [AOTA], National Student Speech Language Hearing Association [NSSLHA]). Current physical therapy students are asked to show proof of membership as part of the practicum or physical therapist practice courses; occupational therapy students must provide evidence of state association membership; speech-language therapy students must show proof of membership with an NSSLHA number.

Student Associations

Physical therapy students are members of SPTA; Occupational therapy students are members of SOTA. Speech-Language Pathology students are members of the USAHS NSSLHA chapter. Student representatives from these associations meet monthly with Program Directors to discuss ideas and solve student issues. The SPTA, SOTA, and NSSLHA organizations operate

independently; however, financial support may be provided upon agreement of the supporting organization.

In the first trimester, students are assessed a one-time mandatory student activity fee of $20.00 (fee is subject to change). This fee is allocated for the campus-based, student professional associations. Examples of activities covered by the student activity fee include but are not limited to the following activities:

- authorized University functions
- community awareness programs
- miscellaneous preapproved events

Any use of funds requires two signatures from current officers of the respective organizations. All student events are to be coordinated through these associations with all allocated monies to be controlled by the SPTA, SOTA, and NSSLHA organizations.

All functions/events involving the University or the use of its name require prior review and written approval; any requests to use the University logo on clothing or other items also require the same approval. Possible examples of University-sanctioned events might include community/charitable events such as the annual 5K run and University or departmental picnics/celebrations. A student-organized off-site baseball team would be an example of a non-University event that could be supported by the student associations but would need approval if the University name were used. Event organizers should submit the Event Request Form to the appropriate Campus Director for approval at least 30 days prior to the event. Event Request Forms are located on MyUSA, Student Services tab, under Clubs&Orgs.

Student Organizations

Student organizations are a vital part of campus life and offer significant opportunities and benefits to their members, the institution, the professional network, and the community. Through participation in student organizations, students have opportunities to develop leadership skills, enhance their understanding of professional perspectives, and have a profound positive impact on their classmates, their profession, and the community.

A student organization is defined as a registered, student-led group of at least 10 actively enrolled students with a common interest and purpose. Generally, only registered student organizations are recognized by USAHS and eligible to use campus resources. In order to be recognized, to conduct USAHS-sanctioned activities, and to be eligible to access resources within the University community, student organizations must meet the following criteria:

- Be open to all students actively enrolled in the organization's campus.
- Contribute to the advancement of the health sciences mission of the University.
- Serve a purpose not already met by another student organization or department on campus where the organization is seeking recognition.
- Assume responsibility for their actions and the activities they sponsor.

To be considered for recognition as a student organization, the organization representative must submit a proposal and if approved, complete the registration process. Registration forms are accepted during registration periods and due by October 1 and April 1 each year. Upon recognition, organizations must comply with USAHS policies and renew registration annually to continue to conduct activities and access resources of the University. The University reserves the right to deny or suspend registration for student organizations that do not promote and adhere to the mission, values, and policies of the institution, including those student organizations that primarily have a social, religious, political, or athletic focus rather than a health sciences mission.

For detailed guidelines and access to forms and templates, go to the MyUSA, Student Services tab, Clubs&Orgs link.

Student Events

Students who would like to plan an event should submit an Event Request Form to their Campus Director for approval at least 30 days prior to the event. Event Request Forms are located on MyUSA, Student Services tab, under Clubs&Orgs.

Off-Campus Housing

Students are responsible for their living accommodations while attending USAHS. There are a variety of housing options near all campuses, and prospective students can access a list of potential housing by campus by going to housing.usa.edu.*

Students receive full access to the University's Housing Portal upon admission and activation of their student email address. On this portal, students can connect with other current or incoming students, look for potential roommates, and see a list of apartment complexes near campus that have vacancies. Additional information about how to use the Housing Portal is available from Student Success Advisors.

**Students should also refer to the* Cost of Attendance *section for their campus and program. Monthly rental rates in the San Marcos area typically range from $650/month for an individual to $1800/month and more for apartment rentals. Please note this information is subject to change.*

Financial Information

Tuition, Fees, and Cost of Attendance

USAHS publishes an official schedule of tuition, fees, and cost of attendance for each college of the University. Because the programs within each college vary, students should carefully study the charges that apply to them as set forth below. All tuition is due at registration and must be paid by the start of classes. Tuition and fees are subject to change each academic year (September through August). Tuition increases generally occur in September for the subsequent academic year (September through August).

Some or all instruction and/or other academic activities for all or part of the 2022–2023 academic year may be delivered fully online. Tuition and mandatory fees are set regardless of the method of instruction and are not refunded in the event that instruction and/or other academic activities occur fully online for any part of the academic year.

San Marcos Campus

Master of Occupational Therapy (MOT)

The residential MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($16,177.50 per trimester × 6)	$97,065.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($250 per trimester × 6)	$1,500.00
Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$247.00
Graduation fee for all students (regalia not included)	$100.00

Estimated Living Expenses[3]	
Room and board ($2,678–$10,300 per trimester × 6)	16,068.00–$61,800.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,606.22 per trimester × 9)	$86,456.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($200 per trimester × 9)	$1,800.00
Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$221.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,678–$10,300 per trimester × 9)	$24,102.00–$92,700.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester)	$10,773.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,736.63 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00
Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$280.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,678–$10,300 per trimester × 8)	$21,424.00–$82,400.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Physical Therapy (DPT)

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**Students Enrolled prior to 5/2021**	**New/Reinstated Students Enrolled as of 9/2021**
Tuition (enrolled 5/2021 and prior: $15,746.38 per trimester × 8) (enrolled 9/2021 and after: $16,052.25 per trimester × 8)	$125,971.00	$128,418.00

Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00	$2,000.00
Student activity fee	$20.00	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$320.00	$326.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Estimated Living Expenses[3]		
Room and board ($2,678–$10,300 per trimester × 8)	$21,424.00–$82,400.00	$21,424.00–$82,400.00
Transportation ($1,061 per trimester × 8)	$8,488.00	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Doctor of Physical Therapy (DPT)

The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**Current Students Enrolled prior to 5/2021**	**New/Reinstated Students Enrolled as of 9/2021**
Tuition (enrolled May 2021 and prior: $9,763 per trimester × 12) (enrolled September 2021 and after: $9,952 per trimester × 8)	$117,152.00	$119,427.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00	$100.00
Books and school expenses ($350 per trimester × 12)	$4,200.00	$4,200.00
Program fee[2] ($200 per trimester × 12)	$2,400.00	$2,400.00

Student activity fee	$20.00	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$299.00	$305.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Estimated Living Expenses[3]		
Room and board ($2,678–$10,300 per trimester × 12)	$32,136.00–$123,600.00	$32,136.00–$123,600.00
Transportation ($1,061 per trimester × 12)	$12,732.00	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00	$14,364.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

St. Augustine Campus

Master of Occupational Therapy (MOT)

The residential MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,876.17 per trimester × 6)	$89,257.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($250 per trimester × 6)	$1,500.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00

Estimated Living Expenses[3]	
Room and board ($1,775–$6,829 per trimester × 6)	$10,650.00–$40,974.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,361.56 per trimester × 9)	$84,254.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($200 per trimester × 9)	$1,800.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$215.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Room and board ($1,775–$6,829.00 per trimester × 9)	$15,975.00–$61,461.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,736.63 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,775–$6,829 per trimester × 8)	$14,200.00–$54,632.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Physical Therapy (DPT)

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011.38 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00

Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,775–$6,829 per trimester × 8)	$14,200.00–$54,632.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other (1,197 per trimester × 8)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Doctor of Physical Therapy (DPT)

The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,952.25 per trimester × 12)	$98,989.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($350 per trimester × 12)	$4,200.00
Program fee[2] ($200 per trimester × 12)	$2,400.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$254.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Room and board ($1,775–$6,829 per trimester × 12)	$21,300.00–$81,948.00

Transportation ($1,061 per trimester × 12)	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Miami Campus

Master of Occupational Therapy (MOT)

The residential MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,876.17 per trimester × 6)	$89,257.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($250 per trimester × 6)	$1,500.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,514–$9,670 per trimester × 6)	$15,084.00–$58,020.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,361.56 per trimester × 9)	$84,254.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($200 per trimester × 9)	$1800.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$215.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Room and board ($2,514–$9,670 per trimester × 9)	$22,626.00–$87,030.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**Current Students Enrolled prior to Summer 2022**	**New/Reinstated Students Enrolled as of Summer 2022**
Tuition[2] (enrolled prior to Summer 2022: $11,157.13 per trimester × 8) (enrolled Summer 2022 and after: $13,736.63 per trimester × 8)	$89,257.00	$109,893.00

Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00	$4,200.00
Program fee[3] ($250 per trimester × 8)	$2,000.00	$2,000.00
Student activity fee	$20.00	$20.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Estimated Living Expenses[4]		
Room and board ($2,514–$9,670 per trimester × 8)	$20,112.00–$77,360.00	$20,112.00–$77,360.00
Transportation ($1,061 per trimester × 8)	$8,488.00	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Tuition discounts totaling $20,636.00 are offered to eligible students who first enrolled as of Summer 2022 term. Tuition discount to be applied to Terms 7 and 8. Students must be continuously enrolled; excludes students who do not complete this program in eight trimesters. [3]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Physical Therapy (DPT)

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011.38 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00
Student Activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00

Estimated Living Expenses[3]	
Room and board ($2,514–$9,670 per trimester × 8)	$20,112.00–$77,360.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Austin Campus

Master of Science in Speech-Language Pathology (MS-SLP)

The MS-SLP program is five trimesters in duration consisting of a minimum of 55/58 credit hours. Tuition, fees, and cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,579.60 per trimester × 5)	$67,898.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($720 per trimester × 5)	$3,600.00
Program fee[2] ($200 per trimester × 5)	$1,000.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$172.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Room and board ($2,221–$8,541 per trimester × 5)	$11,105.00–$42,705.00

Transportation ($1,061 per trimester × 5)	$5,305.00
Health insurance and other ($1,197 per trimester × 5)	$5,985.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Master of Occupational Therapy (MOT)

The residential MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,876.17 per trimester × 6)	$89,257.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($250 per trimester × 6)	$1,500.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,221–$8,541 per trimester × 6)	$13,326.00–$51,246.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,361.56 per trimester × 9)	$84,254.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($200 per trimester × 9)	$1,800.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$207.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Room and board ($2,221–$8,541 per trimester × 9)	$19,989.00–$76,869.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,736.63 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00

Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,221–$8,541 per trimester × 8)	$17,768.00–$68,328.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Physical Therapy (DPT)

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011.38 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,221–$8,541 per trimester × 8)	$17,768.00–$68,328.00
Transportation ($1,061 per trimester × 8)	$8,488.00

Health insurance and other ($1,197 per trimester × 8)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Doctor of Physical Therapy (DPT)

The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($8,900 per trimester × 12)	$106,800.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($350 per trimester × 12)	$4,200.00
Program fee[2] ($200 per trimester × 12)	$2,400.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$273.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Room and board ($2,221–$8,541 per trimester × 12)	$26,652.00–$102,492.00
Transportation ($1,061 per trimester × 12)	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Dallas Campus

Master of Science in Speech-Language Pathology (MS-SLP)

The MS-SLP program is five trimesters in duration consisting of a minimum of 55/58 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,579 per trimester × 5)	$67,898.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($720 per trimester × 5)	$3,600.00
Program fee[2] ($200 per trimester × 5)	$1,000.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$172.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Room and board ($2,371–$9,122 per trimester × 5)	$11,855.00–$45,610.00
Transportation ($1,061 per trimester × 5)	$5,305.00
Health insurance and other ($1,197 per trimester × 5)	$5,985.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,736.63 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00

Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,371–$9,122 per trimester × 8)	$18,968.00–$72,976.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Doctor of Occupational Therapy (OTD)

The Flex OTD (11 term) program is 11 trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition[2] ($9,640.82 per trimester × 11)	$106,049.00
Tuition Deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($381 per trimester × 11)	$4,191.00
Program fee[3] ($200 per trimester × 11)	$2,200.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[4] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$271.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[5]	
Room and board ($2,371–$9,122 per trimester × 11)	$26,081.00–$100,342.00
Transportation ($1,061 per trimester × 11)	$11,671.00

Health insurance and other ($1,197 per trimester × 11)	$13,167.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Tuition discounts totaling $20,636.00 are offered to eligible students who first enrolled as of Summer 2022 term. Tuition discount to be applied to Terms 10 and 11. Students must be continuously enrolled; excludes students who do not complete this program in 11 trimesters. [3]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, career services. [4]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [5]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Flexible Doctor of Occupational Therapy (OTD)

The Flex OTD (12 term) program is 12 trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**Current Students Enrolled prior to Spring 2022**
Tuition[2] ($7,021 per trimester × 12)	$84,254.00
Tuition Deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($381 per trimester × 12)	$4,572.00
Program fee ($200 per trimester × 12)	$2,400.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[4] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$217.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[5]	
Room and board ($2,371–$9,122 per trimester × 12)	$26,081.00–$107,093.00
Transportation ($1,061 per trimester × 12)	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Current students enrolled in the 12-term program prior to or during the Fall 2021 term who chose to transition into the 11-term program pay the 11-term per term rate for the remainder of the program. [3]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [4]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [5]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Physical Therapy (DPT)

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011.38 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($250 per trimester × 8)	$2,000.00
Student activity fee	20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($2,371–$9,122 per trimester × 8)	$18,968.00–$72,976.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Distance Education Programs

Post-Professional Doctor of Occupational Therapy (PPOTD)

Tuition for all courses not involving a separate seminar is $710/credit hour (based on track). For the bachelor's degree student, it is a 60-credit hour program and for the master's degree student, it is a 35-credit hour program. USAHS MOT graduates may transfer six credit hours, leaving 29.

Tuition and Fees[1]	**All Students**
Tuition – 29 credit hour program approximately	$20,571.00

Tuition – 35 credit hour program approximately	$24,828.00
Tuition – 60 credit hour program approximately	$32,353.00
Books and school expenses	$1,000.00–1,625.00
Technology fee ($1,002 per year)	$2,672–$4,342
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) 29 credit hour program[2]	$53.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) 35 credit hour program[2]	$69.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) 60 credit hour program[2]	$93.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia (estimate)	$650.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$10,776.00–$67,379.00
Transportation ($995 per trimester)	$7,960.00–$12,935.00
Health insurance and other ($250 per trimester)	$1,725.00–$3,250.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Transitional Doctor of Physical Therapy (tDPT)

This program is not enrolling new students.

Tuition for required and elective courses is $678/credit hour, and courses within a certification (and for which seminar fees are charged separately) bear a per credit hour charge of $275.00. Price does not include seminar fee ($1,375 per seminar) or travel to seminars. Clinical integration coursework for the bachelor's degree student is comprised of a series of five courses (totaling 38 credits) that cost $200 per course. For the bachelor's degree student, it is a 60-credit hour program and for the master's degree student it is a 24-credit hour program.

Tuition and Fees[1]	All Students
Tuition – 24 credit hour program approximately	$12,882.00–$16,272.00
Tuition – 60 credit hour program approximately	$13,901.00–$15,916.00
Books and school expenses	$1,000.00
Technology fee ($1,002 per year)	$2,338.00–$4,008.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee) 24 credit hour program[2]	$45.00–$50.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee) 60 credit hour program[2]	$42.00–$47.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia (estimate)	$650.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$9,429.00–$62,196.00
Transportation ($995 per trimester)	$6,965.00–$11,940.00
Health insurance and other ($250 per trimester)	$1,750.00–$3,000.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Master of Health Administration (MHA)

Tuition for all courses is $875/credit hour.

Tuition and Fees[1]	All Students
Tuition – 37 credit hour program approximately	$32,375.00
Books and school expenses	$996.00
Technology fee ($1002 per year)	$2,004.00
Lab fee (only if registered in ATP 7255 course)	$200.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)[2]	$75.00

Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$8,082.00–$31,098.00
Transportation ($995.67 per trimester)	$5,970.00
Health insurance and other ($250 per trimester)	$1,500.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Master of Health Science (MHS)

This program is not currently enrolling new students.

Tuition for all courses not involving a separate seminar is $613.22/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 36 credit hour program approximately	$22,076.00
Books and school expenses	$996.00
Technology fee ($1,002 per year)	$2,004.00
Lab fee (only if registered in ATP 7255 course)	$200.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)[2]	$57.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$8,082.00–$31,098.00
Transportation ($995.67 per trimester)	$5,970.00
Health insurance and other ($250 per trimester)	$1,500.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Health Science (DHSc)

This program is not currently enrolling new students.

Tuition for all courses not involving a separate seminar is $631.25/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 60 credit hour program approximately	$37,875.00
Books and school expenses	$990.00
Technology fee ($1,002.00 per year)	$5,010.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee)[2]	$107.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia estimate	$650.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$20,205.00–$77,745.00
Transportation ($995 per trimester	$14,925.00
Health insurance and other ($250 per trimester)	$3,750.00

[1]This program is not currently accepting new students. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor of Education (EdD)

Tuition for all courses not involving a separate seminar is $840.23/credit hour for students starting the program in Spring 2022 term or after and $631.25 for current students enrolled prior to Spring 2022.

Tuition and Fees[1]	**Current Students Enrolled prior to Spring 2022**	**New Students as of Spring 2022**
Tuition – 60 credit hour program approximately	$37,875.00	$50,414.00
Books and school expenses	$1,065.00	$923.00

Technology fee ($1002 per year)	$5,010.00	$4,342.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$107.00	$138.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Optional custom regalia estimate	$650.00	$650.00
Estimated Living Expenses[3]		
Room and board ($1,347–$5,183 per trimester)	$20,205.00–$77,852.00	$17,511.00–$67,379.00
Transportation ($995 per trimester)	$14,925.00	$12,935.00
Health insurance and other ($250.00 per trimester)	$3,750.00	$3,250.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Graduate Certificates

Tuition for all courses is $875/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – approximately 12 credit hour program	$10,500.00
Books and school expenses	$996.00
Technology fee ($1,002 per year)	$668.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$15.00–26.00
Estimated Living Expenses[3]	
Room and board ($1,347–5,183 per trimester)	$2,694.00–$10,366.00
Transportation ($ per trimester)	$1,990.00
Health insurance and other ($ per trimester)	$1,000.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

School of Nursing

Master of Science in Nursing (MSN), Non-NP Specializations

Tuition for all courses is $736.80/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 36 credit hour program approximately	$26,525.00
Books and school expenses	$996.00
Technology fee ($1,002 per year)	$2,004.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$55.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$8,082.00–$31,098.00
Transportation ($995.67 per trimester)	$5,970.00
Health insurance and other ($1,197 per trimester)	$7,182.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Master of Science in Nursing (MSN), FNP Specialization

Tuition for all courses is $814.80/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 50 credit hour program approximately	$40,739.00
Books and school expenses	$2,544.00
Intensive and health assessment kit	$550.00

Technology fee ($1,002 per year)	$2,672.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$83.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$10,776.00–$41,464.00
Transportation ($995.67 per trimester)	$7,960.00
Health insurance and other ($1,197 per trimester)	$9,576.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Master of Science in Nursing (MSN), PMHNP-PC Specialization

Tuition for all courses is $755.20/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 55 credit hour program approximately	$41,536.00
Books and school expenses	$2,862.00
Intensive and health assessment kit	$550.00
Technology fee ($1,002 per year)	$3,006.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$111.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$12,123.00–$46,647.00

Transportation ($995.67 per trimester)	$8,955.00
Health insurance and other ($1,197 per trimester)	$10,773.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Master of Science in Nursing (MSN), AGNP Specialization

Tuition for all courses is $755.20/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 55 credit hour program approximately	$41,536.00
Books and school expenses	$2,544.00
Intensive and health assessment kit	$550.00
Technology fee ($1,002 per year)	$2,672.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$111.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$10,776.00–$41,464.00
Transportation ($995.67 per trimester)	$7,960.00
Health insurance and other ($1,197 per trimester)	$9,576.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor Nursing Practice (DNP), Nurse Executive Specialization (BSN-Entry)

Tuition for all courses is $954.80/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 64 credit hour program approximately	$61,108.00
Books and school expenses	$1,000.00
Technology fee ($1,002 per year)	$3,340.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$123.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia estimate	$650.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$13,470.00–$51,830.00
Transportation ($995 per trimester)	$9,950.00
Health insurance and other ($1,197 per trimester)	$11,970.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor Nursing Practice (DNP) (MSN-Entry)

Tuition for all courses is $954.80/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 42–52 credit hour program approximately	$40,103.00–$49,650.00
Tuition (USAHS MSN alumni tracks) – 22–30 credit hour program approximately	$21,006.00–$28,645.00
Books and school expenses	$994.00

Books and school expenses (USAHS MSN alumni tracks)	$568.00
Technology fee ($1,002 per year)	$2,338.00
Technology fee ($1,002 per year) (USAHS MSN alumni tracks)	$1,336.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$81.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee for USAHS MSN alumni tracks determined by rate as of April 1, 2022)	$43.00–$57.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia estimate	$650.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$9,429.00–$36,281.00
Room and board ($1,347–$5,183 per trimester, USAHS MSN alumni tracks)	$5,388–$20,732
Transportation ($995 per trimester)	$6,965.00
Transportation ($995 per trimester, USAHS MSN alumni tracks)	$3,980.00
Health insurance and other ($1,197 per trimester)	$8,379.00
Health insurance and other ($1,197 per trimester, USAHS MSN alumni tracks)	$4,788.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Doctor Nursing Practice (DNP), FNP Specialization

Tuition for all courses is $973.90/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 71 credit hour program approximately	$69,149.00
Books and school expenses	$2,544.00

Health assessment kit	$550.00
Technology fee ($1,002 per year)	$4,008.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$140.00
Graduation fee for all students (regalia not included)	$100.00
Optional customer regalia estimate	$650.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$16,164.00–$62,196.00
Transportation ($995 per trimester)	$11,940.00
Health insurance and other ($1,197 per trimester)	$14,364.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Post Graduate Nursing Certificates, Non-NP Specializations

Tuition for all courses is $755.20/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 12 credit hour program approximately	$9,062.00
Books and school expenses	$666.00
Technology fee ($668 per year)	$668.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$24.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$2,694.00–$10,366.00

Transportation ($995 per trimester)	$1,990.00
Health insurance and other ($1,197 per trimester)	$2,394.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Post Graduate Nursing Certificate, FNP Specialization

Tuition for all courses is $755.20/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 31 credit hour program approximately	$23,411.00
Books and school expenses	$1,590.00
Health assessment kit	$550.00
Technology fee ($1,002 per year)	$1,670.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$63.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$6,735.00–$25,915.00
Transportation ($995 per trimester)	$4,975.00
Health insurance and other ($1,197 per trimester)	$5,985.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Post Graduate Nursing Certificate, PMHNP-PC (Non-APRN/Non-NP Entry)

Tuition for all courses is $755.20/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 37 credit hour program approximately	$27,942.00

Books and school expenses	$1,908.00
Health assessment kit	$550.00
Technology fee ($1,002 per year)	$2,004.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$75.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$8,082.00–$31,098.00
Transportation ($995 per trimester)	$5,970.00
Health insurance and other ($1,197 per trimester)	$7,182.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

Post Graduate Nursing Certificate, PMHNP-PC (APRN/NP Entry)

Tuition for all courses is 755.20/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 28 credit hour program approximately	$21,145.60
Books and school expenses	$1,590.00
Health assessment kit	$550.00
Technology fee ($1,002 per year)	$1,670.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$57.00
Estimated Living Expenses[3]	
Room and board ($1,347–$5,183 per trimester)	$6,735.00–$25,915.00

Transportation ($995 per trimester)	$4,975.00
Health insurance and other ($1,197 per trimester)	$5,985.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence.

USAHS Student Payment Policy

Students must either pay tuition and applicable fees or have other financial arrangements in place by the term start. Students who intend to receive financial aid but have not completed the loan application or renewal process must pay tuition by the scheduled due date. Students who anticipate difficulty adhering to these deadlines should contact the Bursar's Office immediately.

After the start of a term, students who have an unpaid balance may have a hold placed on their account at the sole discretion of USAHS unless covered by Financial Aid. A bursar hold prevents a student from registering for any future term until the outstanding balance is paid; the hold does not remove the student from current classes. If a student with a bursar hold has withdrawn and then seeks readmission to the university, the hold must be satisfied prior to readmission. Once the outstanding balance is paid, the hold can be removed by contacting the bursar's office. Students failing to pay tuition greater than $500 within 60 calendar days into the semester may be dismissed. Methods of payment include CashNet Payment Plan, guaranteed financial aid, and third-party sponsorship.

Accepted Methods of Payment

- Cash is not accepted.
- E-check (preferred payment option)
- Credit Card: Visa, MasterCard, Discover, American Express.
    - There is an additional fee of 2.5% for credit card payments.
- Check/Money Order
    - Made payable to **University of St. Augustine for Health Sciences**
    - Reference Student ID number on the check.
    - There is a $30 returned check fee should the bank not honor a personal check. If a check is not honored by the bank a second time, there is an additional $30 returned check fee and additional personal checks will not be accepted.

To make an online payment:

1. Go to MyUSA and log in.
2. Go to Student Services.
3. Click Bursar from the side navigation.

4. Go to Make a Payment.
5. Select My Account Balances.
6. Click on the dollar amount next to Accounts Receivable (and campus), even if it shows zero.
7. Next select Make payment at the bottom. Enter the dollar amount of the payment xxx.xx (no dollar sign or comma) in the Accounts Receivable space and click submit.
8. Students do not have to pay what shows in the account balance, they may pay more or less.
9. An Accounts Receivable balance with a negative sign in front of it simply means the student has a credit balance from a tuition deposit (applicable only to students who reside in states that have mandated policies regarding deposit refunds).
10. Students still click on the balance and then enter the payment amount after clicking make payment.
11. Follow credit card instructions.
12. Once the payment processes, students receive a confirmation email.

Late Payment Fee

Any tuition and fee balance not paid in full or pending loan disbursement or third-party payment at the time of trimester registration may be subject to a 10% late penalty. Tuition, fees, and late penalty must be paid in full no later than the close of business on the last day of the week in which classes begin.

Financial Dismissal

Financial dismissal effectively withdraws a student from the University. Students who are financially dismissed and want to be reinstated in the same term must contact the Bursar and arrange payment immediately. Students who are financially dismissed and are not reinstated during the same term must apply for readmission and satisfy outstanding financial obligations to the University before reentering the program.

CashNet Tuition Payment Plan

CashNet is a no interest payment plan, and the loan amount can include tuition, fees, and cost of attendance. There is a one-time $55 application fee per contract. Campus-based and post-professional students may use the payment plan, but it is not available to non-degree students. All payments to CashNet must be completed prior to graduation.

CashNet offers the following payment plans:

4 Pay Plan: 4 equal monthly payments. The minimum dollar amount is $1,000.00.
8 Pay Plan: 8 equal monthly payments. The minimum dollar amount is $2,000.00.
12 Pay Plan: 12 equal monthly payments. The minimum dollar amount is $3,000.00.

Fall trimester payment plans should be in place no later than September 1. Fall trimester plans open August 5 and close October 25. **Payment plans are not available for the Fall term after October 25th**.

Spring trimester payment plans should be in place no later than January 1. Spring trimester plans open December 9 and close March 3. **Payment plans are not available for the Spring term after March 3rd.**

Summer trimester plans should be in place no later than May 1. Summer trimester plans open April 6 and close July 3. **Payment plans are not available for the Summer term after July 3rd.**

No matter how many contracts are set up, all must be paid off before graduation. Students make equal monthly payments to CashNet (according to the length of the payment plan selected). CashNet then forwards the payment to the University twice per month, usually a month in arrears.

Once a payment plan contract is set up, please notify the Business Office Bursar of the payment plan and the dollar amount so it can be verified and noted on the account. The Bursar can be reached at bursar@usa.edu.

For more information, students can contact the CashNet customer care line for students at 800-556-6884 or 800-635-0120 or go to commerce.cashnet.com/usapay. New users must create an account to make an online payment.

Refund Policy

Tuition Refund Policy for MOT, OTD, DPT, MS-SLP Programs

Cancellation and Tuition Refund Policy

USAHS' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.

Deposit Refund Policy for MOT, OTD, DPT, MS-SLP Programs

When notification of withdrawal from the University is submitted, the University retains $100 as a matriculation fee.

Notice of Cancellation for MOT, OTD, DPT, MS-SLP Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than deposit/matriculation fees, books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first seven days of instruction.

Tuition Refund Policy for MOT, OTD, DPT, MS-SLP Programs

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees (other than deposit/matriculation fees), and cost of attendance are refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the refund policy.

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses

For students who withdraw from *all* classes during days 1–7 of the trimester (add/drop period), 100% of tuition (minus the deposit/matriculation fee) is refunded to the student and/or to the loan provider. For students who withdraw from *all* classes after day seven but before more than 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course

Students withdrawing from one or more course(s), but not the program, have their refund calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period). If more than 60%, then no refund is due.
Step 2: Determine the amount of tuition earned by the school by multiplying the total tuition/fee charged by the percentage of time enrolled.
Step 3: Compare the amount of tuition earned by the school to the amount received by the school. If more funds were received by the school than tuition earned by the school, determine the amount of funds that must be returned by subtracting the tuition earned by the school amount from the amount received by the school.
Step 4: Distribute this calculated amount as a refund to the student or the student loan provider.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from *all* classes before more than 60% of the term has elapsed, a portion of their tuition is returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Graduate/Post-Graduate Certificate Programs

Student's Right to Cancel

Students may withdraw from a degree program at any time. Students wishing to withdraw from a program should first consult with their faculty advisor. Students who decide to withdraw from a program must complete the Program Withdrawal Form located on MyUSA, Student Services, Forms link and submit it to the Registrar's Office. To withdraw from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Graduate/Post-Graduate Certificate Programs

USAHS' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.

Notice of Cancellation for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Graduate/Post-Graduate Certificate Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first seven days of instruction.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Graduate/Post-Graduate Certificate Programs

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition is refunded to students who withdraw within the add/drop period.

If a student withdraws from the program or a course after the 7-day add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Refund of Tuition after the Start of Trimester Courses

For self-pay students who withdraw (including transfers and leaves of absence) from *all* classes before more than 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student. Refunds for students dropping from coursework (not the program) is calculated under the same percentage formula. If more than 60% of the term has elapsed, there is no refund.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period).
Step 2: Determine the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time enrolled.
Step 3: Compare the amount of tuition earned by the school to the amount received by the school. If more funds were received by the school than tuition earned by the school, determine the amount of funds that must be returned by subtracting the tuition earned by the school amount from the amount received by the school.
Step 4: Distribute this calculated amount as a refund to the student.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from *all* classes before more than 60% of the term has elapsed, a portion of their tuition is returned to the lender. Please see the University's R2T4 policy for further information.

Iowa Residents

For Iowa National Guard or Reserve Forces Only

The following additional considerations are made for a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to National Guard duty or federal active duty:

- The student may withdraw from the entire registration for that term and receive a full refund of tuition and mandatory fees for that term.
- The student may make arrangements with the instructor(s) for course grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration and all tuition, fees, and cost of attendance intact.

- The student may make arrangements with only some instructors for grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration, tuition, and fees intact for only those courses in which the student makes arrangements. Any course for which arrangements cannot be made for grades or incompletes will be considered withdrawn and the tuition and mandatory fees for the course refunded.

Tuition Refund Policy for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs for Iowa Residents Enrolled prior to July 1, 2021

Cancellation and Tuition Refund Policy for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs

USAHS' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Refund Policy.

Notice of Cancellation for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than deposit/matriculation fees, books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first seven days of instruction. All monies Iowa residents prepay to the University for tuition, including the deposit/matriculation, are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees, and cost of attendance (excluding deposit/matriculation fees) are refunded to the student or the student loan provider if a student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses: For students who withdraw from all classes during days 1–7 of the trimester (add/drop period), 100% of tuition/fees (excluding deposit/matriculation fees) are refunded to the student and/or to the loan provider. After day 7, for students who withdraw from all classes before 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course: For students who withdraw from one or more courses, but not the program, the refund is calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as of the date of withdrawal (incomplete days divided by total days in the period). If more than 60%, no refund is due.
Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete.
Step 3: Distribute this calculated amount as a refund to the student or the loan provider.

For students who reside in Iowa and who withdraw due to physical incapacity and provide official documentation that physical incapacity is the reason he or she is not able to complete the course, the student is refunded the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed, a portion of their tuition is returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Graduate/Post-Graduate Certificate Programs for Iowa Residents Enrolled prior to July 1, 2021

Student's Right to Cancel PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs

Students may withdraw from a degree program at any time. Students wishing to withdraw from a program should first consult with their faculty advisor. Students who decide to withdraw from a program must complete the Program Withdrawal Form located at MyUSA, Student Services,

Forms link and submit it to the Registrar's Office. To withdraw from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs

USAHS' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Refund Policy.

Notice of Cancellation for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Graduate/Post-Graduate Certificate Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first seven days of instruction. All monies Iowa residents prepay to the University for tuition are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees, and cost of attendance are refunded to the student or the student loan provider if a student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses: For students who withdraw from all classes during days 1–7 of the trimester (add/drop period), 100% of tuition/fees are refunded to the student and/or to the loan provider. After day 7, for students who withdraw from all classes before 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course: For students who withdraw from one or more courses, but not the program, the refund is calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as of the date of withdrawal (incomplete days divided by total days in the period). If more than 60%, no refund is due.
Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete.
Step 3: Distribute this calculated amount as a refund to the student or the loan provider.

For students who reside in Iowa and who withdraw due to physical incapacity and provide official documentation that physical incapacity is the reason he or she is not able to complete the course, the student is refunded the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed, a portion of their tuition is returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs for Iowa Residents Enrolled on or after July 1, 2021

Cancellation and Tuition Refund Policy for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs

USAHS' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Refund Policy.

Notice of Cancellation for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first 14 days of instruction. All monies Iowa residents prepay to the University for tuition, including the deposit/matriculation fee, are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy for Flex MOT, Flex OTD, Flex DPT, and MS-SLP Programs

USAHS has an established add/drop period for Iowa residents that is the first 14 days of each trimester. All tuition, fees, and cost of attendance are refunded to students, or to the student loan provider if a student withdraws from a program or a course within the Iowa add/drop period.

If a student withdraws from the program or a course after the Iowa add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses: For students who withdraw from all classes during days 1–14 of the trimester (Iowa add/drop period), 100% of tuition/fees are refunded to the student and/or to the loan provider. After day 14, for students who withdraw from all classes before 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course: For Iowa-resident students who withdraw from one or more courses, but not the program, the refund is calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as of the date of withdrawal (incomplete days divided by total days in the period). If more than 60%, no refund is due.
Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete.
Step 3: Distribute this calculated amount as a refund to the student or to the loan provider.

For students who reside in Iowa who withdraw due to physical incapacity and who provide official documentation that physical incapacity is the reason he or she is not able to complete the course, the student is refunded by the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed, a portion of the tuition is returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs for Iowa Residents Enrolled on or after July 1, 2021

Student's Right to Cancel PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs

Students may withdraw from a degree program at any time. Students wishing to withdraw from a program should consult first with their faculty advisor. Students who decide to withdraw from a program must complete the Program Withdrawal Form located on MyUSA, Student Services, Forms link and submit it to the Registrar's Office. To withdraw from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs

USAHS' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Refund Policy.

Notice of Cancellation for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within 14 days of instruction. All monies Iowa residents prepay to the University for tuition are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Certificate Programs

USAHS has an established add/drop period for Iowa residents that is the first 14 days of each trimester. All tuition, fees, and cost of attendance are refunded to the student or the student loan provider if a student withdraws from a program or a course within the Iowa add/drop period.

If a student withdraws from the program or a course after the 14-day add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses: For students who withdraw from all classes during days 1–14 of the trimester (add/drop period), 100% of tuition/fees are refunded to the student and/or to the loan provider. After day 14, for students who withdraw from all classes before 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course: For students who withdraw from one or more courses, but not the program, the refund is calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as of the date of withdrawal (incomplete days divided by total days in the period). If more than 60%, no refund is due.
Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete.
Step 3: Distribute this calculated amount as a refund to the student or the loan provider.

For students who reside in Iowa and who withdraw due to physical incapacity and provide official documentation that physical incapacity is the reason he or she is not able to complete the course, the student is refunded the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed, a portion of the tuition is returned to the lender. Please see the University's R2T4 policy for further information.

Maryland Residents

Tuition Refund Policy for Maryland Residents

For students residing in Maryland, the University complies with the state of Maryland's refund policy. This policy supersedes the University's refund policy unless the University's policy is more beneficial for the Maryland student. The minimum refund that the University shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Trimester Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to and including 60%	20% refund
More than 60%	No refund

Missouri Residents

Missouri Students Notice of Cancellation

Students residing in Missouri have the right to cancel enrollment for a program until midnight of the third business day after all parties have signed the enrollment agreement and to be provided a full refund of all money paid by the student toward tuition and fees.

Wisconsin Residents

Wisconsin Tuition Refund Policy for MS-SLP, MOT, OTD, DPT Programs

Wisconsin Students Notice of Cancellation

Students residing in Wisconsin have the right to cancel enrollment for a program and shall be provided a full refund of all money paid by the student towards tuition and fees provided that either

1. the student cancels the enrollment by midnight of the third business day after all parties have signed the enrollment agreement, or
2. the prospective student was accepted but was unqualified and the school did not secure a disclaimer under SPS 409.04, or
3. enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.

USAHS provides the Wisconsin Notice of Cancellation Form with the enrollment agreement. All students residing in Wisconsin who utilize the cancellation privilege will receive a full refund within 10 business days.

Wisconsin Students Refund Policy

Deposit Refund Policy: When notification of withdrawal from the University is submitted, the University retains $100 as a matriculation fee.

Tuition Refund Policy: USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition and fees charged to the student's account (other than the matriculation fee, if required) are refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

At Least	But Less Than	Refund of Tuition
1 class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	No	No Refund

Refunds are made within 30 days of the date the University determines that the student has withdrawn. Students should notify the University in writing of the withdrawal, but a written notice of withdrawal is not required. Except in verified cases of emergency, if a student fails to submit the required documentation and be approved for a Leave of Absence, the student is withdrawn two weeks after the University becomes aware that the student has stopped participating. See Leave of Absence policy for further information on LOA.

Students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed will have a portion of their tuition returned to the lender. Please see the University's R2T4 policy for further information.

Wisconsin Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Certificate Programs

Wisconsin Students Notice of Cancellation

Students residing in Wisconsin have the right to cancel enrollment for a program and shall be provided a full refund of all money paid by the student towards tuition and fees provided that

1. the student cancels the enrollment by midnight of the third business day after all parties have signed the enrollment agreement, or
2. the prospective student was accepted but was unqualified and the school did not secure a disclaimer under SPS 409.04, or
3. enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.

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At Least	But Less Than	Refund of Tuition
1 class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%

40%	50%	50%
50%	60%	40%
60%	No	No Refund

Refunds are made within 30 days of the date the University determines that the student has withdrawn. Students should notify the University in writing of the withdrawal, but a written notice of withdrawal is not required. Except in verified cases of emergency, if a student fails to submit the required documentation and be approved for a Leave of Absence, the student is withdrawn two weeks after the University becomes aware that the student has stopped participating. See Leave of Absence policy for further information on LOA.

Students who receive federal financial aid and who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed will have a portion of their tuition returned to the lender. Please see the University's R2T4 policy for further information.

Student Tuition Recovery Fund—California

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120-days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or another monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four-year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Continuing Education Seminar Fee Refund Policy

See Continuing Professional Education.

Financial Aid Office

For financial aid information, visit Financial Assistance Information. Any inquiries or requests for information should be sent to the Department of Financial Aid Services, USAHS, 700 Windy Point Drive, San Marcos, CA, 92069; email: ContactFinancialAid@usa.edu; phone: 904-423-2010.

Financial Assistance Programs

USAHS has several resources to help students who qualify fund their education, including dedicated financial aid counselors. Although they are campus-based, every counselor is available to assist students at any point in the process.

Students who have not submitted all admission requirements are not eligible to receive Title IV funds until those requirements are met. If a student obtains a loan to pay for an educational program, the student has the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

The department staff are available to help students by email and telephone, and they offer a live webinar session each term. Regular office hours are 8:00 a.m. to 8:00 p.m. EST, Monday through Friday.

In addition to reviewing eligibility for USAHS scholarships, students are encouraged to explore financial assistance programs available from healthcare providers who employ therapists or scholarships available for graduate education.

USAHS is approved to participate in the Federal Title IV Stafford Direct Loan, Direct Plus Loan (Graduate Students), and Federal Work-Study programs. USAHS complies with the requirement for consumer information to be disclosed to the student pursuant to the applicable federal and state financial aid programs (34 CFR 668) and follows the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

Federal and Private loan options are available to cover education expenses for students who meet the eligibility guidelines set by the lenders and who maintain eligibility and enrollment requirements including the satisfactory academic policy of USAHS**.** While USAHS does not offer Title IV financial aid for any term in which an accelerated learning course is taken without a full-term "anchor" course, other financing alternatives may be available. Please refer to the Financial Aid Office for additional information.

Direct Unsubsidized Loans (also known as Stafford Loans or Direct Stafford Loans): This is a federal loan that accrues interest while students are in school. The interest payments may be deferred for six months after graduation. Students may obtain up to $20,500 a year from the Stafford Loan. The current interest rate is 6.54% fixed with a 1.057% loan fee. Loans originated on or after October 1, 2022, and before October 1, 2023, have a 1.057% disbursement fee. Students are required to fill out the Free Application for Federal Student Aid (FAFSA) form to establish they are eligible to apply for this loan. Visit www.studentaid.gov for more information.

Direct PLUS Loans: These are federal loans that graduate or professional degree students may use to help pay education expenses not covered by other financial aid through the U.S.

Department of Education. The current interest rate is 7.54% fixed with a 4.228% loan fee. Loans originated on or after October 1, 2022, and before October 1, 2023, have a 4.228% disbursement fee. Learn more at Federal Student Aid.

Federal Work-Study Programs: The Federal Work-Study Program (FWS) provides part-time employment to students attending USAHS who need the earnings to help meet their costs of postsecondary education and encourages students receiving FWS assistance to participate in community service activities. This program allows students the opportunity to gain valuable work experience while earning their work-study funds. FWS positions are available in areas such as healthcare, education, literacy, wellness center, and tutors. Positions and requirements are posted at MyUSA, Student Worker Openings.

Private Alternative Loans: Private financial institutions offer a variety of financial products to help graduate students fund their education. Visit ELMSelect to learn more about private lending options and download the Private Education Loan Self-Certification Form.

USAHS does not have a preferred lender arrangement, and the ELM website provides a comprehensive listing of lenders that have made loans to the institution's students within the past five years. A student/borrower can choose to use any lender, including a lender not listed.

Washington State Residents

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to their student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

Satisfactory Academic Progress (SAP) and Financial Aid Eligibility

Federal regulations require that, to be eligible for and maintain assistance from any Federal Title IV student aid program, a student must be making satisfactory academic progress toward a certificate or degree. USAHS students must maintain satisfactory progress according to the guidelines herein and complete all certificate and degree requirements in a timely manner. All students are evaluated for Satisfactory Academic Progress (SAP) at the end of each trimester or term.

To maintain eligibility for funds, students must maintain both quantitative (timeframe and pace), and qualitative (grade-based) standings and revised at each evaluation point.

Financial Aid Satisfactory Academic Progress at USAHS is defined as:

1. Maintaining a minimum cumulative grade point average (CGPA) or higher, as defined by the student's program and shown in the table below, at the completion of each trimester.
2. Completion of 67% of the cumulative attempted credit hours.

Maximum Timeframes

There is a maximum timeframe in which students must graduate. The maximum time frame is 150% of the published length of the program as evaluated by the number of terms attempted. For example, if a standard program length is eight terms, the maximum number of terms the student may attempt to complete the program is twelve terms. If at any point it becomes mathematically impossible for the student to complete the program of study within the maximum number of terms, the student will become ineligible for further federal financial aid funds.

Minimum Standards by Program

Program Level	Program	Program Credit Hours	Cumulative GPA	Expected Time Frame	Maximum Time Frame
Entry-Level	Master of Science in Speech Language Pathology (MS-SLP)	55–58	2.7	5 terms	8 terms
Entry-Level	Master of Occupational Therapy (MOT)	93	2.7	6 terms	9 terms
Entry-Level	Flex Master of Occupational Therapy (Flex MOT)	93	2.7	9 terms	14 terms
Entry-Level	Doctor of Occupational Therapy (OTD)	117	2.7	8 terms	12 terms
Entry-Level	Flex Doctor of Occupational Therapy Flex (Flex OTD, 11 term)	117	2.7	11 terms	17 terms
Entry-Level	Flex Doctor of Occupational Therapy Flex (Flex OTD, 12 term)	117	2.7	12 terms	18 terms
Entry-Level	Doctor of Physical Therapy (DPT)	131	2.7	8 terms	12 terms
Entry-Level	Flex Doctor of Physical Therapy Flex (Flex DPT)	131	2.7	12 terms	18 terms
Post-Professional	Doctor of Education (EdD)	60	3.0	13 terms	20 terms

Program Level	Program	Program Credit Hours	Cumulative GPA	Expected Time Frame	Maximum Time Frame
Post-Professional	Doctor of Health Sciences (DHSc)	60	3.0	15 terms	23 terms
Post-Professional	Doctor of Nursing Practice (BSN-DNP)	64	3.0	10 terms	15 terms
Post-Professional	Doctor of Nursing Practice (MSN-DNP)	42–52	3.0	7 terms	11 terms
Post-Professional	Doctor of Nursing Practice, FNP role specialty (BSN-DNP-FNP)	71	3.0	12 terms	18 terms
Post-Professional	Master of Health Administration (MHA)	37	3.0	6 terms	9 terms
Post-Professional	Master of Health Science (MHS)	36	3.0	6 terms	9 terms
Post-Professional	Master of Science in Nursing, Family Nurse Practitioner Role Specialty (MSN-FNP)	50	3.0	8 terms	12 terms
Post-Professional	Master of Science in Nursing, AGNP Role Specialty	55	3.0	8 terms	12 terms
Post-Professional	Master of Science in Nursing, PMHNP-PC Role Specialty	55	3.0	9 terms	14 terms
Post-Professional	Master of Science in Nursing, NEd, NEx, & NI Role Specialties	36	3.0	6 terms	9 terms
Post-Professional	Post-Professional Doctor of Occupational Therapy (bachelor's-entry) (PPOTD)	60	3.0	13 terms	20 terms
Post-Professional	Post-Professional Doctor of Occupational Therapy (master's-entry) (PPOTD)	29–35	3.0	8 terms	12 terms
Post-Professional	Transitional Doctor of Physical Therapy (bachelor's-entry) (tDPT)	60	3.0	12 terms	18 terms
Post-Professional	Transitional Doctor of Physical Therapy (master's-entry) (tDPT)	24	3.0	7 terms	11 terms
Post-Professional	PG Certificate-Family Nurse Practitioner (FNP)	31	3.0	5 terms	8 terms

Program Level	Program	Program Credit Hours	Cumulative GPA	Expected Time Frame	Maximum Time Frame
Post-Professional	PG Certificate-Psychiatric Mental Health Nurse Practitioner-Primary Care (MSN/DNP-entry) (PMHNP-PC)	37	3.0	6 terms	9 terms
Post-Professional	PG Certificate-Psychiatric Mental Health Nurse Practitioner-Primary Care (APRN-entry) (PMHNP-PC)	28	3.0	5 terms	8 terms

Treatment of Courses and Credits

Course Repetitions: Repeated courses for which a grade of D or better has already been earned do not count as earned or as attempted credits toward the student's pace or maximum timeframe. Only the highest grade is included in the GPA calculation.

Drops: Courses dropped before the end of the add/drop period are not included in the financial aid satisfactory progress calculations.

Incompletes: Incomplete grades count as credits attempted and not completed credits, but do not impact the GPA.

No Credit: No credit grades count as credits attempted and not completed credits, but they do not impact the GPA.

Periods with No Financial Aid: Financial aid progress requirements include all periods of enrollment, including periods in which the student did not receive financial aid.

Second Program: The SAP calculations are reset for students who complete one program or degree at USAHS and begin a subsequent program or degree as long as no courses transfer to the new program. The SAP calculation is not reset for students that have earned degrees or certificates "along the way" at USAHS and is calculated on the longest program in which the student is enrolled.

Transfer Credits: All transfer credits are considered as both attempted and completed when calculating the pace rate and maximum timeframe. Transfer credits do not impact the GPA.

Unsatisfactory Grades: Unsatisfactory grades (a grade of U) count as credits attempted and not completed, but do not impact the GPA.

Withdrawals: Courses dropped after the add/drop periods are considered to be attempted but not completed credits, but do not impact the GPA.

SAP Sanctions

Financial Aid Warning

After the first trimester in which a student fails to meet the Satisfactory Academic Progress standards, the student is placed on Financial Aid Warning. Students who are placed on Financial Aid Warning are required to meet with their Faculty Advisor to develop an Academic Improvement Plan on how to improve their academic study. The Academic Improvement Plan may alter the minimum SAP requirement for the student and failure to meet these altered requirements will result in the standard SAP sanctions. A Title IV student on Financial Aid Warning remains eligible for federal financial aid for the warning trimester.

Loss of Federal Financial Aid Eligibility and Appeal Process

If the student fails to meet the minimum Satisfactory Academic Progress standards at the completion of the warning trimester, the student loses federal financial aid eligibility and may be dismissed from their program. If a student on Financial Aid Probation fails to meet the Satisfactory Academic Progress standard following the probation trimester, the student will lose Title IV eligibility and may be dismissed from the program.

Students who become ineligible to receive federal financial aid but remain in compliance with the academic progress standards for continuance in their program and are not withdrawn from their program must make alternative payment arrangements with the bursar by the appropriate tuition due date. Students may still be eligible for private educational loans if federal aid eligibility is lost.

How to Appeal

Step 1: The student prepares a typed letter that explains the unexpected, unusual, or temporary circumstance (i.e., death in the immediate family, illness, or other significant life changes) which led to the lack of academic progress. The explanation must include dates of the events that correspond to *all* the academic terms in which the student did not meet academic progress standards and explain how the student has remedied the issues. Pre-existing life issues (an issue or illness that is not limited to a medical condition the student had before beginning any program) are not cause for appeal.

Step 2: The student acquires third-party supporting documentation. The following are examples of acceptable supporting documents:

- Death in Family: Copy of death certificate
- Medical Issue: Letter from physician with the dates in which the student was unable to attend school, the date the student can return to school, and the physician's contact information

- Legal Issues: Dated court records or police reports
- Change in Job/Hours: Letters from employers with their contact information
- Move Residency: Copy of a residential lease or the closing documents of a new home

Non-acceptable documents include, but are not limited to, obituaries or funeral programs; medical records or copies of prescriptions; letters or emails from family, friends, co-workers, classmates, or professors.

Step 3: The student submits documents from Step 1 and Step 2 with the required *signed* Appeal Form, found on MyUSA, to the Office of Financial Aid. All documents are subject to verification.

The Appeal Decision

Students should allow up to 30 days for the appeal decision to be processed by the financial aid appeal committee. The decision is sent to the student's USAHS email address. Students should note that an appeal cannot be reviewed until all grades are posted to the student's academic transcript. Appeals are not reviewed if there is a grade of incomplete on the student's transcript.

Students will not know the financial aid appeal committee's decision by the last day to drop a course without penalty. All university billing policies remain in effect while the student's appeal is reviewed. If the student is currently enrolled and their appeal for financial aid probation is denied, the student is responsible for payment of tuition and fees for any current enrollment.

Financial Aid Probation

If the student successfully appeals the loss of federal financial aid eligibility, the student is placed on Financial Aid Probation and federal financial aid eligibility is reinstated. The Financial Aid Probation status is for one consecutive trimester unless permitted by the Academic Improvement Plan.

Reinstatement of Title IV Eligibility

If the appeal is denied, the student may take coursework at their own expense until such time that the SAP requirements have been met. The student will become eligible for additional federal financial aid funding for the trimester after meeting the minimum SAP standards.

Financial Aid Notice

The Office of Financial Aid sends a notice to a federal financial aid recipient if the recipient fails to meet any of the Academic/Financial Aid Satisfactory Academic Progress (SAP) standards (Recipients should note that all evaluation periods are measured, including ones where the student may not have received financial aid.)

Financial Aid Verification Policy

In accordance with US Department of Education regulations, the University of St. Augustine for Health Sciences is required to verify the accuracy of financial aid application information for selected students. Since USAHS does not offer undergraduate programs, the school is not required to perform full verification for students who are receiving unsubsidized Direct Loan funds and/or Graduate PLUS Loan funds. However, students applying for Federal Work Study (FWS), who are selected by the Department of Education for verification, are required to submit additional information prior to receiving FWS funds. This information may include but is not limited to IRS tax return transcripts, Form W-2s, IRS verification of non-filing, identification documents, and a signed Statement of Educational Purpose.

If a student is selected for verification as an FWS recipient, they must submit the documents scheduled on their myFinAid page to Financial Aid Office. It is strongly recommended that students have a complete Financial Aid Application at least six weeks prior to the start of their program or renewal date of their existing loan, but students must complete the verification process within 30 days prior to the end of the term for funds to be processed for that term or financial aid award year. If students are required to submit tax information, they are required to submit an official IRS tax return transcript. Students can obtain an IRS Tax Return Transcript, free of charge, through: (1) Get Transcript ONLINE at www.irs.gov; (2) Get Transcript by MAIL at www.irs.gov; (3) automated telephone request 1-800-908-9946; or (4) paper request IRS Form 4506T-EZ. Students can obtain an IRS Verification of Non-Filing Letter by paper request using IRS Form 4506T at www.irs.gov/pub/irs-pdf/f4506t.pdf.

Once the required documents are received in the Financial Aid Office, the normal processing time is 10 business days. Participation in the verification process is not optional and financial aid awards cannot be determined until verification is complete. If students do not complete the verification process by the end of the enrollment period, they are not able to receive federal financial assistance for that award year.

Upon reviewing verification documentation, the Financial Aid Office corrects the FAFSA if any information is reported in error. Students are notified by email if they must make a correction to their FAFSA or, as a result of completing the verification process, their expected family contribution (EFC) changes and results in a change to their award amount.

A student whose FAFSA information is selected for verification by the Department of Education must complete the verification process before the Financial Aid Office can make any changes to the cost of attendance (COA) or to the values of the data items required to calculate the EFC.

Please be aware that students who intentionally misreport information and/or alter documentation for the purpose of increasing aid eligibility or fraudulently obtaining federal funds are reported to the US Department of Education Office of the Inspector General or local law enforcement officials.

Veteran's Benefits

The degree programs listed under each campus are approved by the State Approving Office for the training of veterans and other eligible persons for the programs offered on that campus. The list below reflects programs approved for the 2022–2023 academic year. Questions regarding benefits, enrollment certification, and the like, should be directed to the financial aid counselors in the Financial Aid Office who serve as VA points of contact.

San Marcos, California, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

St. Augustine, Florida, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

Miami, Florida, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

Austin, Texas, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

Master of Science in Speech-Language Pathology - *blended learning format*

Dallas, Texas, Campus

Doctor of Occupational Therapy

Flex Doctor of Occupational Therapy

Doctor of Physical Therapy

Master of Science in Speech-Language Pathology - *blended learning format*

Post-Professional Programs*

Master of Health Science

Master of Health Administration

Master of Science in Nursing**

Transitional Doctor of Physical Therapy

Post-Professional Doctor of Occupational Therapy

Doctor of Education

Doctor of Health Science

Doctor of Nursing Practice

Post-Graduate Nursing Certificates

**Programs approved by the California State Approving Agency for Veterans Education.*

***As of January 2022, does not include MSN PMHNP-PC or AGNP role specialties.*

St. Augustine, Florida, Campus: The entry-level Doctor of Physical Therapy, Doctor of Occupational Therapy, and Master of Occupational Therapy degree programs are approved by the Florida Department of Veteran Affairs for the training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

San Marcos, California, Campus: The entry-level Doctor of Physical Therapy, Doctor of Occupational Therapy, and Master of Occupational Therapy degree programs are approved by the California State Approving Agency for Veterans Education. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California, campus.

Austin, Texas, Campus: The entry-level Doctor of Physical Therapy, Doctor of Occupational Therapy, Master of Occupational Therapy, and Master of Science in Speech-Language Pathology degree programs are approved by the Texas Veteran Commission for the training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer on the Austin, Texas, campus.

Miami, Florida, Campus: The entry-level Doctor of Physical Therapy, Doctor of Occupational Therapy, and Master of Occupational Therapy degree programs are approved by the Florida Department of Veteran Affairs for the training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the Miami, Florida, campus.

Dallas, Texas Campus – The entry-level Doctor of Physical Therapy, Doctor of Occupational Therapy, Flex Doctor of Occupational Therapy, and Master of Science in Speech-Language Pathology degree programs are approved by the Texas Veteran Commission for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer on the Dallas, Texas, campus.

Post-Professional Programs: The Post-Professional Transitional Doctor of Physical Therapy, Post-Professional Doctor of Occupational Therapy, Doctor of Health Science, Doctor of Education, Master of Health Administration, Master of Health Science, Master of Science in Nursing (excluding PMHNP-PC and AGNP role specialties), Doctor of Nursing Practice degrees, and the Post-Graduate Nursing Certificate programs are approved by the California State Approving Agency for Veterans Education for the training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California campus.

Campus-based, entry-level campuses participate in the Yellow Ribbon Program for eligible Veterans.

USAHS is pleased to continue participation in the Yellow-Ribbon GI Education Program for the campus-based, entry-level campus degree programs. Yellow Ribbon is a scholarship designed to help students supplement the tuition, fees, and cost of attendance costs that exceed the amount allotted in the Post 9/11 GI Bill® yearly cap, the program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008.

Applications are accepted on a first-come, first-served basis up to the following limitations.

- San Marcos, California, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00
- St. Augustine, Florida, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00
- Austin, Texas, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00
- Miami, Florida, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00

The recipients of Yellow Ribbon can receive up to $10,000 (up to $5,000 from USAHS and up to $5,000 to be matched by the VA) for tuition, fees, and cost of attendance per academic year.

For questions regarding eligibility, Yellow Ribbon benefits, and the application process, contact the certifying officer on the respective campus.

In accordance with Title 38 US Code 3679 subsection (e), USAHS adopts the following additional provisions for any students using the U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. USAHS does not

- prevent the student's enrollment;
- assess a late penalty fee to the student;
- require the student to secure alternative or additional funding;
- deny the student access to any resources (classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- produce the VA Certificate of Eligibility (COE) by the first day of class;
- provide a written request to be certified;
- provide additional information needed to properly certify the enrollment as described in other institutional policies.

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 website at www.benefits.va.gov/gibill.

Disbursements

Before any funds are disbursed, students must read important disclosure information regarding their loan(s). The Disclosure Statement provides information about the Direct Unsubsidized Loan that USAHS plans to disburse (payout) by crediting the student's school account, paying the student directly, or both. There is also a Plain Language Disclosure that explains the terms of the student loan(s). Both disclosures are available at www.studentaid.gov. Students should keep a copy of all disclosures for their records.

Students receiving federal student loans need to have all admission documentation cleared before a disbursement request to the U.S. Department of Education can be made on behalf of the student for federal loans.

Cost of Living Disbursements: If the students' lender pays student tuition, fees, and cost of attendance for the term in full, any remaining loan funds are refunded to the student within 10 days from when USAHS received the loan from the lender. Although USAHS is required to

return refunds to students within 14 days, the University understands the need to pay living expenses and does its utmost for students to receive any remaining loan funds within 10 days.

It is recommended, at the beginning of each term, to make plans to cover living expenses for at least the first three weeks without reliance on loans. Loans do not begin disbursing until a week after classes start.

USAHS utilizes Bank Mobile to process student refunds, and they contact students by email when refunds are available. All students are encouraged to enroll in one of the methods available from Bank Mobile to receive refunds made by the school.

Students should contact the Bursar with any questions they may have and for further enrollment information.

Additional Financial Assistance Information

All information submitted for securing a federal student loan is submitted to the National Student Loan Database (NSLDS) and accessible by authorized agencies, lenders, and institutions. The student-loan borrower is responsible for knowing the total amount of federal loans borrowed. The student loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of an individual's federal loan debt is available via NSLDS.

The University cooperates completely with all agencies responsible for the collection of loans to preserve the integrity of the loan process for the benefit of future students.

Educational costs of attending the institution are included on each program page under the cost of attendance.

Student and Parent Privacy Rights: In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), students may permit USAHS to disclose financial information to specified individuals(s) or agency(ies). The student authorizing the release of his or her educational records must sign and present a release form to the appropriate office with a photo ID to verify the authenticity of the release.

Student Withdrawal and Return of Title IV Funds Requirements: The law specifies how USAHS must determine the amount of Federal loan / Title IV program assistance that students earn if they withdraw from school. When students withdraw during a payment period or period of enrollment, the amount of Title IV program assistance that is earned up to that point is determined by a specific formula. If students received more assistance than earned, the unearned funds must be returned by the school and/or the student. This amount of assistance a student has earned is determined on a prorated basis. Please see the Refund Policy section of the Catalog/Handbook or website for more information about the refunds of institutional charges. The financial aid website is located at https://www.usa.edu/admissions-aid/financial-aid/ and additional information, forms, and procedures are located at MyUSA, Student Services, Financial Aid.

Student Loans

The University is concerned about the financial well-being of its students. Program cost details and financial counseling is available through the Financial Aid department and on the website under each academic program listing. The University strongly recommends student counseling prior to applying for loans. The purpose of this counseling is to speak about financial management principles and how best to utilize loan options for students.

USAHS Scholarship Programs

Entry Level

The University of St. Augustine for Health Sciences offers scholarship opportunities to new students enrolling in the entry-level OT and PT programs on the San Marcos, St. Augustine, Miami, Austin, and Dallas campuses. Scholarship awards are applied to tuition and fees only.

Students can learn more about requirements and how to apply at usa.edu/admissions-aid/financial-aid/.

The deadlines to apply for scholarships are as follows:

- Fall term: August 1
- Spring term: November 20
- Summer term: March 31

Post-Professional Tuition Reductions

USAHS provides several types of tuition reductions to all new students enrolling in the Post-Professional programs. For 2022–2023, the following tuition reductions are available:

- Graduate Certificates: Students are eligible for a 10% discount on the cost of tuition. USAHS alumni are eligible for a 50% discount on the cost of tuition for the Fall 2022 and Spring 2023 terms.
- Master of Health Administration (MHA): Students are eligible for a 15% discount on the cost of tuition.
- Master of Science in Nursing (MSN): See the MSN program web page for information on tuition reductions.
- Doctor of Nursing Practice (DNP): See the DNP program web page for information on tuition reductions.

Additional details and updated information may be found on the specific program page at www.usa.edu.

Safety, Security, and Technology

Security Policy

Reporting Emergency Situations and Security Concerns

Emergency situations involving a threat to life or property should be reported to the police (911) and communicated immediately thereafter to the University by calling campus security at the numbers below or 800-266-4357 (HELP). The University of St. Augustine for Health Sciences (USAHS) encourages all students, faculty, and staff to be involved in campus crime prevention.

- San Marcos: 760-407-4263
- St. Augustine: 904-439-3814
- Miami: 786-858-6785
- Austin: 512-348-9649
- Dallas: 469-594-0066

For instances of rape/sexual misconduct, please see Title IX and Sexual Misconduct Grievance Reporting Policy & Procedures.

If other types of improprieties occur, these should be reported immediately to the University by calling 800-241-1027. At that time, a report of the incident will be written and statements taken. Incident Report Forms are located on MyUSA, on the Student Services tab, Forms link.

Emergency and Safety Procedures

The Emergency Operations Plan is available on the main website: https://www.usa.edu/safety-security/.

Medical Emergency

In a medical emergency, call 911 immediately and render first aid as able. Stay with the individual until emergency services arrive. When a student is injured, he or she should complete an Incident Report Form found at MyUSA, Students Services, Safety & Security, and file this form, along with any other required forms, with his or her health insurance provider.

In the case of an outbreak of a communicable disease(s), it is important that members of the campus community are ready to respond. The Campus Response Team, in conjunction with the Emergency Management Team, will monitor potential outbreaks in the community that could

affect those on campus and determine if or when preventative or responsive actions may be necessary. Please refer to the Emergency Operations Plan for full details.

Structural Emergency

Upon hearing an alarm, students will follow the posted evacuation procedures, following exit signs that are displayed. Gather at the predetermined locations that are a safe distance from the building until emergency services arrive. Look for staff with signs at these locations.

Weather Emergency

In the event of a weather emergency, such as a hurricane or tornado, students, faculty, and staff will be alerted of any campus closures and other cancellations or delays via email, text message, and phone calls to their cell phone numbers. "All Clear" messages will alert the University community when it is safe to return to campus.

Natural Disaster Emergency

In the event of a natural disaster, such as a wildfire or earthquake evacuation, students (and family members) are asked to monitor the University website for any cancellation or restart dates and times. Further information will be provided by faculty and/or staff at the time of the emergency. Information about reopening will also be provided via the University voice mail system by calling the main number: (800) 241-1027.

Safety on Campus

Certain safeguards are in place to ensure as safe of an environment as possible. These safety features include the following:

- In case of a campus emergency, all students will be notified via the emergency communication system.
- Exterior building doors are routinely kept locked, and access is available only to those with appropriate card access; however, this does not impact emergency egress.
- Talk-A-Phones/Blue Light Emergency Phones are located throughout the parking lots and University grounds on the San Marcos, St. Augustine, and Austin campuses for emergency use.
- A security guard is available on each campus, including designated weekends when the campus is open for student access. The hours on each campus our Sunday–Saturday, 6:30 a.m. to 10:30 p.m., local time.
- All faculty, staff, and students are expected to wear ID badges at all times.

- All visitors must report to the administration building (or the security guard desk if after hours) for permission to enter the campus, to receive a visitor's badge, and to be escorted by a campus employee/security guard as appropriate.
- Emergency contacts and evacuation plans are posted in all classrooms and student/employee meeting areas. Telephones are available in all classrooms.
    - Security guard phone numbers are as follows:
        - CASM: 760-407-4623
        - FLSA: 904-439-3814
        - FLMI: 786-858-6785
        - TXAU: 512-348-9649
        - TXDA: 469-594-0066
- To ensure student safety on campus, each student should be personally responsible by
    - being alert to unsafe situations and reporting them immediately to University employees,
    - keeping the exterior doors closed and/or locked (do not prop doors open),
    - not allowing non-University individuals to enter the building when entering or exiting,
    - reporting lost/stolen card access ID badges immediately to the customer service coordinator,
    - not walking to cars alone after dark; using the buddy system, especially when a student feels his or her personal safety may be threatened,
    - not entering any situation or location where they feel threatened or unsafe, and
    - not leaving valuables in plain sight in vehicles; students should lock these items in the trunk or remove them.

Unlawful and Controlled Substances Policy

It is unlawful for any person to sell, manufacture, deliver, or possess with intent to sell, manufacture, or deliver a controlled substance. Any person violating the provisions of the respective state, county, or federal law may be guilty of a felony, or, in some cases, a misdemeanor. The severity of the sanctions imposed for both possession and distribution offenses depends on the quantity of drugs, prior convictions, and whether death or serious injury resulted. Sanctions may be increased for offenses that involve distribution to minors or occur on or near a school or campus. In addition, other federal laws require or permit forfeiture of personal or real property used to illegally possess, facilitate possession, transport, or for concealment of a controlled substance. A person's right to purchase or receive a firearm or other federal benefits, such as student loans, grants, contracts, or professional or commercial licenses, may also be revoked or denied as a result of a drug conviction.

USAHS will impose sanctions on students and/or employees for violation of the standards of conduct consistent with local, state, and federal laws. Sanctions may include disciplinary action up to and including dismissal and referral for prosecution. Sanctions for employees may include disciplinary action up to and including termination of employment.

Alcohol Policy

USAHS complies with appropriate state statutes and city ordinances dealing with the consumption of alcoholic beverages on USAHS premises and at any function in which USAHS' name is involved. Students and their guests who consume any alcoholic beverage on campus or at an event sponsored by USAHS or any entity of USAHS must be at least 21 years of age and must be able to furnish proof of age at the event. USAHS and its agents reserve the right to refuse to serve alcoholic beverages to anyone who is visibly intoxicated or whose behavior, at the sole discretion of USAHS and its agents, warrants the refusal of service. Any individual who arrives at a USAHS function either on- or off-campus in a visibly intoxicated state may, at the sole discretion of USAHS or its agents, be denied entrance to the event.

Drug and Alcohol Counseling

Students who desire drug and alcohol abuse counseling should contact a Dean or Program Director so that a referral to the appropriate agency may be made. Students may also refer to the Drug and Alcohol Abuse Prevention Program located on the MyUSA portal, Student Services tab, as well as at www.usa.edu/legal/alcohol-drug-abuse-prevention-program/.

Tobacco Policy

USAHS is a smoke- and tobacco-free environment. Smoking, vaping, or the use of smokeless tobacco is not permitted on any University campus.

Prohibited Weapons Policy

USAHS desires to maintain a safe environment for all students, faculty members, staff members, contractors, and visitors. This policy seeks to reduce the risk of injury or death associated with the intentional or accidental use of weapons.

The possession, transfer, sale, or use of weapons, dangerous instruments, or paraphernalia associated with a weapon is prohibited on University premises. This includes those licensed to carry a weapon, except as provided by the law of the state in which the USAHS campus is located. (Please refer to local state law as these vary from state to state.) This restriction includes but is not limited to University grounds, offices, classrooms, University-sponsored events, and vehicles being used to conduct University business. The possession of weapons is prohibited at all times while conducting University business. This policy applies to all students, faculty, and staff of the University, and violation may result in discipline up to and including termination of employment or expulsion. Where appropriate, University officials will report the transfer, sale, or use of weapons or dangerous instruments to local law enforcement authorities.

Definitions

The University prohibits any weapon, including

- firearms (including concealed handguns and BB guns, whether loaded or unloaded);
- knives (including switchblades, stilettos, swords, etc.);
- police batons or nightsticks;
- all martial arts weapons;
- electronic defense weapons, except as provided by law; and
- any other dangerous instrument.

A "dangerous instrument" is defined as any instrument, article, or substance that, under immediate circumstances, is capable of causing death or physical injury. Any member of the campus community who has a question about whether an instrument, article, or substance is considered a weapon in violation of this Policy should ask for clarification from appropriate University officials (supervisors, academic department heads, etc.) prior to bringing the instrument, article, or substance onto University premises. Exceptions to the Prohibited Weapons policy must be approved beforehand by a representative of the President's Office. Any weapon on University premises may be confiscated. There is no reasonable expectation of privacy with respect to weapons on campus, and desks, workstations, offices, lockers, bags, briefcases, files, etc. may be subject to reasonable security searches.

If suspicious behavior is observed, it should be reported immediately to a supervisor, program director, or campus security.

Privacy Policy

USAHS is committed to respecting students' privacy. The Privacy Policy located at https://www.usa.edu/legal/privacy-policy/ describes what information USAHS collects from students and how USAHS uses this information. The University reserves the right to change this Privacy Policy at any time and without notice by posting such changes to the University website. Any such change will be effective immediately upon posting.

Questions regarding this policy, or comments concerning the website, should be directed to the University by sending an email to privacy@usa.edu.

Acceptable Internet Use

The University is required to have a policy that explains fair use of the network (Internet/computers/phone) and to hold itself harmless should a virus or other events occur as a result of using the network. This is normal and customary and protects the University, employees, and the student against frivolous litigation and claims.

USAHS reserves the right to modify its Acceptable Use Policy (AUP) at any time, effective upon either the posting of the modified AUP to www.usa.edu or notification of the modified AUP via the Catalog/Handbook or written notice. By using the services, and thereby accepting the terms and conditions of the AUP, students agree to abide by the AUP as modified from time to time. Any violation of the AUP may result in the suspension or termination of the student's account.

The user (defined as anyone using computers, hardware, phones, wireless access, or Internet services) is responsible for any breaches of security affecting servers, routers, workstations, or other systems under user control. If a user's system is involved in an attack on another network or system, it will be shut down and an immediate investigation will be launched to determine the cause/source of the attack. In such an event, the user is responsible for the cost to rectify any damage done to their computer and any other requirement affected by the security breach.

If the user is accessing the wireless Internet via a personally owned computer, it is the user's responsibility to maintain current virus definitions, operating system updates, and a firewall on his or her computer. The University takes no responsibility in any type of damage that may occur to a user's computer while accessing University services (wireless or other).

All users of the Internet at USAHS are expected to use this resource in a responsible and courteous manner, consistent with the purposes for which it is provided, and to follow all Internet-related rules, regulations, and procedures established for its use.

The University provides users with access to the Internet. The Internet offers access to many valuable local, national, and international sources of information. However, not all sources provide accurate, complete, or current information.

The University makes no warranty, expressed or implied, for the timeliness, accuracy, or usefulness for a particular purpose of information accessed via the Internet. The University cannot regulate the nature or content of the information accessed nor the availability of any given Internet site. The University network/services must be used only for lawful purposes. Transmission, distribution, or storage of any information, data, or material in violation of United States or state regulation or law, or by the common law, is prohibited. This includes, but is not limited to, material protected by copyright, trademark, trade secret, or other intellectual property rights.

Storage of personal items (i.e., not work-related) such as music, videos, pictures, emails, and documents on the University server or individual computers is not an acceptable use of University resources.

Responsible use of the Internet at USAHS includes:

- Using the University's Internet resources for educational and informational purposes only.
- Respecting intellectual property rights by making only authorized copies of the copyrighted or licensed software or data residing on the Internet.

- Refraining from attempts to codify or gain access to files, passwords, or data belonging to others, and by not seeking disallowed access to any computer system via the Internet.
- Refraining from illegal or unethical use of the Internet.
- Refraining from damaging or altering the configuration of the equipment used to access the Internet at the University.
- Refraining from altering or damaging software or data residing on the Internet.
- Refraining from the deliberate propagation of computer worms and viruses.

Guidelines for Internet Use

The University provides individual Internet email accounts for all degree-seeking students. All University communication will be through the University email address.

Failure to use the Internet appropriately, legally, and responsibly will result in

- suspension or termination of a student's University account,
- a referral to the Professional Misconduct Committee or Human Resources for harassment, or
- referral to the respective Program Director for further disciplinary action.

Use of File Transfer between Personal and USAHS Computers

The Internet has become more dangerous than ever. Virus spyware and malware are now easily hidden on commonly used web pages and email. Internet criminals have devised methods for infecting computers when users visit a URL that they may have found to be safe previously. For this reason, it has become necessary to require those who transfer files from home to work (via email, USB drive, CD, etc.) to have a good antivirus/anti-malware application installed on their home computers. That software must be kept up to date.

The IT department also strongly recommends that students allow OS updates to occur on a regular basis, turn on their firewall, and check frequently to ensure all antivirus updates are occurring on a regular basis.

Wireless Internet Access Policy

Wireless access is available in certain areas of the campus, though coverage and uptime are not guaranteed. If students have a laptop computer, tablet, or smartphone with a mobile-ready processor, they will be able to access the Internet while on campus. The University wireless network operates in the same fashion as any commercial wireless access point; it is not secure.

It is a user's responsibility to keep his or her operating system up to date with all security patches and service packs. Firewall software is also recommended. Prevention is better than cure, and by following these simple guidelines, the wireless network can remain safe for fellow users.

It is prohibited and unlawful to deploy a wireless network that mimics the name of any University Service Set Identifier (SSID). If a wireless access point is being used by any student or any other person on the University's grounds that mimics or attempts to mimic University wireless SSIDs, it will be confiscated and used as evidence in legal proceedings.

When users sign on to the wireless network, they are accepting the rules and regulations of the University AUP. Additionally, they are accepting responsibility for all security breaches or virus damage that may occur to their computer while accessing the University wireless network. The technical help desk and personnel at the University are not available to evaluate or fix student computers.

Social Networking—Acceptable Use

Social networking online tools and services, as defined below, make it very easy to create accounts for these services, upload content, and then tag the content. The tagging makes the networking possibilities very powerful, which may draw many viewers.

Many students, educators, employees, and administrators are aware of the great potential these social networking services may provide; however, they also recognize the potential dangers of such services. The following are guidelines for use of social networking tools.

Students should limit the use of social networking to their personal computers as most sites are known to have malicious software associated with at least part of the website.

NOTE: Please be sure to review Privacy Settings for Facebook accounts to make sure that personal and private information is not shared with the general public. To go to privacy settings, click the account menu at the top right of the Facebook page, and choose Privacy Settings. This page contains a group of general controls for the Facebook account, such as who can send friend requests and messages. For everything else that is shared on Facebook, the audience can be chosen when posting. Use this link for more information: http://www.facebook.com/help/privacy.

Definition

For the purpose of this policy, social media can take many different forms, including Internet forums, blogs, and microblogs, online profiles, wikis, podcasts, pictures and videos, email, instant messaging, music-sharing, and voice over IP, to name just a few. Examples of social media applications are LinkedIn, Facebook, Instagram, TikTok, Wikipedia, YouTube, Twitter, Yelp, Flickr, Second Life, Yahoo groups, WordPress, ZoomInfo—the list is endlessly growing.

Policy on Peer-to-Peer (P2P) File Sharing

USAHS is committed to avoiding misuse of its computer network, including the use of the computer network to violate the Copyright Law of the United States. All students, faculty, and staff should have a basic understanding of the Copyright Law. Please refer to the employee, faculty, and the Catalog/Handbook for more information on the University copyright policy.

Campus computer networks have been popular sources of reproduction and distribution of illegal music, movies, television shows, pictures, and software through the use of peer-to-peer (P2) networks. When USAHS receives a formal complaint from a copyright holder, the University notifies the individual involved and passes along any information received from the copyright holder to that individual. The University does not supply any information to the copyright holder about the individual involved unless a valid subpoena is presented.

Active efforts are in place to prohibit the use of illegal file sharing, and USAHS employs Open DNS Filtering, which blocks access to all known file distributions sites.

Copyright Policy

Purposes

1. To enunciate the University's commitment to copyright compliance in the academic environment
2. To provide basic information on copyright protection and to offer clear examples of potential violations
3. To direct students to educational and legal resources for addressing copyright questions
4. To describe student disciplinary action to be taken when the University's copyright policy has been violated

Statement on Copyright Compliance

USAHS expects all students, faculty, and staff to respect and adhere to U.S. copyright laws. Copyright laws govern the unauthorized copying, performance, licensing, modification, and distribution of creative works, including textbooks, music, artwork, and other published and unpublished works. Only the creator of the legal copyright holder has a right to copy, perform, license, modify, and distribute such works, even if there is no related profit motive.

The University works to educate its students and faculty on the ethical and legal use of copyrighted works and provides numerous resources to provide guidance on the use of these materials.

The University copyright policy will be provided to incoming students in the Catalog/Handbook, and additional information on copyright is readily available through the University library web page in the "Copyright" section.

Student violation of copyright laws or policy is considered academic misconduct and will be subject to disciplinary action through the Professional Misconduct Committee. Under U.S. Copyright Law, a copyright owner who has been the victim of copyright infringement is entitled to recover actual damages and profits from the infringer or statutory damages of up to $30,000 per violation. The copyright owner has the right to permanently enjoin the infringer from further infringing activities. Willful infringement can result in criminal penalties, including imprisonment and significant fines.

What Copyright Laws Protect

Copyright laws protect any work that requires creative effort, is original, and is set down in a tangible medium of expression. This ensures that the author of creative intellectual work is rewarded for his or her effort and promotes creativity. Only the copyright holder of a work may sell or transfer his or her rights, including copying, performing, licensing, creating derivative works from, and distributing the work.

While certain very limited exceptions are made under the law for educational purposes, any copying and distribution of creative works without the permission of the copyright holder may be illegal. Educational exceptions are briefly outlined under Fair Use below.

A work does not need to be registered with the copyright office to be protected by the law, it needs only to be recorded or set down in a tangible medium of expression. That means that even if it does not contain the copyright symbol (©), it remains protected and cannot be copied or distributed without permission of the creator.

A work does not have to be published in order to be protected by copyright, it needs only to be recorded or set down in a tangible format. Copyright protection is instant upon creation. For example, a professor's course pack assembled and shared with a class would be protected by law, since it was created by the professor. That professor may have given permission by sharing the course pack or distributing copies her/himself, but further duplication without permission would violate copyright protections. While the course pack might later be published, it would not need to be published in order to be protected.

Digital scanning is a form of copying, even though it does not create a physical copy of the work. For example, scanning copies of a textbook for another student to use would be a violation of the law, even if the original textbook were purchased, since it creates a copy without the copyright holder's consent. Placing a copy on a shared drive service like Dropbox would also be illegal since this effectively distributes copies to those who download the item. Making copies of an eBook version of the book would also violate copyright law. Even piecemeal copying of chapters in this situation, either by photocopy or electronic copy, would violate copyright laws.

Downloading or sharing infringing content using USAHS' network, whether through a peer-to-peer service or from any other source without the rightsholder's permission is a violation of the law which may subject the user to civil and criminal liabilities.

These are clear cases of copyright violations, but many cases are very complex and may require review or consultation with legal counsel. In order to ensure continuing good faith and to remain in compliance with copyright law, we encourage students to be cautious in their use of protected materials, to take advantage of resources for evaluation of use, and to consult legal counsel when necessary.

Detailed information and links to additional copyright education resources are made available on the Copyright section of the Library website.

Fair Use in Education

USAHS recognizes that U.S. copyright law does make limited exceptions for use of copyrighted materials for educational purposes. In situations where the copying is done for the purposes of teaching, research, learning, comment, or criticism, fair use exceptions may be made to the exclusive rights of copyright. *Simply because copying is motivated by educational purposes does not mean it is exempt from the penalty; other factors are critical to determining whether fair use applies under the law.*

The general criteria are applied by the courts on a case-by-case basis, but include evaluation of the following four factors:

1. The purpose and nature of the work, including whether the use is of a commercial nature or for educational or critical purposes.
2. The nature of the copyrighted work, including whether it is fictional or factual and the creative effort required to produce it.
3. The amount of the original work copied and whether this includes a substantial portion of the original or an important component that forms the heart of the work.
4. The effect upon the potential market for the original work or upon its value. Even if a work is unpublished, its potential value is a factor.

It is important to be aware that the nature of USAHS as a private corporation could weigh heavily as providing a "commercial nature" to campus work. Thus, resources are provided for the careful evaluation of fair use by students, including fair use evaluation tools which can be found through the "Copyright" section of the University library's website.

The University encourages the use of fair use evaluation forms for all educational use of copyrighted works in order to ensure compliance with laws and to provide a record of good faith attempts to evaluate fair use.

Student Disciplinary Action

USAHS takes compliance with federal copyright laws very seriously and has formulated this copyright policy to ensure adherence to the law by all students.

A copy of this policy is provided to each incoming student as a part of the Catalog/Handbook. Students are therefore expected to aware of and to comply with these policies. Students are

encouraged to report the unlawful copying of materials by contacting their librarian, a faculty member, or initiate a report directly to the Professional Misconduct Committee.

Students found to have engaged in the unauthorized distribution of copyrighted materials will be referred to the Professional Misconduct Committee for disciplinary action and could be expelled from the University.

Additionally, USAHS responds to Digital Millennium Copyright Act (DMCA) notices, which are immediately escalated to USAHS' legal team for investigation and action. If the materials in question are determined by the legal department to be infringing, the Information Technology department is notified and action is taken that can include either the removal of the infringing materials from USAHS' network or the blocking of the infringer's network access. The infringer is notified and reminded of USAHS' Code of Conduct. Repeated violations can result in dismissal.

Additional Information and Assistance

Copyright is a very complex area of the law, even for experts, so if there are questions, consult the many resources available or consider contacting legal counsel. Useful information on the basics of copyright and educational exceptions can be found on the "Copyright" section of the University Library web page.

All members of USAHS are encouraged to familiarize themselves with copyright basics and to utilize resources for Fair Use evaluation regularly in conjunction with this policy when making copyright judgments.

Student Property Rights to Inventions, Techniques, and Materials

Any inventions, techniques, materials, or processes or ideas in whole or in part conceived or made by a student which are made through the use of any of USAHS's equipment, facilities, trade secrets, money, or time shall belong exclusively to USAHS, unless a waiver has been approved.

Cell Phone Use on Campus

- Ringer should be turned *off* during class or labs.
- No text messaging is allowed during class or labs.
- Cell phone/tablet camera, audio, or video recording may not be used during class or labs unless permission is given by the instructor.
- Cell phones and cameras are to be stored in book bags or other secure locations during exams or exam review sessions and should be either turned off or placed on vibrate. Cell phones are not allowed to be in pockets or attached to pants or lying on tables.
- If a student *must* make/receive an important call during class or lab hours, the student should inform and get permission from the instructor. Phones should be either turned off or placed on vibrate.

- When talking on cell phones in hallways, students should be courteous and keep their voices down or move to a quiet area.
- No cell phone conversations are permitted, and phones should be placed on silent when in the library or quiet-study-zone areas.

Student Identity Verification

Students are required to verify their identities to participate in campus-based and online activities.

Students must always wear a university-issued student identification badge while on campus or participating in University events.

All students must use a unique username and password to access the MyUSA portal and Blackboard learning management system.

Students must adhere to proctoring requirements and be seen, identified, and verified prior to receiving testing materials.

All programs have a built-in physical presence that allows for verification of personal identity and student work through residencies, seminars, comprehensive examinations, online video components, capstone and dissertation presentations, and internship, fieldwork, and clinical experiences.

ID Badges

MOT, MS-SLP, DPT, OTD

Students will receive a student identification badge that includes the student's photograph, name, and year of enrollment. Photographs may be taken on interview day or during new student orientation. Identification badges must be worn where it is visible while on University property or while engaged in any university-related event. The University may charge, if the local laws allow, a fee for replacement badges. All badges will remain active for 30 days after degrees are conferred to enable students to utilize the library.

MHA, MHS, MSN, DNP, EdD, tDPT, PPOTD

Students on campus for a seminar/residency will receive a temporary name badge on the first day of the seminar/residency that will provide access to the campus for those days only. Students may request a student identification badge that includes the student's photograph and name. To request a badge, please email the program coordinator and include a passport-type photo. Note: badges will enable students to access only the University's library. When the badge is complete and ready for pick up, the program coordinator will contact the student by

email to arrange delivery or pickup. The student must provide a photo ID for verification. Identification badges must be worn while on University property or while engaged in any University-related event. The University may charge, if the local laws allow, a fee for replacement badges. The badge will remain active for 30 days after degrees are conferred to enable students to utilize the library. Students visiting a campus that are not attending a seminar/residency or do not have a student identification badge will need to stop at the lobby and sign in as a visitor.

Email Account

Each USAHS student will be provided a University email address. Students will use email to stay connected with faculty, support staff, and other students at USAHS. Students should begin monitoring the account as soon as possible but no later than the first day of classes. The University will frequently use email to send important announcements and information. Students will be expected to be able to reply and interact in a timely manner. Students must use USAHS email for all school-related business. USAHS departments will formally communicate with students using the USAHS email address.

All students should identify the program in which they are enrolled in their email signature. Students who are enrolled in a First-Professional program should use only the appropriate designator for a student (SPT, OTS, etc.) as determined by their profession and program in their USAHS-related communications. Students should not use the student designator in work situations and should not use other designations (licensure, certification, advanced degrees, etc.) in their USAHS signature. For example:

Jane Doe, SPT
Austin, TX, Flex DPT Program

John Doe, OTS
San Marcos, CA, MOT Program

Jane Doe, RN, MSN
EdD Program

Students may wish to use the organizational features of the email software (folders, contacts, etc.) to facilitate email management. Plan on checking email frequently and set up an electronic filing system for messages. Delete messages that have already been dealt with and save attachments to a designated area on a hard drive.

Remember to frequently check the spam or junk mailboxes. Sometimes University emails (.edu addresses) are identified as spam and important information is missed because the email message is not in the usual inbox.

MyUSA Portal

MyUSA is a web portal for the USAHS community. It is accessible at my.usa.edu. Certain tabs (sections) of the portal are accessible to all while others require the appropriate USAHS single sign-on (SSO) credentials.

Students use the MyUSA portal to access grades and forms, update personal information, view schedules, and financial account information, utilize library resources, register for distance education courses, order transcripts, and much more.

Technology Requirements

Each USAHS residential student is required to have a laptop computer that can access the University's wireless network for course notes, exams, and the online course platform. Post-Professional students are required to have daily access to a computer with reliable high-speed Internet and video camera.

Most new or recently manufactured computers will easily meet or exceed the requirements.

Laptop/Computer Requirements

Operating System	MacOS or Windows with the latest updates and patches
Processor	Intel Core i5 5th generation or greater
Memory	8 GB or more
Hard Disk Storage	500 GB or more
Webcam	Internal or External web camera (1280×720 resolution)
Internet	Download speeds > 1.5Mbps and upload speeds > 1Mbps

Microsoft Office is the preferred office suite. Students can access Microsoft Office Online apps and Microsoft OneDrive using their USAHS email login. Students can quickly create and save new Office documents when signed into Office 365.

The campus supports 802.11g/n/ac wireless standards. In order to successfully connect to the wireless network while on campus, the computer or tablet will need to conform to the 802.11g/n/ac standards.

Students must be sure the computer has reliable antivirus software installed. Microsoft Security Essentials (free) and Norton and Trend Micro (paid) are some common offerings, but there are many excellent free antivirus solutions also available on the Internet. Please be aware that sharing files or using the internet without an antivirus solution is extremely likely to get the computer infected.

If a student is buying a new computer, he or she should consider getting one with a 3-year factory (not a third-party) warranty. Laptop parts are fragile and many are brand-specific. They often need factory servicing because of their proprietary parts. That warranty will last through much of the degree program and the computer will be technically obsolete by the time the warranty runs out.

Textbooks

Textbooks are the responsibility of the learner. Not all courses require textbooks (refer to the course syllabus). To access book lists, students should sign into MyUSA, click on the Campus tab, then on the appropriate campus. Student Services provides a book list to incoming, first-term MOT, OTD, DPT and MS-SLP students prior to the start of classes.

Photocopying/Printing

All campuses offer photocopiers, scanners, and printers for student use in the Library at no cost to students. Full details on procedures are available on the Library's Printing, Copying, and Scanning page. Refer to the Copyright Policy to avoid reproducing materials inappropriately.

College of Rehabilitative Sciences

The College of Rehabilitative Sciences offers graduate degrees in occupational therapy, speech-language pathology, and physical therapy. The curricula mirror the University's philosophy that the future professionals in these career fields should be educated in an interprofessional environment to the extent possible. The intent of this philosophy is for graduates in these majors to gain an understanding and appreciation of each other's scope of practice.

We strive to offer the highest quality online courses and classroom instruction while taking pride in making the entire educational experience accessible and interactive for students. The blended learning approach allows students to have a vast range of learning techniques at their fingertips. All online courses were developed with an in-depth understanding of the educational needs of students—how they will best retain the information provided to them and the ease of accessibility to key University support services and staff to offer assistance along the way. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive distance activities and augmented by in-class discussions. Clinical experiences, practica, and fieldwork experiences occur at sites located in the United States and, on a limited basis, internationally.

Contact Information

Regular meetings are scheduled with student body representatives, but if students have any questions regarding the catalog or any other activities, they may email, call, or make an appointment to stop by the administrative offices.

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St. Augustine Campus

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Speech-Language Pathology, MS-SLP

Program Information

Speech-Language Pathology is a health and rehabilitation profession that provides screening, evaluation and treatment services for children and adults who have difficulties with language, articulation, voice and resonance, fluency, cognition, hearing, swallowing, social communication, and communication modalities. Speech-language pathologists (SLPs) are allied health professionals who work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults in settings including acute care, rehabilitation, home health, private practice, public and private schools, and guidance centers.

Mission Statement

The mission of the Master of Science in Speech-Language Pathology at USAHS is to graduate clinicians who can identify and manage a full range of communication conditions across the life span. Through the development of critical thinking, cultural competency, ethical standards, and compassionate patient care principles, the graduates will be poised to promote the quality of life for the clients whom they serve. They will be prepared to guide, lead, and influence their profession.

Program Learning Outcomes

Upon completion of the MS-SLP program, graduates will demonstrate the ability to

- differentiate and diagnose communication disorders utilizing evidenced-based practice;
- outline and implement evidence-based treatment plans appropriate to the disorder and in patient-specific contexts;

- describe and educate/collaborate/counsel with clients and caregivers on prevention, assessment, and intervention across disorders;
- distinguish and demonstrate professional practice competencies including; accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, care for individuals served, cultural competence, professional duty, and collaborative practice;
- differentiate and demonstrate cultural and linguistic competence while communicating effectively recognizing the background, needs, values, preferred mode of communication of the client and family;
- demonstrate knowledge of and participate appropriately with other healthcare professionals in interprofessional teams.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The MS-SLP program is 55–58 credits. Credit hour total varies based on the student's choice of elective credit courses. The MS-SLP program is offered on a full-time basis over five trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Clinical classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Standard Occupational Classification code for which program is intended to prepare graduates: Speech-Language Pathologist (29-1127)

The MS-SLP program undergoes a continuous improvement process and is evaluated frequently for enhancements.

Curriculum

Trimester 1

- SLP 5110 - Early Language Disorders Hours: 3
- SLP 5112 - Clinical Practicum I Hours: 3
- SLP 5115 - Speech Sound Disorders Hours: 3
- SLP 5125 - Clinical Neuroscience for Speech-Language Pathology Hours: 3

Total Hours 12

Trimester 2

- SLP 5220 - Adult Neurogenic Disorders Hours: 3
- SLP 5230 - School Age Language Disorders Hours: 3
- SLP 5232 - Clinical Practicum II: Diagnostic Fundamentals Hours: 3
- SLP 5235 - Dysphagia Hours: 3

Total Hours 12

Trimester 3

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- SLP 5320 - Research Review, Critique, and Synthesis in Speech-Language Pathology Hours: 1
- SLP 5345 - Motor Speech and Cognitive-Communication Disorders Hours: 3
- SLP 5313 - Clinical Practicum III Hours: 3
- SLP 5340 - Fluency & Fluency Disorders Hours: 3

Total Hours 12

Trimester 4

- SLP 5404 - Clinical Practicum IV Hours: 3
- SLP 5415 - Autism and Social Communication Disorders Hours: 2
- SLP 5450 - Augmentative and Alternative Communication Hours: 2
- SLP 5455 - Voice & Velopharyngeal Disorders Hours: 3

Total Hours 10

Trimester 5

- SLP 5460 - Professional Issues in Speech-Language Pathology Hours: 3
- SLP 5515 - Clinical Practicum V Hours: 3
- SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology Hours: 3
- HSC Course, IPE Elective or Remediation Hours: 3

Total Hours 9 or 12

Degree Credit Hours 55 or 58

MS-SLP Leveling Courses

- SLP 5003 - Introduction to Audiology Hours: 3
- SLP 5005 - Aural Rehabilitation Hours: 3
- SLP 5008 - Speech Anatomy and Physiology Hours: 3
- SLP 5014 - Introduction to Communication Sciences and Disorders Hours: 3
- SLP 5032 - Normal Speech and Language Development Hours: 3
- SLP 5026 - Phonetics Hours: 3

Occupational Therapy, MOT

Program Information

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients who they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the MOT program, graduates will demonstrate the ability to

- implement strategies consistent with being a reflective practitioner when developing personal and professional goals;
- apply competencies for effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services;
- practice principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advancement of the profession;
- apply knowledge of current evidence to effectively inform the therapeutic process.

Program Prerequisites

See Admissions, Records, and Registration for prerequisite and application information.

Delivery of Coursework

The MOT residential program is 93 credits and is offered over six trimesters. Coursework is provided in a blended learning format, which is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Note: MOT students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, Telephone 301-652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine whether the program will prepare them for licensure in Washington State.

Curriculum

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of OT Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 16

Trimester II

- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 17

Trimester III

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5
- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5
- OCT 5365 - Wellness and Health Promotion Hours: 3

Total Hours 18

Trimester IV

- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5430 - Scholarly Application Hours: 2
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 18

Trimester V

- OCT 5510 - MOT Seminar 1 Hours: 1
- OCT 5550 - Fieldwork IIA Hours: 11

Total Hours 12

Trimester VI

- OCT 5625 - MOT Seminar 2 Hours: 1
- OCT 5660 - Fieldwork IIB Hours: 11

Total Hours 12

Degree Credit Hours 93

Occupational Therapy, Flex MOT

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

USAHS offers an alternative path to the MOT degree through the Flex MOT program. This program combines online education and weekend labs on campus in an entry-level program designed for the student who is unable to attend classes on campus during the week per the residential schedule.

The Flex model represents an expansion of the campus-based MOT program currently in place at USAHS. The campus-based and flex paths share a common mission and curriculum while the delivery format, length of program, and number of credits per term differs. The Flex Program Prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based program.

Mission Statement

The mission of the University's Flex MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients who they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the Flex MOT program, graduates will demonstrate the ability to

- implement strategies consistent with being a reflective practitioner when developing personal and professional goals;
- apply competencies for effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services;
- practice principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advancement of the profession;
- apply knowledge of current evidence to effectively inform the therapeutic process.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The Flex MOT program is 93 credits and offered over nine trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) regular quizzes completed online, (2) graded bulletin board assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together for up to 16 hours of laboratory classes per selected weekends during a 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to occupational therapy education, as well as oral presentations, lab practical testing, and socialization activities. Additionally, students may have to make arrangements for online exams at other times, which may include non-lab weekends. Currently, these lab activities are located on all USAHS campuses.

Students in the Flex program complete two full-time fieldwork experiences that are 12 weeks each in length at the end of the program. Generally, this portion of the curriculum is completed with full-time attendance by the Flex MOT student, although alternate arrangements can be made when this is not possible.

There are two cohort groups of students admitted per year, which varies per campus with a maximum range of 15 to 25 students per group depending on campus and a minimum of eight students. If the number of Flex cohort students drops below eight, the University reserves the right to delay the start of the cohort group by one trimester to combine with the following group.

Note: Flex MOT students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, phone 301-652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine whether the program will prepare them for licensure in Washington State.

Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of OT Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 11

Trimester II

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3

Total Hours 9

Trimester III

- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 9

Trimester IV

- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5

Total Hours 9

Trimester V

- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5
- OCT 5365 - Wellness and Health Promotion Hours: 3

Total Hours 10

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5430 - Scholarly Application Hours: 2
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3

Total Hours 10

Trimester VIII

- OCT 5510 - MOT Seminar 1 Hours: 1
- OCT 5550 - Fieldwork IIA Hours: 11

Total Hours 12

Trimester IX

- OCT 5625 - MOT Seminar 2 Hours: 1
- OCT 5660 - Fieldwork IIB Hours: 11

Total Hours 12

Degree Credit Hours 93

Occupational Therapy, OTD

Program Information

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the USAHS's OTD program is to graduate a diverse population of Occupational Therapy practitioners with the doctoral skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they will serve. The OTD graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism. Upon successful completion of the OTD program, graduates will demonstrate preparation beyond the

generalist level in practice, theory and research skills, leadership, advocacy, and program development.

Program Learning Outcomes

Upon completion of the OTD program, graduates will demonstrate the ability to

- design strategies consistent with being a reflective practitioner when developing personal and professional goals;
- Integrate competencies in effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design and implement programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services and in dissemination of Doctoral Capstone project;
- model principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advocacy and for the advancement of the profession;
- produce evidence-informed information that contributes to the advancement of occupational therapy;
- synthesize information including multiple models and theories to determine appropriate assessment and intervention strategies for individuals and populations;
- apply knowledge from theory and practice in the planning and implementation of occupational therapy services in current and emerging areas of practice;
- integrate global perspectives of occupational therapy in intervention approaches;
- disseminate scholarly findings to impact the future practice of occupational therapy.

Program Prerequisites

Please see Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The OTD residential program is 117 credits and is offered over eight trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation.

Note: OTD students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program. Students must complete an individual 14-week capstone experience within 18 months following completion of the remaining didactic

portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, phone 301-652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine whether the program will prepare them for licensure in Washington State.

Curriculum

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of OT Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 16

Trimester II

- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4
- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4

Total Hours 17

Trimester III

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5
- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 6310 - OTD Seminar I Hours: 1

Total Hours 19

Trimester IV

- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5
- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3
- OCT 6420 - OTD Seminar 2 Hours: 1

Total Hours 17

Trimester V

- OCT 5550 - Fieldwork IIA Hours: 11
- OCT 6530 - OTD Seminar 3 Hours: 1

Total Hours 12

Trimester VI

- OCT 5660 - Fieldwork IIB Hours: 11
- OCT 6640 - OTD Seminar 4 Hours: 1

Total Hours 12

Trimester VII

- OCT 6700 - Capstone Project Hours: 2
- OCT 6720 - Leadership and Advocacy Hours: 3
- OCT 6731 - Capstone Experience 1 Hours: 4
- OCT 6745 - Scholarship of Practice Hours: 3

Total Hours 12

Trimester VIII

- OCT 6832 - Capstone Experience 2 Hours: 12

Total Hours 12

Degree Credit Hours 117

Occupational Therapy, Flex OTD

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

USAHS offers an alternative path to the OTD degree through the Flex OTD program. This program combines online education and weekend labs on campus in an entry-level program designed for the student who is unable to attend classes on campus during the week per the residential schedule.

The Flex model represents an expansion of the entry-level OTD campus-based program currently in place at the USAHS. The campus-based and flex paths share a common mission and curriculum while the delivery format, length of program, and number of credits per term differs. The Flex Program Prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based program.

Mission Statement

The mission of the University's Flex OTD program is to graduate a diverse population of OT practitioners with the doctoral skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients who they will serve. The OTD graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism. Upon successful completion of the OTD program, graduates will demonstrate preparation beyond the generalist level in practice, theory and research skills, leadership, advocacy, and program development.

Program Learning Outcomes

Upon completion of the Flex OTD program, graduates will demonstrate the ability to

- design strategies consistent with being a reflective practitioner when developing personal and professional goals;
- Integrate competencies in effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design and implement programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services and in dissemination of Doctoral Capstone project;
- model principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advocacy and for the advancement of the profession;
- produce evidence-informed information that contributes to the advancement of occupational therapy;
- synthesize information including multiple models and theories to determine appropriate assessment and intervention strategies for individuals and populations;
- apply knowledge from theory and practice in the planning and implementation of occupational therapy services in current and emerging areas of practice;
- integrate global perspectives of occupational therapy in intervention approaches;
- disseminate scholarly findings to impact the future practice of occupational therapy.

Program Prerequisites

Please see Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The Flex OTD program is 117 credits and is offered over 11* trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) regular quizzes completed online, (2) graded bulletin board assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together for up to 16 hours of laboratory classes per selected weekends during a 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to occupational therapy education, as well as oral presentations, lab practical testing, and socialization activities. Additionally, students may have to make arrangements for online exams at other times, which may include non-lab weekends.

Students in the Flex program complete two full-time fieldwork experiences that are 12-weeks each in length in the second half of the program. Generally, this portion of the curriculum is completed with full-time attendance by the Flex OTD student, although alternate arrangements can be made when this is not possible.

There are two cohort groups of students admitted per year, with a maximum of 20 students per group and a minimum of eight students. If the number of Flex OTD cohort students drops below eight, the University reserves the right to delay the start of the cohort by one trimester to combine with the following group.

Note: Flex OTD students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program. Students must complete an individual 14-week capstone experience within 18 months following completion of the remaining didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, phone (301) 652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

*The University of St. Augustine for Health Sciences will continue to provide instructional and academic support services to students enrolled in the Dallas Flex OTD program who choose to remain in the 12-trimester curriculum instead of transitioning to the updated 11-trimester curriculum (effective January 1, 2022). The University will provide reasonable time for enrolled students to complete their program of

study in accordance with its Leave of Absence (LOA), Withdrawal, Satisfactory Academic Progress (SAP), Continuous Enrollment, and other applicable academic policies.

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division to determine whether the program will prepare them for licensure in Washington State.

Curriculum, Flex OTD (11 term)

New students are enrolled in the 11-term curriculum (effective January 1, 2022). Students previously enrolled in the 12-term program may choose to transition to the 11-term curriculum or finish the program in the 12-term curriculum.

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of OT Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 11

Trimester II

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5225C - Process of Occupational Therapy Hours: 4

Total Hours 9

Trimester III

- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 9

Trimester IV

- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5

Total Hours 9

Trimester V

- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 6310 - OTD Seminar I Hours: 1

Total Hours 11

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 6420 - OTD Seminar 2 Hours: 1

Total Hours 9

Trimester VIII

- OCT 5550 - Fieldwork IIA Hours: 11
- OCT 6530 - OTD Seminar 3 Hours: 1

Total Hours 12

Trimester IX

- OCT 5660 - Fieldwork IIB Hours: 11
- OCT 6640 - OTD Seminar 4 Hours: 1

Total Hours 12

Trimester X

- OCT 6700 - Capstone Project Hours: 2
- OCT 6720 - Leadership and Advocacy Hours: 3
- OCT 6731 - Capstone Experience 1 Hours: 4
- OCT 6745 - Scholarship of Practice Hours: 3

Total Hours 12

Trimester XI

- OCT 6832 - Capstone Experience 2 Hours: 12

Total Hours 12

Curriculum, Flex OTD (12 term)

The 12-term curriculum is available only to students enrolled in the program prior to January 1, 2022.

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of OT Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 11

Trimester II

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5225C - Process of Occupational Therapy Hours: 4

Total Hours 9

Trimester III

- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 9

Trimester IV

- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5

Total Hours 9

Trimester V

- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 6310 - OTD Seminar I Hours: 1

Total Hours 11

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 6420 - OTD Seminar 2 Hours: 1

Total Hours 9

Trimester VIII

- OCT 5550 - Fieldwork IIA Hours: 11
- OCT 6530 - OTD Seminar 3 Hours: 1

Total Hours 12

Trimester IX

- OCT 5660 - Fieldwork IIB Hours: 11
- OCT 6640 - OTD Seminar 4 Hours: 1

Total Hours 12

Trimester X

- OCT 6720 - Leadership and Advocacy Hours: 3
- OCT 6745 - Scholarship of Practice Hours: 3

Total Hours 6

Trimester XI

- OCT 6700 - Capstone Project Hours: 2
- OCT 6731 - Capstone Experience 1 Hours: 4

Total Hours 6

Trimester XII

- OCT 6832 - Capstone Experience 2 Hours: 12

Total Hours 12

Degree Credit Hours 117

Occupational Therapy, PPOTD

Mission Statement

The mission of the Post-Professional OTD (PPOTD) program is to graduate students with advanced knowledge in practice excellence who have the leadership and clinical skills necessary to promote the profession of occupational therapy. High priority is placed on active inquiry, critical thinking, and reflective practice.

Program Learning Outcomes

Upon completion of the PPOTD program, graduates will demonstrate the ability to

- develop lifelong learning skills to advance the profession of occupational therapy,
- promote interprofessional relationships through collaboration and communication with members of various professions,
- integrate sound evidence-based information into the provision of professional occupational therapy best practice,
- communicate effectively orally and in writing to promote professional practice,
- integrate ethical and professional standards in the delivery of occupational therapy services,
- exhibit leadership characteristics to advance the profession of occupational therapy within local, state, and/or professional organizations, and
- apply critical reasoning skills required to advance the profession of occupational therapy.

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Academic Requirements

To remain in the PPOTD program, the student must

- maintain a minimum 3.0 GPA, and
- register for one course within 12 weeks of the date of the acceptance letter.

Program Overview

Candidates entering the program with a master's degree (MOT) from the University of St. Augustine for Health Sciences are required to complete a minimum of 35 credits; however, 6

credits may transfer from the USAHS MOT program, if eligible. For candidates who hold a master's degree* in occupational therapy or related field, a minimum of 35 credits is required to earn the PPOTD degree; for candidates who hold a bachelor's degree in occupational therapy, a minimum of 60 credits is required. Please note the program typically takes four years and four months (Bachelor's-entry) or two years and eight months (Master's-entry) to complete based off the most recent two-year graduate data (2019–2020 and 2020–2021); however, individual experiences will vary based on factors including but not limited to individual progress, credits transferred, and other factors. The PPOTD program includes several required courses depending on the student's highest previous degree. Coursework is comprised of elective courses and seminars. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy further information on transfer credits.

**The master's degree may be either the entry-level degree or a post-professional degree.*

Delivery of PPOTD Coursework

Courses are offered through a distance education format with optional on-campus immersion opportunities. The delivery of the PPOTD coursework is offered in a variety of formats, such as:

- Term-based courses
- Special-topic courses
- Continuing education seminar, enhanced through completion of assignments in a distance education format

Time Limit

It is required that PPOTD (bachelor's entry) students complete all program requirements within four years and four months; PPOTD (master's entry) students must complete all program requirements within two years and eight months. An extension of up to two years and four months may be requested for PPOTD (bachelor's entry) students and up to one year and four months for PPOTD (master's entry) students.

Optional Specializations

Students enrolled in the PPOTD program are eligible to earn the specialization of Executive Leadership and/or the specialization of Teaching and Learning. The specializations are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their Academic Advisor about the specializations and include them in their Degree Completion Plan (DCP). Courses for the specialization of Executive Leadership include Foundations of Healthcare Administration; Human Resource Management and Organizational Behavior for Health Care Administration; Strategic Planning in

Healthcare Administration; Accounting, Finance and Economics; Organizational Leadership and Policy in Healthcare; Operations and Quality Management in Healthcare (choose four of six courses). Courses for the specialization of Teaching and Learning include Foundational Theory in Education, Program and Curricular Design for Health Science Education, Teaching Methods in Higher Education, and Practical Application in Online Teaching (must complete all four courses).

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

Curriculum (BS-Entry)

Students entering the PPOTD program with a BSOT degree must take a total of 60 credits—43 credits of required core courses as well as 17 Occupational Therapy, PPOTD, Electives. Students with a bachelor's degree can complete the PPOTD program in four and a half years.

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3*
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3†
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3†
- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- OCT 7200 - Reflective Practice Hours: 3
- OCT 7470 - Clinical Integration I Hours: 7
- OCT 7471 - Clinical Integration II Hours: 8

Clinical Integration series (15 credits) may be completed through advanced standings.

- OCT 7495 - The Science of Occupation Hours: 3
- OCT 7496 - Capstone I: Project Proposal and Preparation Hours: 3‡
- OCT 7499 - Capstone II: Project Implementation and Dissemination Hours: 3‡

Core Credit Hours 43

Degree Credit Hours 60

*Courses are to be taken prior to or in conjunction with other required or elective coursework. These two courses are a prerequisite for Science of Occupation.
†Courses are to be taken once all coursework is completed.
‡ Courses may be applied to the Executive Leadership Specialization.

Curriculum, PPOTD (MS-Entry)

Students entering the PPOTD program with an MOT or MS degree must take a total of 35 credits—21 credits of required core courses as well as 14 credits of general elective or specialization credits (11 credits for USAHS MOT Alumni). If eligible, six credits may transfer from the USAHS MOT program.

The PPOTD program can be completed in as little as one year if enrolled full-time; however, the program typically takes two years and four months to complete.*

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- OCT 7495 - The Science of Occupation Hours: 3
- OCT 7496 - Capstone I: Project Proposal and Preparation Hours: 3
- OCT 7499 - Capstone II: Project Implementation and Dissemination Hours: 3

Core Credit Hours 21

Degree Credit Hours 35

Curriculum, PPOTD Electives

Students entering the PPOTD program with a BSOT degree must take a total of 60 credits—43 credits of required core courses as well as 17 general elective credits.

Students entering the PPOTD program with an MOT or MS degree must take a total of 35 credits—21 credits of required core courses as well as 14 general elective credits (11 credits for USAHS MOT Alumni). If eligible, six credits may transfer from the USAHS MOT program.

Teaching & Learning Electives

- EDF 7013 - Practical Application of Online Teaching Hours: 3*
- EDF 7050 - Teaching Methods in Higher Education Hours: 3*

  or
- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3*
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3*
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3*

  or
- EDF 7175B - Foundational Theories in Education (B) Hours: 3*

Executive Leadership Electives

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3†
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3†
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3†
- HSA 7200 - Foundations of Healthcare Administration Hours: 3†
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3†
- HSC 7440 - Fundamentals of the Health Care Startup Business Hours: 3
- HSC 7470 - Legal and Regulatory Issues Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3†

  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3†
- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3†

Orthopedic Electives

- BSC 7301 - Ergonomics Hours: 2
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2

  Seminar plus coursework

- HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy Hours: 2

Pediatric Electives

- HSC 6036 - Metabolic Disorders Hours: 1
- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- HSC 7325 - School-Based Practice Hours: 3

General Rehabilitation Electives

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7155 - Functional Performance in the Older Adult Hours: 2
- BSC 7301 - Ergonomics Hours: 2
- HSC 6036 - Metabolic Disorders Hours: 1
- HSC 7401 - Pharmacology Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or
- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

  or
- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3

General Electives

- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- EDF 7111 - Research Methods I Hours: 3
- EDF 7121 - Research Methods II Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- OCT 7455 - Special Topics in Professional Practice Hours: Varies
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- HSC 7416 - Foundations of Imaging Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

- IPE 7575 - Team-based Emergency Care Hours: 2
- MHS 7315 - Contemporary Trends in Wellness Hours: 3

ImPACT Trained Occupational Therapist (ITOT) Certification

- IPE 7255 - Evidence-based Concussion Management Hours: 3

Degree Credit Hours (BSOT-Entry) 60

Degree Credit Hours (MS- or MOT-Entry) 35

*Courses required for the Teaching & Learning Specialization.
†Courses required for the Executive Leadership Specialization (choose four).

Physical Therapy, DPT

Program Information

Physical therapy is a health profession involved in the prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences with a theoretical and scientific base. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics, burn centers, wellness facilities, and in private practice.

Mission Statement

The mission of the University's DPT program is to graduate proficient and caring physical therapists who are prepared to work collaboratively in interprofessional settings to guide the patient/client to achieve optimal movement.

Program Learning Outcomes

Upon completion of the DPT program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other healthcare providers, and the community;
- perform critical thinking and evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;

- implement effective communication and principles of ethical and professional behavior in physical therapist practice; and
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy and the well-being of society.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The DPT program requires 131 credits and is offered as a residential (i.e., campus-based) program over eight trimesters. Coursework is provided in a blended learning format, which is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)

California PT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as a Physical Therapist in California, Doctor of Physical Therapy (DPT) program graduates must hold a degree from an accredited Physical Therapy program. DPT graduates that are applying for licensure in the state of California are required to submit an Application of Examination and/or Licensure and all other required documentation, Certificate of Completion Form (P1E) completed by the registrar, application fee, and passing licensure exam score from the Federation of State Boards of Physical Therapy (FSBPT) to the Physical Therapy Board of California.

Washington State Residents

Physical Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine whether the program will prepare them for licensure in Washington State.

Curriculum

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- PHT 5121C - Gross Anatomy I Hours: 4
- PHT 5125C - Applied Anatomy I Hours: 1
- PHT 5130C - Patient Care Management I Hours: 3
- PHT 5150 - Pathophysiology Hours: 4
- PHT 5155 - Physical Therapist Practice I Hours: 3
- PHT 5160C - Soft Tissue Interventions I Hours: 1

Total Hours 18

Trimester II

- PHT 5220C - Gross Anatomy II Hours: 4
- PHT 5226C - Applied Anatomy II Hours: 1
- PHT 5230C - Biomechanics Hours: 4
- PHT 5240 - Imaging Hours: 2
- PHT 5245C - Movement Science I Hours: 4
- PHT 5250C - Musculoskeletal I: Introduction to Orthopedic PT Hours: 4

Total Hours 19

Trimester III

- PHT 5310C - Clinical Neuroscience Hours: 4
- PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3
- PHT 5345C - Movement Science II Hours: 4
- PHT 5350C - Musculoskeletal II: Extremity Hours: 3
- PHT 5360C - Differential Diagnosis Hours: 2
- PHT 5375 - Pharmacology Hours: 2

Total Hours 18

Trimester IV

- PHT 5415C - Neuromuscular II: Evidence in Interventions Hours: 3
- PHT 5420C - Cardiovascular and Pulmonary Physical Therapy Hours: 3
- PHT 5430C - Patient Care Management II Hours: 3
- PHT 5435C - Biophysical Agents Hours: 2

- PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems Hours: 1
- PHT 5450C - Musculoskeletal III: Spine Hours: 3
- PHT 5456 - Physical Therapist Practice II Hours: 3

Total Hours 18

Trimester V

- PHT 5525C - Prosthetics, Orthotics, and Assistive Technology Hours: 3
- PHT 5530C - Patient Care Management III Hours: 3
- PHT 5535 - Evidence-Informed Practice II Hours: 2
- PHT 5550C - Soft Tissue Interventions II Hours: 2
- PHT 5570 - Integrated Clinical Experience Hours: 6

Total Hours 16

Trimester VI

- PHT 5610C - Pediatric Physical Therapy Hours: 3
- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention Hours: 3
- PHT 5620C - Geriatric Physical Therapy Hours: 3
- PHT 5650C - Musculoskeletal IV: Clinical Reasoning Hours: 3
- PHT 5665 - Wellness and Health Promotion Hours: 3
- PHT 5670 - Administration and Management in Physical Therapy Hours: 3

Total Hours 18

Trimester VII

- PHT 5770 - Terminal Clinical Experience I Hours: 11
- PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

Total Hours 12

Trimester VIII

- PHT 5835 - Evidence-Informed Practice III Hours: 1
- PHT 5870 - Terminal Clinical Experience II Hours: 11

Total Hours 12

Degree Credit Hours 131

Physical Therapy, Flex DPT

Program Information

Physical therapy is a health profession involved in the prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics, burn centers, wellness facilities, outpatient centers, and in private practice.

USAHS offers an alternative path to the DPT degree through the Flex DPT program. This program combines online education and weekend labs on campus in an entry-level DPT program designed for the student who is unable to attend classes on campus during the week per the residential schedule. By substituting asynchronous online education for most standard classroom participation and holding weekend labs on campus, an individual can earn a DPT degree in 12 trimesters (four years).

The Flex model represents an expansion of the entry-level DPT campus-based program currently in place at the USAHS. The campus-based and flex paths share a common mission and curriculum while the delivery format, length of program, and number of credits per term differs. The Flex Program Prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based program.
Students in both the Resident and Flex programs complete three full-time clinical experiences in the second half of the program. This portion of the curriculum will require full-time attendance by the Flex DPT student at a designated clinical site, which may require students to temporarily relocate to fulfill clinical requirements.

There are two cohort groups of students admitted per year, in St. Augustine, Florida, and San Marcos, California, starting in September and January and in Austin, Texas, starting in May and September, with a maximum of 30 students per group and a minimum of eight students in all cohorts. If the number of Flex cohort students drops below eight, the University reserves the right to delay the start of the cohort by one trimester to combine with the following group.

Mission Statement

The mission of the University's DPT program is to graduate proficient and caring physical therapists who are prepared to work collaboratively in interprofessional settings to guide the patient/client to achieve optimal movement.

Program Learning Outcomes

Upon completion of the Flex DPT program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other healthcare providers, and the community;
- perform critical thinking and evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- implement effective communication and principles of ethical and professional behavior in physical therapist practice; and
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy and the well-being of society.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The Flexible DPT program is 131 credits and is offered over 12 trimesters. More than 50% of the coursework is delivered to the student online through a web-based learning management system that includes graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) quizzes and exams completed online, (2) graded discussion assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together on campus for up to 16 hours of laboratory classes per weekend for up to eight weekends during a 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to physical therapy education; in addition to oral presentations, proctored written examinations, lab practical testing, and socialization activities. Currently, these lab activities are located on the St. Augustine, Florida; Austin, Texas; and San Marcos, California, campuses.

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)

California PT Licensure

As of the date of publication of the catalog, in order to be eligible for professional licensure as a Physical Therapist in California, Doctor of Physical Therapy (DPT) program graduates must hold a degree from an accredited Physical Therapy program. DPT graduates that are applying for licensure in the state of California are required to submit an Application of Examination and/or Licensure and all other required documentation, Certificate of Completion Form (P1E) completed by the registrar, application fee, and passing licensure exam score from the Federation of State Boards of Physical Therapy (FSBPT) to the Physical Therapy Board of California.

Washington State Residents

Physical Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine whether the program will prepare them for licensure in Washington State.

Curriculum

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- PHT 5121C - Gross Anatomy I Hours: 4
- PHT 5125C - Applied Anatomy I Hours: 1
- PHT 5155 - Physical Therapist Practice I Hours: 3
- PHT 5160C - Soft Tissue Interventions I Hours: 1

Total Hours 11

Trimester II

- PHT 5130C - Patient Care Management I Hours: 3
- PHT 5150 - Pathophysiology Hours: 4
- PHT 5220C - Gross Anatomy II Hours: 4
- PHT 5226C - Applied Anatomy II Hours: 1

Total Hours 12

Trimester III

- PHT 5230C - Biomechanics Hours: 4
- PHT 5245C - Movement Science I Hours: 4
- PHT 5250C - Musculoskeletal I: Introduction to Orthopedic PT Hours: 4

Total Hours 12

Trimester IV

- PHT 5240 - Imaging Hours: 2
- PHT 5310C - Clinical Neuroscience Hours: 4
- PHT 5345C - Movement Science II Hours: 4
- PHT 5435C - Biophysical Agents Hours: 2

Total Hours 12

Trimester V

- PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3
- PHT 5350C - Musculoskeletal II: Extremity Hours: 3
- PHT 5360C - Differential Diagnosis Hours: 2
- PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems Hours: 1

Total Hours 9

Trimester VI

- PHT 5375 - Pharmacology Hours: 2
- PHT 5415C - Neuromuscular II: Evidence in Interventions Hours: 3
- PHT 5430C - Patient Care Management II Hours: 3
- PHT 5525C - Prosthetics, Orthotics, and Assistive Technology Hours: 3

Total Hours 11

Trimester VII

- PHT 5420C - Cardiovascular and Pulmonary Physical Therapy Hours: 3
- PHT 5450C - Musculoskeletal III: Spine Hours: 3
- PHT 5535 - Evidence-Informed Practice II Hours: 2
- PHT 5456 - Physical Therapist Practice II Hours: 3

Total Hours 11

Trimester VIII

- PHT 5530C - Patient Care Management III Hours: 3
- PHT 5550C - Soft Tissue Interventions II Hours: 2
- PHT 5570 - Integrated Clinical Experience Hours: 6

Total Hours 11

Trimester IX

- PHT 5610C - Pediatric Physical Therapy Hours: 3
- PHT 5620C - Geriatric Physical Therapy Hours: 3
- PHT 5670 - Administration and Management in Physical Therapy Hours: 3

Total Hours 9

Trimester X

- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention Hours: 3
- PHT 5650C - Musculoskeletal IV: Clinical Reasoning Hours: 3
- PHT 5665 - Wellness and Health Promotion Hours: 3

Total Hours 9

Trimester XI

- PHT 5770 - Terminal Clinical Experience I Hours: 11
- PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

Total Hours 12

Trimester XII

- PHT 5835 - Evidence-Informed Practice III Hours: 1
- PHT 5870 - Terminal Clinical Experience II Hours: 11

Total Hours 12

Degree Credit Hours 131

Physical Therapy, tDPT

This program is not currently enrolling new students.

Mission Statement

The mission of the tDPT program is to develop leaders in physical therapy patient examination, evaluation, intervention, and case management. Special focus is placed on the foundational sciences of anatomy and biomechanics, while enhancing the clinical reasoning and treatment skills of the student. Because this program is designed for physical therapists that work in clinical practice, it is expected that students will bring about positive improvements to the workplace as they progress through the program. This program will help to promote the profession by developing experiences that address the critical issues found in the delivery of healthcare today.

Program Learning Outcomes

Upon completion of the tDPT program, graduates will demonstrate the ability to

- display personal and professional development and lifelong learning activities in the physical therapy profession,
- initiate collaborative relationships and communication with patients/clients and other healthcare providers,
- adopt evidence-based practice and informed-decision making within physical therapy practice,
- exhibit effective communication skills in physical therapy practice to advance professional goals,
- display professional and ethical behavior in daily interactions within physical therapy practice,
- exhibit leadership skills to promote the advancement of the profession of physical therapy, and
- utilize critical thinking and reasoning skills when making decisions within physical therapy practice.

This program is designed for practitioners who will also assume leadership roles in the profession of physical therapy. The program reinforces clinical excellence. A variety of course assignments, such as multiple-choice tests, short essays, and problem-solving exercises, are used to test mastery of the learning objectives. A summary or capstone project, consisting of a case report or literature review, integrates content knowledge across program coursework. A mentored clinical residency may also be completed.

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Academic Requirements

To remain in the tDPT program, the student must

- maintain a minimum of a 3.0 GPA and
- register for a minimum of one course within 12 weeks of the date of the acceptance letter.

Program Overview

The physical therapist holding a master's degree (entry-level or post-professional) will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, and Capstone Project for 9 required academic credits, and 15 elective academic credits. The tDPT program is 24 credits for the master's level students.

The physical therapist holding a bachelor's degree in physical therapy will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Imaging, Differential Diagnosis, and Capstone Project for 18 required academic credits and will need to complete 4 elective academic credits and 38 clinical integration credits (Clinical Integration I, II, III, IV, and V), which may be completed through advanced standing. The tDPT program is 60 credits for the bachelor's level students.

At the end of the educational experience, the graduate will be awarded a Doctor of Physical Therapy (DPT) degree.

The student has the choice of completing the capstone project or a mentored clinical residency with the primary goal of providing an educational experience that assists the student in focusing his or her ideas and thoughts. The capstone project may take the form of one case report or an article (literature review, perspective paper, or descriptive technical report) prepared in publishable format. The mentored clinical residency is a supervised clinical experience in the specialty area selected by the student. To earn five credits for a clinical residency, the student is required to complete a minimum of 9 to 12 months of patient care plus a minimum of 200 educational activity hours.

Process for Obtaining the Transitional DPT Degree

- Students begin by completing coursework in either a clinical specialty track, leading toward a certification, or a nonspecialty clinical track of elective coursework. Students

may begin registering for the necessary seminars and coursework as soon as they are accepted into the program. Many credit assignments consist of an online course with required short essay assignments and unit quizzes.

- For the specialty clinical track, following completion of all certification seminars, the student may attend the Preparation and Certification Examination Week. *Completion of the certification examination is not required for degree completion*.
- Once a student with a master's degree has obtained 19 credits toward the degree program, he or she will proceed to Capstone Project I and II. An assigned Faculty Advisor approves an outline of the project, and then the student will complete either one publishable case report or one publishable article. The Advisor will review and assist with revisions as needed.
- If a clinical residency is chosen in lieu of the capstone project, the proposed residency site and mentor must meet the approval of the Program Director and residency criteria. It is recommended that students complete at least two specialty-track seminars prior to starting the residency. The approval process must begin early in the program. Contact the department for an explanation of the approval process.
- Students with a BSPT will proceed by completing the 51 required credits including Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Differential Diagnosis for the Therapist, Imaging, and Clinical Integration courses I–V, and 4 elective credits. Upon completion of 55 credits, students may begin work on Capstone Project I and II. An assigned Faculty Advisor approves an outline of the project, and then the student completes either one publishable case report or one publishable article. The Advisor will review and assist with revisions as needed.

Delivery of Coursework

Courses in the tDPT program are offered in a variety of formats. In some cases, as noted in the course description, a prerequisite for a course may be completion of a continuing education seminar. This learning experience is then enhanced through completion of assignments. These assignments are submitted to the University for grading in a specified time frame according to the course syllabus.

Other courses are offered strictly through a distance education, online course format. No seminar attendance is required, and all learning activities are completed at a distance. Each course has a variety of learning activities that must be completed and graded to receive credit for the course.

Course Time Limits

There will be a due date for all course assignments. In most courses, this will be 8 to 15 weeks. The academic calendar for the University is divided into three trimesters: Spring, Summer, and Fall. Trimester periods are denoted on the current Academic Calendar.

Time Limit

It is required that tDPT (bachelor's entry) students complete all requirements within four years; tDPT (master's entry) students complete all requirements within two years and four months. An extension of up to two years may be requested for tDPT (bachelor's entry) and an extension of one year and four months may be requested for tDPT (master's entry).

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)

This program is not currently enrolling new students.

Curriculum (Bachelor's Level)

This program is not enrolling new students.

Bachelor's-level students will take 38 clinical core hours, 18 other core credit hours, and 4 elective or specialization credit hours for a total of 60 credit hours. The Bachelor's level tDPT program may be completed in four (4) years.

Specializations Manual Therapy, Primary Care, and Craniofacial lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- HSC 7400 - Differential Diagnosis Hours: 3
- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3
- HSC 7401 - Pharmacology Hours: 3
- Specialization or non-specialization elective courses Hours: 4

- PHT 7496 - Capstone Project I Hours: 1
  and
- PHT 7497 - Capstone Project II Hours: 4
  or
- PHT 6498 - Clinical Residency Hours: 5
- PHT 7470 - Clinical Integration I: Reflective Practice Hours: 8
- PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence Hours: 8
- PHT 7473 - Clinical Integration III: Teaching Strategies Hours: 8
- PHT 7474 - Clinical Integration IV: Leadership Hours: 8
- PHT 7475 - Clinical Integration V: Mentoring in PT Practice Hours: 6
  Note: Clinical Integration I–V require current clinical employment for which tuition reduction applies.
- HSC 7416 - Foundations of Imaging Hours: 3

Degree Credit Hours 60

This program is not enrolling new students.

Curriculum (Master's Level)

This program is not enrolling new students.

Master's-level students will take 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours. The Master's-level tDPT program may be completed in three (3) years.

Specializations Manual Therapy, Primary Care, and Craniofacial lead to a Certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

- Specialization or Non-Specialization Elective Courses Hours: 15
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3
- PHT 7496 - Capstone Project I Hours: 1
  and
- PHT 7497 - Capstone Project II Hours: 4
  or
- PHT 6498 - Clinical Residency Hours: 5

Degree Credit Hours 24

This program is not enrolling new students.

Curriculum, tDPT Craniofacial Certification Track

This program is not enrolling new students.

Bachelor's-level students complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Certification requires residency/onsite participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certificate in craniofacial therapy. Specializations Manual Therapy, Primary Care, and Craniofacial lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

This program is not enrolling new students.

- BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3
  FCO, while not required for certification, is highly recommended.
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3
- PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) Hours: 3
- PHT 7331 - Evaluation and Treatment of the Craniomandibular System (CF1) Hours: 2
- PHT 7332 - Intermediate Craniofacial (CF2) Hours: 3
- PHT 7333 - Advanced Craniofacial (CF3) Hours: 3
- PHT 7334 - State of the Art Craniofacial Hours: 1
- PHT 7350 - Preparation/Certification in Craniofacial Mandibular Hours: 3

Curriculum, tDPT Elective Courses

This program is not enrolling new students.

Bachelor's-level students will complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students will complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Some specialization tracks may require a seminar prerequisite; view the Continuing Professional Education section for more details. Certification tracks require residency/onsite participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certification. The Manual Therapy, Primary Care, and Craniofacial specializations lead to a

certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

This program is not enrolling new students.

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7155 - Functional Performance in the Older Adult Hours: 2
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- BSC 7301 - Ergonomics Hours: 2
- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

  or
- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

  or
- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSC 6031 - Cultural Competence Hours: 1
- HSC 6036 - Metabolic Disorders Hours: 1
- HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy Hours: 2
- HSC 7325 - School-Based Practice Hours: 3
- HSC 7360 - Spinal Instability Hours: 2
- HSC 7400 - Differential Diagnosis Hours: 3
- HSC 7440 - Fundamentals of the Health Care Startup Business Hours: 3
- HSC 7455 - Special Topics in Professional Practice Hours: Varies
- HSC 7460 - Accounting and Financing for the Practice Hours: 3
- HSC 7470 - Legal and Regulatory Issues Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3
- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3
  or
- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3
  or
- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3
- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3
- IPE 7575 - Team-based Emergency Care Hours: 2
- MHS 7315 - Contemporary Trends in Wellness Hours: 3
- PHT 6030 - Consultation, Screening, and Delegation Hours: 1
- PHT 6032 - Cognition and Perception Hours: 1
- PHT 6033 - Basic Assessment and Intervention of Integument Hours: 1
- PHT 6035 - Professionalism: Legal and Ethical Issues in PT Hours: 2
- PHT 6037 - Environmental Barriers Hours: 1
- PHT 6038 - The Physical Therapist as Educator Hours: 2
- PHT 7455 - Special Topics in Professional Practice **Hours: Varies**

Curriculum, tDPT Manual Therapy Certification Track

This program is not enrolling new students.

Bachelor's-level students will complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students will complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Some specialization tracks may require a seminar prerequisite; view the Continuing Professional Education section for more details. Certification tracks require residency/onsite

participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certification. The Manual Therapy, Primary Care, and Craniofacial specializations lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

This program is not enrolling new students.

- BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3
  FCO, while not required for certification, is highly recommended.
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
- PHT 7250 - Preparation/Certification in Manual Therapy Hours: 3
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3
- PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2) Hours: 2
- PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) Hours: 3
- PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4) Hours: 2
- PHT 7211 - Extremity Integration (E2) Hours: 2
- PHT 7220 - Myofascial Manipulation (MF1) Hours: 3

Curriculum, tDPT Primary Care Certification Track

This program is not enrolling new students.

Bachelor's-level students will complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students will complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Some specialization tracks may require a seminar prerequisite; view the Continuing Professional Education section for more details. Certification tracks require residency/onsite participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certification. The Manual Therapy, Primary Care, and Craniofacial specializations lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

This program is not enrolling new students.

- BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3
  FCO, while not required for certification, is highly recommended.
- PHT 7115 - Introduction to Primary Care Hours: 2
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3

- PHT 7850 - Preparation/Certification in Primary Care Hours: 3
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
- HSC 7400 - Differential Diagnosis Hours: 3
- HSC 7401 - Pharmacology Hours: 3
- HSC 7416 - Foundations of Imaging Hours: 3

Clinical Orthopaedic Residency

The Clinical Orthopaedic Residency offers physical therapists the opportunity to enhance their clinical skills through post-professional training in examination, evaluation, clinical reasoning, manual therapy skills, and patient management based on the practice dimensions described in the "Orthopaedic Physical Therapy Description of Specialty Practice."

Participants can also earn academic credit toward the tDPT or EdD programs at the University of St. Augustine for Health Sciences.

Program Basics

- Length of residency: Minimum of 12 months; maximum of 36 months
- Prerequisites: Licensed or eligible for licensure
- Patient-care hours: 1,500
- Mentored hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Start times: Terms and didactic coursework begin January, May, and September; clinical start time is flexible

Mission Statement

The mission of the Clinical Orthopaedic Residency program at the University of St. Augustine for Health Sciences is to graduate physical therapists who have achieved competency of skills in both clinical and didactic learning in orthopaedic physical therapy.

Program Learning Outcomes

At the completion of the Orthopaedic Manual Physical Therapy Residency program, the graduate will demonstrate the ability to

- apply skills of self-reflection and information literacy to the orthopaedic clinical practice;

- consult with peers, colleagues, other healthcare professionals, community agencies, legislative, legal and/or regulatory organizations in a collaborative manner for orthopaedic patient/client management;
- demonstrate advanced clinical competencies through the use of evidence-based practice relevant to patient client management in orthopaedic physical therapy;
- demonstrate service as consultant, educator, clinical instructor and patient advocate for orthopaedic physical therapy;
- demonstrate independent ethical and moral decision making in orthopaedic physical therapy practice which is in the best interest of the patient;
- create a professional development plan for leadership to contribute to the advancement of the orthopaedic physical therapy profession as a healthcare leader through professional and community contributions;
- demonstrate independent decision making through advanced clinical reasoning and critical thinking patient values and current evidence in orthopaedic physical therapy practice.

Admission Requirements

See Admissions, Records, and Registration.

Program Requirements

USAHS's Clinical Orthopaedic Residency is a demanding clinical and didactic learning experience, designed to graduate physical therapists with competency of skills in orthopaedic physical therapy.

Clinical

- A minimum of 1,500 patient-care hours including treatment in the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis-SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand
- 160 hours (over the duration of the residency) of one-on-one mentoring in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Residency in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the orthopaedic residency is based on six APTA Orthopaedic section monoliths. The curriculum covers examination, evaluation, and treatment of common

orthopaedic conditions and is organized into three terms: Spine, Upper Extremity, and Lower Extremity.

Additional Requirements

- Participate in 12 journal clubs; lead 3 (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Complete healthcare observations, mentored clinical exams, and clinical skills checklists
- Present three formal case presentations
- Attend three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attendance at one professional conference
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Instructional mediums will include individual study of curriculum, case scenarios, written and online examination, interactive web-based learning experiences, group discussions and review, and one weekend lab session each term.

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative fee: $10,000.00 for the duration of the program
- Cost of APTA/Ortho Section membership dues
- Cost of attendance and travel to the Clinical Instructor (CI) Credentialing Course and professional conference
- Cost of travel to the three required residency skills labs on the St. Augustine, Florida, campus
- Cost of malpractice insurance
- Residents will be mentored in an outpatient orthopaedic clinic by a qualified mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiated between resident and mentor.

Orthopaedic Manual Physical Therapy Fellowship

The Orthopaedic Manual Physical Therapy Fellowship at the University of St. Augustine for Health Sciences offers practicing physical therapists the opportunity to enhance their manual physical therapy skills through a focused curriculum with advanced clinical and didactic instruction that is intensive and extensive.

Participants can also earn academic credit toward the tDPT, EdD, or DHSc programs at the University of St. Augustine for Health Sciences.

Program Basics

- Length of Fellowship: Minimum of 12 months; maximum of 36 months
- Patient-care hours: 850
- Mentored hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead 3 (online or in clinic)
- Case rounds: Attend and present at 12 case rounds (online or in clinic)
- Conference requirement: Attend one American Academy of Orthopaedic Manual Physical Therapists (AAOMPT) conference
- Scholarly requirement: Submit one poster presentation
- Start times: Terms begin three times per year (January, May, and September)

Mission Statement

The mission of the Orthopaedic Manual Physical Therapy Fellowship program at USAHS is to graduate physical therapists who have achieved advanced competency of skills in both clinical and didactic learning in orthopaedic manual physical therapy.

Program Learning Outcomes

The goal of USAHS' Orthopaedic Manual Physical Therapy Fellowship program is to supply a mentored process of learning that achieves advanced clinical specialty skills for both psychomotor and didactic learning, that facilitates enhancement of decision-making through critical thinking and problem solving, and through which the mentor enhances the therapist's ability to be an independent, active learner.

At the completion of the Orthopaedic Manual Physical Therapy Fellowship program of USAHS, the fellow graduate will demonstrate the ability to

- apply skills of self-reflection and information literacy to the orthopaedic manual physical therapy practice;
- consult with peers, colleagues, other healthcare professionals, community agencies, legislative, legal and/or regulatory organizations in a collaborative manner for orthopaedic manual physical therapy patient/client management;
- demonstrate advanced clinical competencies through the use of evidence-based practice relevant to patient client management in orthopaedic manual physical therapy physical therapy;

- demonstrate service as consultant, educator, clinical instructor and patient advocate for orthopaedic manual physical therapy;
- demonstrate independent ethical and moral decision making in orthopaedic manual physical therapy practice which is in the best interest of the patient;
- create a professional development plan for leadership to contribute to the advancement of the orthopaedic manual physical therapy profession as a healthcare leader through professional and community contributions;
- demonstrate independent decision making through advanced clinical reasoning and critical thinking patient values and current evidence in orthopaedic manual physical therapy practice.

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Responsibility and Learning Activities

USAHS' Orthopaedic Manual Physical Therapy Fellowship is a demanding clinical and didactic learning experience designed to graduate physical therapists with advanced competency in manual physical therapy.

Participants are responsible for their progress in the fellowship program. Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty. However, both the faculty and participant must remain flexible to possible changes that may occur in the schedule.

Clinical

- A minimum of 850 patient care hours—examination and treatment will cover the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis-SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand.
- 160 hours of one-on-one mentoring (over the duration of the fellowship) in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Manual Physical Therapy Fellowship in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the fellowship focuses on advanced training in examination, evaluation, clinical reasoning, orthopaedic manual physical therapy, and patient management based on the

practice dimensions described in the Advanced Description of Specialty Practice for Orthopaedic Physical Therapy and the AAOMPT Education Standards of Practice.

Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty.

Examples of potential courses include the following:

- Research for the Clinician
- Foundations of Clinical Orthopaedics
- Perspectives in Business Practice
- Dry Needling
- Professional Communications and Presentations
- Educational Theory
- Basic Craniofacial
- Pain Science
- Professional Development Portfolio
- Imaging
- Cultural Competence
- E1: Extremity Evaluation and Manipulation; E2: Extremity Integration
- S1: Intro to Spinal Evaluation and Manipulation; S2: Advanced Evaluation and Manipulation of Lumbar Thoracic Spine; S3: Advanced Evaluation and Manipulation of Craniofacial, Cervical and Upper Thoracic Spine; S4: Functional Analysis and Management of Lumbo-Pelvic-Hip Complex
- MF1: Myofascial Manipulation
- Manual Therapy Certification or Review
- Thrust
- Imaging Seminar
- Craniofacial I or Advanced Craniofacial
- Spinal Instability
- APTA CI Credentialing course

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Present three normal case presentations
- Attend Manual Therapy Certification review
- Attend one AAOMPT conference
- Complete healthcare observations, mentored clinical exams, and clinical skills checklists
- Complete a professional communications project
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)

- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative cost of $12,000.00 for the duration of the program if the applicant has already taken Manual Therapy Certification, and $15,000 if the applicant has not yet taken Manual Therapy Certification
- Cost of APTA and AAOMPT membership dues
- Cost of attendance and travel to a Clinical Instructor (CI) Credentialing Course and an AAOMPT conference
- Cost of malpractice insurance

Fellows in training will be mentored in a qualified clinic by an approved mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiable between fellow and mentor.

College of Health Sciences

Contact Information

Students should email all correspondence to the appropriate Academic Program Coordinator, Academic Program Advisor, or Program Director.

Main Phone: 904-826-0084
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Technical Support

The following resources are available to students who need assistance with Blackboard or other technology resources required for a course:

- Blackboard: https://my.usa.edu/ICS/Blackboard/
- Technical Support support@usa.edu; 1-888-80-USAHS (87247)

Health Administration, MHA

Mission

The mission of the MHA program is to improve the practice of healthcare administration across all sectors of the industry. The graduates will promote evidence-informed concepts and techniques to produce positive and innovative organizational outcomes, meet organizational goals and objectives, and support top organizational performance in the healthcare industry.

Program Learning Outcomes

Upon completion of the MHA program, graduates will demonstrate the ability to:

- Evaluate scholarly research that contributes to sound evidence-based practice in the administrative healthcare setting.
- Collaborate with other healthcare disciplines in the administration of healthcare services.
- Analyze the effect of various policies on the delivery of services in a healthcare environment.
- Develop written and oral presentations that effectively communicate to both health professionals and non-health professional audiences.
- Develop and maintain standards of accountability based on organizational values.
- Demonstrate skills necessary to create an ideal organization performance standard in healthcare settings.
- Apply evidence-based decision-making to the process of quality improvement.

Admission Requirements

See MHA Admissions.

Academic Requirements

To remain in the MHA program, the student must meet the following criteria:

- maintain a minimum 3.0 GPA and
- complete the required courses and any elective courses.

Program Overview

There are 37 required credits that will be taken over the span of six trimesters (approximately 24 months). The program may be completed in less time if the student chooses the accelerated pathway.

Core coursework is required (22 credits) while electives can be assembled to achieve emphasis areas (15 credits). To elect a specialization, students must choose the specialization at the time of enrollment and are advised that subsequent changes to their chosen specialization could result in additional hours, tuition, and/or fees.

USAHS will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy for further information on transfer credits.

Three Specializations

- Executive Leadership
- Business Intelligence
- Interprofessional Education (IPE)

Delivery of MHA Coursework

All coursework in the MHA program is offered in an online delivery format with the exception of an optional externship and consultation course which may require off-campus attendance at a health facility. Students are responsible for travel, lodging, and meals.

Optional Immersions for all MHA Students

MHA students are eligible to attend the optional, on-campus immersions embedded in the following courses:

- IPE 7001/B
- IPE 7050/B
- IPE 7121/B
- IPE 7421/B

Time Limit

It is required that MHA students complete all program requirements within six trimesters or 24 months. An extension of up to one year may be requested.

Tuition and Fees

See Financial Information.

Standard Occupational Classification code for which program is intended to prepare graduates: Medical and Health Services Managers (11-9111)

Curriculum, MHA General

Students enrolled in the MHA General program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses.

Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5). While USAHS does not offer Title IV financial aid for any term in which an accelerated learning course is taken without a full term "anchor" course, other financing alternatives may be available. Please refer to the Financial Aid Office for additional information.

Core Curriculum

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- HSA 7497 - Integrated Field Project Hours: 3

Core Credit Hours 22

General Electives Curriculum

IPE 7121/IPE 7121B is a foundation general elective course; students choose four additional general electives for a total of 15 credit hours.

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

  Required general elective

- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7455 - Special Topics in Professional Practice Hours: Varies
- HSC 7470 - Legal and Regulatory Issues Hours: 3

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3
  or
- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3

- IPE 7100 - Ethics in Health Care Hours: 3
- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3

- IPE 7200 - Cultural Competence in Healthcare Hours: 3
  or
- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7300 - Entrepreneurial Strategies in Health Care Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3

- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3

General Elective Credit Hours 15

Degree Credit Hours 37

* Optional residency available in IPE 7001/7001B
†Course includes the Certified Revenue Cycle Representative (CRCR), which is a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).

Curriculum, MHA, Business Intelligence

Students enrolled in the MHA Business Intelligence program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses. Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5).

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSA 7497 - Integrated Field Project Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

Core Credit Hours 22

Specialization Curriculum

Students choose 15 credit hours.

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3*
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 37

*Course includes the Certified Specialist in Business Intelligence (CSBI), which is a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).

Curriculum, MHA, Executive Leadership

Students enrolled in the MHA Executive Leadership program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses. Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5).

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSA 7497 - Integrated Field Project Hours: 3

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

Core Credit Hours 22

Specialization Curriculum

IPE 7121/IPE 7121B is a foundation course in the Executive Leadership specialization; students choose four additional courses within the specialization for a total of 15 credit hours.

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

  required specialization elective

- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3

- HSC 7455 - Special Topics in Professional Practice Hours: Varies
  or
- One MHA general elective or one other specialization elective from Business Intelligence or Interprofessional Education (IPE)

Specialization Credit Hours 15

Degree Credit Hours 37

Curriculum, MHA, Interprofessional Education (IPE)

Students enrolled in the MHA Interprofessional Education program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses. Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5).

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSA 7497 - Integrated Field Project Hours: 3

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

Core Credit Hours 22

Specialization Curriculum

IPE 7121/IPE 7121B is a foundation course in the Interprofessional Education (IPE) specialization; students choose four additional courses within the specialization for a total of 15 credit hours.

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

  required specialization elective

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3

- IPE 7200 - Cultural Competence in Healthcare Hours: 3
  or
- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 37

Health Science, MHS

The MHS program is not currently enrolling new students.

Mission Statement

The mission of the MHS program is to graduate students with advanced knowledge in practice excellence who have the leadership and critical thinking skills necessary to promote their professions. High priority is placed on active inquiry, critical thinking, and reflective practice to promote leaders within the health science profession and the community.

Program Learning Outcomes

Upon completion of the MHS program, graduates will demonstrate the ability to:

- engage in personal and professional development and lifelong learning activities;
- develop knowledge of fundamental concepts from which one can develop a collaborative approach to solving problems;
- apply evidence in decision-making associated with current healthcare practice;
- interact in a manner that demonstrates effective communication for various audiences and purposes;
- display qualities of integrity and professionalism in healthcare practice to advance the profession;
- use leadership skills to promote self and profession; and
- conceptualize and make decisions in individual activities with a sense of independence in discovering information, fostering new ideas, and solving problems.

Admission Requirements

See MHS Admissions.

Academic Requirements

To remain in the MHS program, the student must

- maintain a minimum 3.0 GPA, and
- complete the seven required courses and any five elective courses.

Program Overview

There are 36 required credits that will be taken over the span of six trimesters (students can move at a faster pace).

Core coursework is required (7 courses; 21 credits), while electives can be assembled to achieve an emphasis area (5 courses; 15 credits). To elect a specialization, students must choose the specialization at the time of enrollment and are advised that subsequent changes to their chosen specialization could result in additional hours, tuition, and/or fees.

The University will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy for further information on transfer credits.

Four Specializations

- Teaching and Learning
- Executive Leadership
- Athletic Training
- Informatics

Delivery of MHS Coursework

All coursework in the MHS program is offered in an online delivery format with the exception of the ATP 6175 Emergency Athletic Training course, which requires a face-to-face immersion. This course is optional within the Athletic Training Specialization.

Optional Immersions for all MHS Students

MHS students are eligible to attend the optional on-campus immersions embedded in the following courses:

- IPE 7001/B
- IPE 7050/B
- IPE 7121/B
- IPE 7421/B

During immersions, several units of the online course will be completed through collaborative, interprofessional teamwork with peers. As a result of attending these optional immersions, the completion of the course will be accelerated. It will conclude 4–5 weeks prior to the end of the term.

Optional Immersion for Athletic Training Specialization

This online master's program recommends that all students complete a 3-day, face-to-face immersion that focuses on various areas of health sciences. Students who are certified and/or licensed athletic trainers and who pursue the Athletic Training specialization can take advantage of an immersion that fulfills the professional rescuer requirements for maintaining board certification and/or licensure. This immersion is part of the Emergency Athletic Training course and is the only in-person portion of the curriculum. The student is responsible for the cost of travel and other associated expenses with all immersions. Immersions will be offered on one of the following USAHS campuses: San Marcos, California; St. Augustine or Miami, Florida; or Austin, Texas.

Time Limit

It is required that MHS students complete all program requirements within six trimesters or two years. An extension of up to one year may be requested.

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Health Education Specialists (21-1091); Community Health Workers (21-1094)

Curriculum

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits. Students may choose a traditional learning pathway that requires 6 credit hours per trimester or an accelerated learning pathway that requires 9 credit hours per trimester.

Core Curriculum

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3
  or
- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3*
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

*

- IPE 7100 - Ethics in Health Care Hours: 3

- IPE 7200 - Cultural Competence in Healthcare Hours: 3
  or
- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3

- MHS 7700 - Comprehensive Project Hours: 3

Core Credit Hours 21

Degree Credit Hours 36

*Optional immersions are available in this course.

Curriculum, MHS, General Electives

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

General Electives Curriculum

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

- IPE 7300 - Entrepreneurial Strategies in Health Care Hours: 3
- MHS 7313 - Fundamentals of Healthcare Law Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3

Elective Credit Hours 15

Degree Credit Hours 36

Curriculum, MHS, Athletic Training Specialization

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

Specialization Curriculum

- ATP 6000 - Leadership in Athletic Training Hours: 3
- ATP 6025 - Business of Athletic Training Hours: 3
- ATP 6215 - Sport and Disability Hours: 3
- ATP 6330 - International Athletic Training Hours: 3
- ATP 7130 - Evidence Based Injury Prevention Hours: 3
  Students earn 30 EBP CEUs.
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3
- HSC 7416 - Foundations of Imaging Hours: 3
- ATP 6175 - Emergency Athletic Training Hours: 3

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 36

Curriculum, MHS, Executive Leadership Specialization

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

Specialization Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3
- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSA 7455 - Special Topics in Professional Practice Hours: Varies

Elective Credit Hours 15

Degree Credit Hours 36

Curriculum, MHS, Informatics Specialization

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

Specialization Curriculum

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3*
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3
- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 36

*Course includes the Certified Revenue Cycle Representative (CRCR), which is a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).

Curriculum, MHS, Teaching & Learning Specialization

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits. Students who choose the Teaching & Learning Specialization have the option to enter the MHS to EdD bridge program to earn their EdD in less time.

Specialization Curriculum

- EDF 7050 - Teaching Methods in Higher Education Hours: 3
  or
- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3

- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3

- EDF 7175 - Foundational Theories in Education Hours: 3
  or
- EDF 7175B - Foundational Theories in Education (B) Hours: 3

- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7182 - Innovations in Healthcare Education Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 36

Physician Assistant Studies, MSPAS

The planned start date for the first cohort of the PA program is Spring 2024 term.

Mission Statement

The mission of the USAHS Physician Assistant (PA) program is to train physician assistants who serve their communities by delivering high quality, value-based healthcare with empathy, compassion, and cultural humility as part of a collaborative healthcare team.

Program Goals

- Support students to achieve first-time board passing rates consistently above the national average.
- Prepare competent entry level PAs through foundational knowledge and professional skills.
- Prepare students to work within a patient-centered interprofessional healthcare team.
- Promote professionalism, leadership, and service of students and faculty within their communities.
- Recruit and retain a diverse population of faculty and students.

Program Learning Outcomes

Upon completion of the MSPAS program, graduates will demonstrate the ability to:

- Apply medical knowledge in the clinical care of patients.
- Demonstrate interpersonal and communication skills appropriate to the situation and individuals.
- Demonstrate clinical and technical skills in the care of patients.
- Exhibit professional behaviors consistently and adhere to ethical standards.

- Demonstrate clinical reasoning and problem-solving to make evidence-informed patient care decisions.
- Apply interprofessional collaboration competencies.

Admissions Requirements

The planned start date for the first cohort of the PA program is Spring 2024 term.

- The application for January 2024 entry into the MSPAS program is available beginning in late April 2023.
- To be considered for an interview, applications must be designated as "verified" status in CASPA by August 1, 2023.
- Verification of applications by CASPA could take as long as four weeks. It is recommended to submit completed applications in early July.

Prerequisites

All prerequisite science courses must be designed for science majors. Other courses will not be accepted.

- 8 semester credits/12 quarter credits of general/inorganic chemistry (lab required)
- 4 semester credits/6 quarter credits of organic chemistry (lab required)
- 4 semester credits/6 quarter credits of general biology (lab required)
- 4 semester credits/6 quarter credits of microbiology (lab required)
- 8 semester credits/12 quarter credits of anatomy and physiology
    - Includes 4 semester credits of anatomy plus 4 semester credits of physiology OR a minimum of 8 semester credits of combined anatomy and physiology
    - Includes comparative anatomy and/or physiology
- 3 semester credits of psychology
- 1 semester credit of medical terminology
    - ACE transcripts may be accepted for this prerequisite

Pending Prerequisites

USAHS allows MSPAS candidates to submit an application with two or fewer pending prerequisites.

- Admitted students must complete all prerequisite coursework by the end of the fall term (December) prior to starting the program. Students must earn a minimum grade of a C (2.0) in all prerequisite courses.
- If the eligible prerequisite(s) are not completed by the end of the fall term prior to starting the program, the student is administratively withdrawn from the program. The student

may reapply to be readmitted within a year if they can demonstrate successful completion of the pending prerequisite(s).
- Official final transcripts from all schools attended must be received by the Admissions Office no later than 30 days after the start of a student's first term of enrollment.

Application for Admission

To be considered for admission, all candidates must submit an online application, which includes the following:

- A baccalaureate degree or equivalent from an accredited college or university with a minimum cumulative GPA of 3.0 on a 4.0 scale as calculated by CASPA. A specific type of baccalaureate degree or major is not required.
    - Applicants may submit an application prior to obtaining a baccalaureate degree; however, the Admissions Office must receive official final transcripts showing conferral of a baccalaureate degree no later than 30 days after the start of the student's first term of enrollment.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed.
- Transcripts showing the completion of prerequisite coursework with a required grade of C or better earned in each prerequisite course.
    - Applicants with two or fewer pending prerequisites may submit an application provided they are in compliance with the pending prerequisites policy outlined above prior to enrollment (see Pending Prerequisites).
- Successful completion of the Acuity Insights online assessment, including Casper and Duet (https://acurityinsights.app/).
- Three letters of professional recommendation (e.g., professor, supervisor, or employer).
- Completion of an on-campus interview. Virtual interviews may be available upon request and with evidence of extenuating circumstances.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

Note: GRE scores are not required for admission to the MSPAS program, and the program does not require a specific number of hours of healthcare experience or observation hours. The program considers all prior activities that demonstrate preparedness to enter the PA profession.

The PA program does not recognize any special populations for the purpose of preference in admissions.

Upon acceptance, students must complete a comprehensive background check requiring fingerprints and a drug screen to be administered at the applicant's expense prior to

matriculation. See Background Checks, Fingerprints, Drug Screens, and Criminal Records for detailed requirements and time frames for completing comprehensive background checks.

Applicants may apply free of charge at https://caspa.liaisoncas.com/applicant-ux/#/login.

Academic Requirements

To remain in the PA program, the student must meet the following criteria:

- Maintain a minimum 3.0 GPA.
- Successfully complete all didactic and clinical courses.
- Demonstrate professional behavior.

Program Overview

The MSPAS program curriculum prepares students to offer person-centered, evidence-based care within an interprofessional team environment. It provides core knowledge about established and evolving biomedical and clinical sciences in a breadth and depth to prepare students for the clinical practice of medicine.

Students complete 115 required credits over seven trimesters (28 months). Students complete the didactic courses during the first four trimesters (72 credit hours), followed by three trimesters of clinical courses (43 credit hours).

The first trimester builds a strong base in medical sciences and sets the stage for clinical practice. The next three didactic trimesters begin to mix foundational science material with clinical science to move students toward applying their knowledge and problem-solving in clinical scenarios. Supervised clinical practice experiences (SCPEs), where students fully integrate and apply the knowledge they acquired during the didactic phase of their studies, occur in the final three trimesters.

Delivery of Coursework

The MSPAS program includes a core didactic curriculum, clinical preceptorships, and lab sessions delivered over seven trimesters. Didactic coursework is provided in a traditional, face-to-face format on the Austin, TX campus. Lab classes are taught in a hands-on setting and interprofessional education courses are available online with instruction from on-campus faculty. Supervised clinical practice experiences (SCPEs) occur in a clinical setting with one-on-one instruction from a clinical preceptor (36 credits).

Time Limit

It is required that MSPAS students complete all program requirements within 28 months (i.e., seven terms). An extension of up to 16 months may be requested (i.e., a total of three years and eight months).

Clinical Rotations

SCPEs are composed of the following rotations: family medicine, internal medicine, pediatrics, women's health, emergency medicine, community behavioral and mental health, surgery, and two electives. The order of the SCPE rotations will vary for each student during the experiential year; most rotations are four weeks.

Tuition and Fees

The MSPAS program is seven trimesters in duration consisting of a minimum of 115 credit hours. Tuition deposit and estimated living expenses for the 2023–2024 academic year will be available before August 1, 2023. Estimated tuition, fees, and cost of attendance are as follows:

Estimated Tuition and Fees[1]	**All Students**
Tuition ($13,571.43 per trimester × 7)	$95,000.00
Tuition deposit (nonrefundable; subtracted from first-trimester tuition)	To be determined
Books and school expenses ($285.72 per trimester × 7)	$2,000.00
Program fee[2] ($500 per trimester × 7)	$3,500.00
Clinical fee (642.85 per trimester x 7)	$4,500
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Room and board	To be determined
Transportation	To be determined
Health insurance and other	To be determined

Tuition Refund Policy for MSPAS Program

Cancellation and Tuition Refund Policy

USAHS' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.

Deposit Refund Policy for MSPAS Program

When notification of withdrawal from the University is submitted, the University retains a seat deposit.

Notice Of Cancellation for MSPAS Program

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than deposit/matriculation fees, books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first seven days of instruction.

Tuition Refund Policy for MSPAS Program

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees (other than deposit/matriculation fees), and cost of attendance are refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the refund policy.

Withdrawing From a Program—Refund of Tuition After the Start of Trimester Courses

For students who withdraw from all classes during days 1–7 of the trimester (add/drop period), 100% of tuition (minus the deposit/matriculation fee) is refunded to the student and/or to the loan provider. For students who withdraw from all classes after day seven but before more than 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course

Students withdrawing from one or more course(s), but not the program, have their refund calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period). If more than 60%, then no refund is due.

Step 2: Determine the amount of tuition earned by the school by multiplying the total tuition/fee charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by the school to the amount received by the school. If more funds were received by the school than tuition earned by the school, determine the amount of funds that must be returned by subtracting the tuition earned by the school amount from the amount received by the school.

Step 4: Distribute this calculated amount as a refund to the student or the student loan provider.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from all classes before more than 60% of the term has elapsed, a portion of their tuition is returned to the lender. Please see the University's R2T4 policy for further information.

Program Policies and Procedures

In addition to the policies and procedures set forth in the USAHS Catalog/Handbook, students in the MSPAS program are also required to adhere to the policies and procedures specific to the PA program as outlined in the PA Student Handbook. Each student should carefully read the current PA Student Handbook.

https://www.usa.edu/wp-content/uploads/2022/11/USAHS-PA-Student-handbook-2023_2024.pdf

Note on Accreditation and Licensure

Programmatic Accreditation

The University of St. Augustine for Health Sciences' (USAHS) Master of Science in Physician Assistant Studies (MSPAS) has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The University of St. Augustine for Health Sciences anticipates matriculating its first MSPAS class in January 2024, pending achieving Accreditation-Provisional status at the September 2023 ARC-PA meeting. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA

Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

However, Accreditation-Provisional is an active accreditation status. PA program graduates will be deemed to have graduated from an accredited program if their PA degree program was accredited at the time of their matriculation.

In the event that the program is not granted Accreditation-Provisional status by the ARC-PA, students accepted into USAHS' MSPAS program will receive a full refund of their deposit and the program will not matriculate in January 2024.

State Approvals

The MSPAS program is a campus-based program approved to operate on the USAHS Austin, Texas campus. USAHS meets the requirements to offer on-the-ground clinical activities in Texas. USAHS has not made a determination that the program meets the requirements to offer on-the-ground clinical activities in states other than Texas at this time.

Current and admitted students are advised to monitor this page for any updates prior to relocating to another state, as this can have an impact on continued enrollment in the program and the ability to be placed for clinical experiences.

It remains the student's responsibility to understand, evaluate and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides.

Post-Graduation Licensure

The USAHS curriculum meets the educational degree completion requirements for graduates to seek licensure in Texas. The various licensure boards of each state are responsible for setting requirements for licensure/certification in their state, and students who intend on moving or returning to a state other than Texas should be aware of the unique requirements for that state. USAHS has not made a determination that its curriculum meets the educational requirements for licensure or certification in states other than Texas at this time.

Standard Occupational Classification codes for which program is intended to prepare graduates: To Be Determined

Curriculum

Trimester 1

- PAC 5101C - Clinical Anatomy Hours: 5
- PAC 5116 - Human Physiology and Pathophysiology Hours: 5
- PAC 5123 - PA Roles and Responsibilities Hours: 2
- PAC 5128 - Pharmacology Hours: 3
- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

Total Hours 18

Trimester 2

- PAC 5202 - Diagnostic Studies and Medical Imaging Hours: 4
- PAC 5207 - Nutrition and Wellness Hours: 3
- PAC 5211 - Clinical Medicine and Pharmacotherapeutics 1 Hours: 5
- PAC 5219C - Patient History Hours: 3
- PAC 5227 - Interpreting the Medical Literature and EBM Hours: 3

Total Hours 18

Trimester 3

- PAC 5322 - Clinical Medicine and Pharmacotherapeutics 2 Hours: 5
- PAC 5329C - Patient Evaluation Hours: 3
- PAC 5333C - Surgery and Emergency Medicine Hours: 3
- PAC 5344 - Social and Behavioral Medicine Hours: 2
- PAC 5348 - Pediatrics Hours: 2
- IPE 7200 - Cultural Competence in Healthcare Hours: 3

Total Hours 18

Trimester 4

- PAC 5433 - Clinical Medicine and Pharmacotherapeutics 3 Hours: 5
- PAC 5439C - Patient Management Hours: 3
- PAC 5442C - Clinical and Technical Skills Hours: 4
- PAC 5453 - Clinical Integration Hours: 1
- PAC 5459 - Medical Ethics and Issues in Professional Practice Hours: 3
- PAC 5462 - Psychosocial Dynamics in Medicine Hours: 2

Total Hours 18

Trimester 5

- PAC 6501 - Formative Experience Hours: 2
- PAC 6511 - Family Medicine SCPE Hours: 4*
- PAC 6522 - Internal Medicine SCPE Hours: 4*
- PAC 6531 - Core Content 1 Hours: 2

Total Hours 12

Trimester 6

- PAC 6533 - Pediatrics Medicine SCPE Hours: 4*
- PAC 6544 - Women's Health SCPE Hours: 4*
- PAC 6632 - Core Content 2 Hours: 1
- PAC 6655 - Emergency Medicine SCPE Hours: 4*
- PAC 6666 - Behavioral and Mental Health Care SCPE Hours: 4*

Total Hours 17

Trimester 7

- PAC 6733 - Core Content 3 Hours: 1
- PAC 6742 - Summative Experience Hours: 1
- PAC 6777 - Surgery SCPE Hours: 4*
- PAC 6788 - Elective SCPE Hours: 4*
- PAC 6789 - Elective 2 SCPE Hours: 4*

Total Hours 14

Total Credit Hours 115

* SCPE = Supervised Clinical Practice Experience (SCPEs). The order of the SCPE courses will vary for each student during the experiential year.

Graduate Certificates

Mission

The mission of the Graduate Certificate programs is to improve the practice of healthcare administration across all sectors of the industry. Certificate holders will promote evidence-informed concepts and techniques to produce positive and innovative organizational outcomes,

meet organizational goals and objectives, and support optimal organizational performance in the healthcare industry.

The purpose of the Graduate Certificate programs is as follows:

- Provide an educational route to specialization in an area other than that obtained in a master's program.
- Strengthen or broaden the leadership capabilities of healthcare executives who are planning a role expansion or role change.

Program Learning Outcomes

Upon completion of one of the graduate certificate options, graduates will demonstrate the ability to:

1. Apply knowledge, current research, skills, critical thinking, and evidence-informed decision making in the administrative health care setting.
2. Exhibit professional behaviors consistently and adhere to ethical standards in the administrative health care setting.
3. Demonstrate effective professional communication appropriate to the situation and individual(s) in the administrative health care setting.
4. Apply interprofessional competencies in the administrative health care setting.
5. Establish strategies for post-graduation growth and development in the administrative health care setting.

Admission Requirements

See Application for Admissions.

Academic Requirements

To remain in the graduate certificate programs, the student must meet the following criteria:

- maintain a minimum 3.0 GPA and
- complete the required courses and any elective courses.

Program Overview

Students are expected to complete one course each term for four terms. Students may take more than one course per term to complete the certificate program in less time.

Because of the efficient design, certain degree-seeking students may be eligible to add a Graduate Certificate option to their degree program either as a degree specialization or as a certificate.

Graduate Certificate students are eligible for the same certification exams offered in each specialization.

Three Graduate Certificate Options

- Business Intelligence
- Executive Leadership
- Interprofessional Education

Delivery of Coursework

All coursework in the Graduate Certificate programs is offered in an online delivery format with the exception of an optional externship. Students are responsible for travel, lodging, and meals.

Optional Immersions for Graduate Certificate Students

Students in the certificate programs are eligible to attend the optional, on-campus immersions embedded in the following courses:

- IPE 7001/B
- IPE 7050/B
- IPE 7121/B
- IPE 7421/B

Time Limit

It is required that students complete all program requirements within four trimesters or 16 months. An extension of up to eight months may be requested.

Tuition and Fees

See Financial Information.

Curriculum, Business Intelligence Certificate

Students enrolled in the Business Intelligence certificate program complete a total of 12 credit hours—3 credit hours of a required core course as well as 9 credit hours of elective courses.

Core Curriculum

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

Elective Curriculum

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3*
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3†
- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

Certificate Credit Hours 12

* Course utilizes EHR Go as an educational EHR and learning platform.
† Course includes the Certified Specialist in Business Intelligence (CSBI) exam, an industry-level certification examination offered by the Healthcare Financial Management Association (HFMA).

Curriculum, Executive Leadership Certificate

Students enrolled in the Executive Leadership certificate program complete a total of 12 credit hours—3 credit hours of a required core course as well as 9 credit hours of elective courses.

Core Curriculum

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

Elective Curriculum

- COM 7130 - Healthcare Communication and Collaboration Hours: 3

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1*
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSC 7455 - Special Topics in Professional Practice Hours: Varies†
- HSC 7470 - Legal and Regulatory Issues Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3

- MHS 7313 – Fundamentals of Healthcare Law Hours: 3
- MHS 7315 – Contemporary Trends in Wellness Hours: 3

Certificate Credit Hours 12

* Course includes the Certified Revenue Cycle Representative (CRCR), a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).
† Course can be tailored to complete a project that supports the needs of the student's work/organization.

Curriculum, IPE Certificate

Students enrolled in the IPE certificate program complete a total of 12 credit hours—3 credit hours of a required core course as well as 9 credit hours of elective courses.

Core Curriculum

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3
  or
- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3

Elective Curriculum

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3
  or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7100 - Ethics in Health Care Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

- IPE 7200 - Cultural Competence in Healthcare Hours: 3
  or
- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Certificate Credit Hours 12

Education, EdD

Mission Statement

The mission of the Doctor of Education program is to develop professional healthcare practitioners, leaders, and educators by preparing its graduates to fill the growing demand for faculty, administrators and leaders in health science-related education.

Program Learning Outcomes

Upon completion of the EdD program, graduates will be able to

- establish an advanced scholarly agenda;

- employ interprofessional education techniques to teaching and/or leadership practices;
- evaluate an education or leadership practice and create solutions;
- use effective communication skills in teaching or leading;
- formulate a teaching and/or leadership philosophy that reflects professionalism, integrity and ethical standards;
- use a leadership development plan to guide professional growth; and
- contribute to the analysis of scholarly works through the evaluation of evidence-based literature.

Admission Requirements

See Admissions, Records, and Registration for prerequisites and admission information.

Program Overview

The EdD program consists of 60 credit hours, and it is estimated that students will complete the program in four years and four months, based off the most recent two-year graduate data (2019–2020 and 2020–2021); however, individual experiences will vary based on factors including, but not limited to:, individual progression, part-time versus full-time enrollment, credits transferred, changing specializations, unsuccessful course completion, leaves of absence, or other personal circumstances. Thirty-eight credits of the total 60 are considered core coursework and are required. After which, each student is provided the opportunity to complete 22 elective credits with emphasis on an area of specialization such as Athletic Training, Nursing, or Leadership, or students can choose from a number of more advanced electives in Teaching and Learning. Of those 22 credits, students may complete 12 credits in a concentration area to achieve the specialization. The additional elective credits may come from any concentration area or elective track.

Delivery of Coursework

Courses in the EdD program are offered in an online format. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration.

Active Status and Academic Requirements

To remain active in the EdD program, the student must

- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;

- register for and complete a minimum of 12 credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and
- maintain a minimum 3.0 GPA.

Time Limit

Students must complete all EdD program requirements within four years and four months. An extension of up to two years and four months may be requested.

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Education Administrators, Postsecondary (11-9033); Education Administrators, All Other (11-9039); Instructional Coordinators (25-9031); Health Specialties Teachers, Postsecondary (25-1071); Nursing Instructors and Teachers, Postsecondary (25-1072)

Curriculum

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Core Curriculum

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- EDF 7050 - Teaching Methods in Higher Education Hours: 3
  or
- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3

- EDF 7111 - Research Methods I Hours: 3
- EDF 7121 - Research Methods II Hours: 3
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3
  or
- EDF 7175B - Foundational Theories in Education (B) Hours: 3

**EDF 7175 course may be applied to the Teaching and Learning Specialization.*

- EDF 7200 - Residency I Hours: 2
- EDF 7225 - Residency II Hours: 2
- EDF 7325 - Dissertation Research Preparation Hours: 4
- EDF 7871 - Dissertation I Hours: 4
- EDF 7872 - Dissertation II Hours: 4
- EDF 7873 - Dissertation III Hours: 4

Core Credit Hours 38

Degree Credit Hours 60

Curriculum, EdD, General Electives

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

General Electives Curriculum

- ATP 7050 - Cultural Competency Hours: 3
- ATP 7100 - Advanced Topics: Ethics in Health Care Hours: 3
- ATP 7130 - Evidence Based Injury Prevention Hours: 3
- ATP 7255 - Concussion in Sport Hours: 3
- ATP 7280 - Psychosocial Strategies for Patient Care Hours: 3
- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7250 - Teaching Internship Hours: Variable
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- EDF 7320 - Leadership Development for Advancing the Future of Nursing Education Hours: 3
- EDF 7323 - Contemporary Issues in Nursing Education Hours: 3
- EDF 7455 - Special Topics in Professional Practice Hours: 1-6

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3
  or
- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

Elective Credit Hours 10-22

Degree Credit Hours 60

Curriculum, EdD, Athletic Training Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- ATP 7050 - Cultural Competency Hours: 3
- ATP 7130 - Evidence Based Injury Prevention Hours: 3
- ATP 7100 - Advanced Topics: Ethics in Health Care Hours: 3
- ATP 7255 - Concussion in Sport Hours: 3
- ATP 7280 - Psychosocial Strategies for Patient Care Hours: 3

Specialization Credit Hours 12

Degree Credit Hours 60

Curriculum, EdD, Executive Leadership Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

Specialization Credit Hours 12

Degree Credit Hours 60

Curriculum, EdD, Nurse Educator Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- EDF 7320 - Leadership Development for Advancing the Future of Nursing Education Hours: 3
- EDF 7323 - Contemporary Issues in Nursing Education Hours: 3

Specialization Credit Hours 12

Degree Credit Hours 60

Curriculum, EdD, Teaching & Learning Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7250 - Teaching Internship Hours: Variable
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- EDF 7455 - Special Topics in Professional Practice Hours: 1-6

Specialization Credit Hours 12

Degree Credit Hours 60

Health Science, DHSc

This program is not currently enrolling students.

Mission

The DHSc degree is focused on teaching students to comprehend and adapt scientific knowledge and apply it in a manner that exemplifies clinical excellence. The DHSc degree shall prepare healthcare professionals to become leaders in the areas of clinical practice and academia through the development of advanced and concentrated practice skills. The degree will assist students in making meaningful contributions in their respective professions.

Program Learning Outcomes

Upon completion of the DHSc program, the graduate will demonstrate the ability to

- demonstrate scholarly writing skills;
- demonstrate pedagogically sound presentation skills;
- demonstrate advanced research skills directed toward the understanding of the current body of research and knowledge in a given field of health and clinical sciences;
- demonstrate the ability to think logically, critically, creatively, and independently;

- develop proficiency in assembling, synthesizing, and presenting knowledge through the use of technological and other information services;
- comprehend the critical elements in the role and scope of health sciences and clinical education;
- develop knowledge of fundamental concepts from which one can develop a rational and systematic approach to solving problems in health sciences and clinical education;
- demonstrate the ability to conceptualize individual activities with a sense of independence in discovering information, fostering new ideas, and solving health sciences and clinical education problems; and
- synthesize and apply knowledge in the form of a scholarly project.

Program Overview

Students must complete a total of 60 credits. There are 49 required credits of core courses included in the curriculum. Of these 49 credits, 15 credits are based on clinical coursework and credit can be obtained for certifications, residency, or fellowship programs. The additional 11 credits are completed through electives, independent studies, teaching internships, or a combination of all three.

Courses in the DHSc program are offered in several formats. Students will take part in designing a curriculum that can be online, in weekend seminar format, or a combination of both. There are two required doctoral residencies. Students are responsible for travel, lodging and meals.

Delivery of Coursework

Courses in the DHSc program are offered in a distance format (excluding seminar attendance). The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration.

Active Status and Academic Requirement

To remain active in the DHSc program, the student must

- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;
- register for and complete a minimum of nine credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and
- maintain a minimum 3.0 GPA.

Time Limit

Students must complete all DHSc program requirements within five years. An extension of up to two and a half years may be requested.

Tuition and Fees

See Financial Information.

Curriculum*

Required Courses

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
- EDF 7111 - Research Methods I Hours: 3
- EDF 7121 - Research Methods II Hours: 3
- EDF 7200 - Residency I Hours: 2
- EDF 7225 - Residency II Hours: 2
- EDF 7300 Dissertation Research Studies Hours: 4
- EDF 7861 - Dissertation I Hours: 3
- EDF 7862 - Dissertation II Hours: 3
- EDF 7863 - Dissertation III Hours: 3
- EDF 7864 - Dissertation IV Hours: 3

Total Hours 37

Clinical Courses

(Course examples are included below. Other courses available include the manual therapy series, craniomandibular series, gerontology, pediatrics, and other advanced clinical options.)

- BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3
- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7155 - Functional Performance in the Older Adult Hours: 2
- BSC 7301 - Ergonomics Hours: 2
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
- HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy Hours: 2
- HSC 7360 - Spinal Instability Hours: 2
- HSC 7400 - Differential Diagnosis Hours: 3

- HSC 7401 - Pharmacology Hours: 3
- PHT 7220 - Myofascial Manipulation (MF1) Hours: 3

Total Hours 15

Elective Courses

- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7250 - Teaching Internship Hours: Variable
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1

Total Hours 8

Degree Credit Hours 60

This program is not currently enrolling students.

School of Nursing

As part of the College of Health Sciences, programs in the School of Nursing at the University of St. Augustine for Health Sciences focus on developing elite leaders, practitioners, and educators who can apply critical thinking skills to solve complex healthcare issues and be successful in this rapidly growing field. All programs are offered online, providing the flexibility to fit into busy schedules and enabling students to continue working while earning an advanced degree. Depending on the program requirements, students may come to campus or have the option to participate in on-campus immersion experiences. These optional, campus-based experiences give students access to faculty, facilities, and opportunities to network and learn alongside fellow students.

The goals of USAHS' School of Nursing include:

- Providing innovative graduate nursing education;
- Preparing nurse leaders in interprofessional collaboration;
- Promoting critical thinking along with the use of best scientific evidence and data analytics in decision-making; and
- Facilitating scholarship and professional growth and development of faculty and students.

Nursing, MSN

Program Mission Statement

The mission of the MSN program is to prepare nurses to utilize interprofessional collaboration, evidence-informed decision-making, and specialized competencies in guiding, leading, and influencing the outcomes of nursing practice.

Program Learning Outcomes

Upon completion of the MSN program, graduates will

- Employ the skills necessary to engage in lifelong learning through intellectual inquiry in order to maintain continuing competence and professional growth.
- Apply leadership skills to improve outcomes for individuals, diverse populations, and organizations.
- Practice critical thinking and evidence-based decision-making to ensure the delivery of nursing care that is of optimal quality and safety.
- Effectively and ethically use technology in the direct or indirect delivery and coordination of nursing care and collection of data for improvement of quality and safety.
- Exhibit professionalism and adherence to ethical standards of nursing practice; advocate for patients; and promote policy development to ensure quality healthcare that is safe, equitable, and cost-effective.
- Communicate and collaborate with other healthcare providers in the promotion of wellness and the management of acute and chronic disorders for the optimization of patient outcomes.
- Apply systems thinking and synthesize scientific data with concepts and models from nursing and other sciences to promote health, prevent illness, and maintain quality of life for individuals and populations.
- Deliver or direct nursing practice using advanced knowledge, professional skills, and decision-making based on theory and best scientific evidence.

Admission Requirements

See Admissions, Records, and Registration for prerequisite and application information.

Academic Requirements

To remain in the MSN program, the student must meet the following criteria:

- Maintain a minimum 3.0 GPA.
- Complete the required courses.

- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the Executive Director of the School of Nursing if there is a change in their licensure status.

Program Overview

- MSN courses are offered through an enriched online experience to meet the needs of working students, allowing students to further their education while pursuing a nursing career.
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions.
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty to discuss activities and complete coursework before the end of the term.
- Complete practicum courses by working with USAHS faculty and a preceptor.
- USAHS offers four different nurse role specialties within the MSN curriculum: Nurse Educator, Nurse Executive, Nurse Informaticist, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner-Primary Care, and Adult Gerontology Nurse Practitioner.

Delivery of MSN Coursework

All coursework in the MSN program is offered in an online delivery format with practicum experiences. Some courses have optional weekend immersion experiences on one of the USAHS campuses. The Nurse Practitioner role specialties (FNP, PMHNP-PC, and AGNP) require one 5-day on-campus intensive. Students will be responsible for travel, meals, and lodging, when necessary for all immersions, intensives, and practica.

Time Limit

It is required that MSN students in the Nurse Educator, Nurse Executive, or Nurse Informaticist role specialty tracks complete all program requirements within two years (i.e., six terms). An extension of up to one year may be requested (i.e., a total of three years). It is required that MSN students in the Family Nurse Practitioner, and Adult Gerontology Nurse Practitioner role specialty tracks complete all program requirements within two years and eight months (i.e., eight terms). An extension of up to one year and four months may be requested (i.e., a total of four years). It is required that students in the MSN, Psychiatric Mental Health Nurse Practitioner-Primary Care role specialty track complete all program requirements within three years (i.e., nine terms). An extension of up to one year and eight months may be requested (i.e., a total of four years and eight months).

Practica

All MSN students are required to complete practica, which focus on their selected nursing role and the knowledge and skills required to integrate that role. The types of sites that will be selected for the practica for the MSN program differ by selected role specialty. The Director of the School of Nursing or designee will approve the preceptor and the practicum site to ensure that the preceptor has the education and expertise to guide the student and that the practicum site can provide the required learning experiences.

Tuition and Fees

See the Financial Information.

Note on Accreditation and Licensure

The University of St. Augustine for Health Sciences' Master of Science in Nursing (MSN) role specialties in Nurse Educator, Nurse Executive, and Nursing Informaticist are designed to build on the skills of BSN-prepared registered nurses by focusing on interprofessional approaches to patient care through specializations in leadership, education, and informatics. Because these are post-licensure role specialties, they do not prepare graduates for initial or advanced licensure. It is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides as requirements vary widely. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

MSN-FNP, MSN-PMHNP-PC, and MSN-AGNP graduates must hold a master's or doctoral degree or a postgraduate certificate from a nurse practitioner program accredited by the CCNE or ACEN in order to be eligible for an NP national certification exam; national certification as an FNP is required for licensure to practice as an FNP in most states. Graduates should take the exam that aligns with their role specialty (FNP-BC or FNP; PMHNP-BC or PMH-BC; or AGPCNP-BC or A-GNP). The Master of Science in Nursing (MSN) program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. While the MSN-FNP, MSN-PMHNP-PC, and MSN-AGNP programs are designed to lead to licensure, authorization, endorsement, or other state credential necessary to practice as a nurse practitioner, it is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides, as requirements vary widely. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in

the state in which they intend to relocate. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

Prospective Washington Students

The University of St. Augustine for Health Sciences is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for MSN/Nurse Educator, MSN/Nurse Executive, MSN/Nurse Informaticist, and MSN/FNP program
tracks. http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx.

For non-NP program: Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

For NP program: Standard Occupational Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum, MSN, Adult Gerontology Nurse Practitioner Role Specialty

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 4

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3*

- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 5

- NUR 7210 - Adult Gerontology Primary Healthcare Part I Hours: 4
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

Trimester 6

- NUR 7235 - Adult Gerontology Primary Healthcare Part II Hours: 3
- NUR 7551 - AGNP Role Practicum I Hours: 4†

Trimester 7

- NUR 7250 - Adult Gerontology Primary Healthcare Part III Hours: 3
- NUR 7552 - AGNP Role Practicum II Hours: 4†

Trimester 8

- NUR 7553 - AGNP Role Practicum III Hours: 5†
- NUR 7576 - MSN-AGNP Capstone Hours: 4

Degree Credit Hours 55

*Course offers optional immersion.
†Course requires practicum hours.

Curriculum, MSN, Family Nurse Practitioner Role Specialty

Accelerated plans of study are available to earn the degree at a faster rate, and there are less intensive options to fit individual needs. Faculty and academic advisors can help students choose a study plan that fits their needs.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 4

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3*

- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 5

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7570 - Primary Healthcare of the Family I Hours: 3
  Requires completion of Intensive Experience

Trimester 6

- NUR 7571 - FNP Role Practicum I Hours: 4†
- NUR 7575 - Primary Healthcare of the Family II Hours: 3

Trimester 7

- NUR 7572 - FNP Role Practicum II Hours: 4†
- NUR 7585 - Primary Healthcare of the Family III Hours: 3

Trimester 8

- NUR 7573 - FNP Role Practicum III Hours: 5†
- NUR 7574 - MSN Capstone Hours: 1

Degree Credit Hours 50

*Course offers optional immersion.
†Course requires practicum hours.

Curriculum, MSN, Nurse Educator Role Specialty

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 4

- EDF 7175 - Foundational Theories in Education Hours: 3
  or
- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators Hours: 3

Trimester 5

- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- NUR 7400 - MSN Role Practicum I Hours: 3†

Trimester 6

- EDF 7050 - Teaching Methods in Higher Education Hours: 3
  or
- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- NUR 7450 - MSN Role Practicum II Hours: 3†

Degree Credit Hours 36

*Course requires practicum hours.
†Course offers optional immersion.

Curriculum, MSN, Nurse Executive Role Specialty

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*
  Includes indirect contact hours
- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 4

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

Trimester 5

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- NUR 7400 - MSN Role Practicum I Hours: 3†

Trimester 6

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7450 - MSN Role Practicum II Hours: 3†

Degree Credit Hours 36

* Course requires practicum hours.
† Course offers optional immersion.

Curriculum, MSN, Nurse Informaticist Role Specialty*

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3
  Includes indirect contact hours
- IPE 7421 - Interprofessional Approaches to Regional and Global
- Population Health Hours: 3

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 4

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3

Trimester 5

- IPE 7365 - Information Management for Quality and Safety Hours: 3
- NUR 7400 - MSN Role Practicum I Hours: 3

Trimester 6

- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3
- NUR 7450 - MSN Role Practicum II Hours: 3

Degree Credit Hours 36

This specialty is not currently accepting new students.

Curriculum, MSN, Psychiatric Mental Health Nurse Practitioner – Primary Care Role Specialty

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 3

- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 4

- NUR 7310 - Advanced Neurobiology and Psychopathophysiology Hours: 3
- NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 5

- NUR 7315 - Advanced Psychopharmacology Hours: 3
- NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice Hours: 3

Trimester 6

- NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions Hours: 3
- NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations Hours: 4†

Trimester 7

- NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions Hours: 3
- NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations Hours: 4†

Trimester 8

- NUR 7327 - APRN Transition to Practice Hours: 2
- NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations Hours: 5†

Trimester 9

- NUR 7577 - PMHNP MSN Community Engagement Capstone Project Hours: 4

Degree Credit Hours 55

* Course offers optional immersion.
† Course requires practicum hours.

Nursing Practice, DNP

Program Mission Statement

The mission of the DNP program is to prepare nurse leaders to face the growing challenges inherent in a complex and evolving healthcare environment through change and application of research-based findings to improve population health and organizational outcomes.

Program Learning Outcomes

Upon completion of the DNP program, graduates will be able to

- Employ the skills necessary to engage in life-long learning through intellectual inquiry and scholarship
- Lead and serve on interprofessional teams to promote improved population health and outcomes in complex healthcare systems
- Practice critical thinking and evidence-based decision making in delivering or directing nursing practice and serving as a leader in healthcare systems
- Provide leadership in the use of technology and information systems for the evaluation and improvement of individual, population, and institutional outcomes
- Exhibit professional and ethical standards while advocating for safe, equitable, and cost-effective healthcare and policies for all
- Communicate effectively with members of interprofessional teams, healthcare consumers, policymakers, and institutional, local, regional, and national healthcare leaders
- Utilize transformational leadership, systems thinking, and clinical analytics to improve healthcare outcomes for individuals and diverse populations
- Deliver or direct nursing practice based on sound theoretical frameworks, best scientific evidence, clinical expertise, and in collaboration with the patient and family.

Admission Requirements

See Admissions, Records, and Registration for prerequisite and application information.

Academic Requirements

To remain in the DNP program, the student must

- Maintain a minimum 3.0 GPA, and
- Complete the required courses.
- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the Director of the School of Nursing of a change in their licensure status.

Program Overview

- DNP courses are offered through an enriched online experience to meet the needs of working students—allowing students to further their education while pursuing a nursing career.
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty in discussions, activities, and complete coursework before the end of the term.
- Complete practica by working with a USAHS faculty and a preceptor.
- USAHS offers three different nurse specializations with the DNP (BSN-entry) curriculum: Nurse Executive, Nurse Informaticist, and Family Nurse Practitioner. No specialization is required in the DNP (MSN-entry) program because it was completed in the student's MSN program.

Delivery of DNP Coursework

All coursework in the DNP program is offered in an online delivery format. Some courses have optional weekend immersion experiences on one of our campuses. The Family Nurse Practitioner (FNP) role specialty requires one on-campus intensive. Students will be responsible for travel, meals, and lodging when necessary for all immersions, intensives, and practica.

Time Limit

It is required that DNP (BSN-entry) students in the Nurse Executive or Nurse Informaticist role specialty complete all program requirements within 10 trimesters (three years, four months). An extension of up to five trimesters (one year, eight months) may be requested (total of 15 trimesters or five years).

It is required that DNP (BSN-entry) students in the Family Nurse Practitioner role specialty complete all program requirements within 12 trimesters (four years). An extension of up to six trimesters (two years) may be requested (total of 18 trimesters or six years).

It is required that DNP (MSN-entry) students complete all program requirements within seven trimesters (two years, four months). An extension of up to three trimesters (one year) may be requested (total of 10 trimesters or three years, four months).

It is required that DNP (USAHS Alumni MSN-entry) students complete all program requirements within four trimesters (one year, four months). An extension of up to two trimesters (eight months) may be requested (total of six trimesters or two years).

Practica

If students enter the DNP program with a BSN, they will complete role specialization practica as well as DNP practica focused on leadership, evidence-based practice, and completion of the DNP scholarly project. If students enter the DNP program with an MSN, having completed their role specialization in their MSN program, the practica will be focused on leadership, evidence-based practice, and completion of the DNP scholarly project.

The types of sites that will be select for the practica for the DNP program differ by selected role specialty and the focus of the DNP scholarly project. The Director of the School of Nursing or designee will approve the preceptor and the practicum site to ensure that the preceptor has the education and expertise to guide the student and that the practicum site can provide the required learning experiences.

Note on Accreditation and Licensure

The Doctor of Nursing Practice at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K St., NW, Suite 750 Washington, DC 20001, (202) 887-6791.

Most states require that DNP-FNP program graduates pass the Family Nurse Practitioner national certification exam in order to apply for licensure or another credential to practice as a nurse practitioner in a state. DNP-FNP graduates must hold a master's, postgraduate, or doctoral degree from a family nurse practitioner program accredited by the CCNE or the Accreditation Commission for Education in Nursing (ACEN) in order to be eligible for the Family

Nurse Practitioner national certification exam, which is required in order to practice as a certified FNP-BC in most states. The Doctor of Nursing Practice program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Prospective students are advised that relocation to another state may impact their ability to complete field experiences and/or to obtain professional licensure, certification or another credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Further, the DNP (non-FNP Role Specialty) program is not designed or intended to lead to professional licensure in any state.

Tuition and Fees

See Financial Information.

For non-FNP program: Standard Occupational Classification codes for which program is intended to prepare graduates for: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

For FNP program: Standard Occupational Classification codes for which program is intended to prepare graduates for: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum, DNP (MSN-Entry)

Students with an MSN degree from another accredited university may need to complete a total of 42 to 52 credits and 540 to 1,000 total practicum hours to earn a DNP degree. Upon request, MSN transcripts can be evaluated for potential transfer of credits to minimize the number of credits required to complete the degree. The number of practicum hours required will be determined by the number of practicum hours completed in the MSN program.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health — Hours: 3*
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) — Hours: 3*

- NUR 7050 - Evidence-Based Practice for Nurse Leaders — Hours: 3*
  Includes indirect contact hours

Trimester 3

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change — Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice — Hours: 3

Trimester 4

- IPE 7400 - Healthcare Informatics and Technology Management — Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) — Hours: 3
- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement — Hours: 3

Trimester 5

- HSA 7260 - Operations and Quality Management in Healthcare — Hours: 3
  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) — Hours: 3
- NUR 7801 - DNP Practicum I — Hours: 3-7†
  4-7 credits required

Trimester 6

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader — Hours: 3
- NUR 7802 - DNP Practicum II — Hours: 3-7†
  4-7 credits required

Trimester 7

- NUR 7803 - DNP Practicum lll Hours: 4-8†

Degree Credit Hours 42–52

*Course offers optional immersion.
†Course requires practicum hours.

Curriculum, DNP (USAHS Alumni MSN-Entry, FNP Role Specialty)

USAHS MSN graduates with the Family Nurse Practitioner role specialty must complete only an additional 22 credit hours since they will have completed 18 hours of core courses in the MSN program. These core courses are required in both our MSN and DNP programs and were designed to meet the MSN and DNP essential competencies.

Trimester 1

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

Trimester 2

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3
- NUR 7801 - DNP Practicum I Hours: 3-7

Trimester 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7

Trimester 4

- NUR 7803 - DNP Practicum lll Hours: 4-8

Degree Credit Hours 22

Curriculum, DNP (USAHS Alumni MSN-Entry, NEd, NEx, NI* Role Specialty)

USAHS MSN graduates with the Nurse Educator or Nurse Executive role specialities must complete only an additional 30 total credits to earn the DNP degree. These core courses are required in both the MSN and DNP programs and were designed to meet the MSN and DNP essential competencies.

Trimester 1

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

Trimester 2

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3
- NUR 7801 - DNP Practicum I Hours: 3-7

Trimester 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7

Trimester 4

- NUR 7803 - DNP Practicum III Hours: 4-8

Degree Credit Hours 30

Curriculum, DNP, Family Nurse Practitioner Role Specialty

Students entering with a BSN degree who choose the Family Nurse Practitioner role specialty will complete 71 credit hours as well as a total of 1,035 practicum hours to earn the DNP degree.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3
- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3
  Includes indirect contact hours

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 4

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3
- NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 5

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 6

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
- NUR 7570 - Primary Healthcare of the Family I Hours: 3

Trimester 7

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- NUR 7571 - FNP Role Practicum I Hours: 4†

Trimester 8

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3
- NUR 7575 - Primary Healthcare of the Family II Hours: 3

Trimester 9

- NUR 7572 - FNP Role Practicum II Hours: 4†
- NUR 7801 - DNP Practicum I Hours: 3-7†
  Only 3 credit hours required for this program.
- NUR 7455 - Special Topics in Professional Nursing Practice Hours: 1-4
  Required only for Arkansas students who must complete at least one credit hour.

  This course is not eligible for Title IV Financial Aid.

Trimester 10

- NUR 7585 - Primary Healthcare of the Family III Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7†
  Only 3 credit hours required for this program.

Trimester 11

- NUR 7573 - FNP Role Practicum III Hours: 5†

Trimester 12

- NUR 7803 - DNP Practicum lll Hours: 4-8†

Only 4 credit hours required for this program.

Degree Credit Hours 71

Students in Arkansas must complete 72 degree credit hours

*Course offers optional immersion.
†Course requires practicum hours.

Curriculum, DNP, Nurse Executive Role Specialty

Students entering with a BSN degree who choose the Nurse Executive role specialty will complete 64 credit hours as well as a total of 1,000 practicum hours to earn the DNP degree.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*
  or
- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*
  or
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*
  or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3*
- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
  or
- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

Trimester 4

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

Trimester 5

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- NUR 7461 - DNP Indirect Care Role Practicum I Hours: 4†

Trimester 6

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change — Hours: 3
- NUR 7462 - DNP Indirect Care Role Practicum II — Hours: 4†

Trimester 7

- HSC 7470 - Legal and Regulatory Issues — Hours: 3
- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement — Hours: 3

Trimester 8

- HSA 7260 - Operations and Quality Management in Healthcare — Hours: 3
- NUR 7801 - DNP Practicum I — Hours: 3-7†
  Only 4 credit hours required for this program.

Trimester 9

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader — Hours: 3
- NUR 7802 - DNP Practicum II — Hours: 3-7†
  Only 4 credit hours required for this program.

Trimester 10

- NUR 7803 - DNP Practicum lll — Hours: 4-8†
  Only 6 credit hours required for this program.

Degree Credit Hours 64

*Course offers optional immersion.
†Course requires practicum hours.

Nursing, Post-Graduate Certificates

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities.

Family Nurse Practitioner (FNP)

Family Nurse Practitioners play a critical role in improving the primary patient care experience. FNP graduates will partner with families across the lifespan to promote preventative care, diagnose conditions and treat acute and chronic illnesses.

Graduates who complete the FNP PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Family Nurse Practitioner-Board Certified (FNP-BC) by the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner (FNP-BC)
- Family Nurse Practitioner-Certified (FNP-C) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Admissions, Records, and Registration.

Role Specialty Learning Outcomes for Family Nurse Practitioner

- Perform comprehensive health assessments that incorporate diagnostic reasoning and the interpretation of diagnostic procedures.
- Engage patients and families in planning for health promotion, prevention of disease or disease progression, and symptom management.
- Apply critical thinking in the diagnosis and problem identification of complex issues related to clinical practice, individuals, populations, and systems of care.
- Provide ethical, patient-centered care based on best evidence, clinician expertise, patient preference and circumstances.
- Evaluate outcomes of care using individual and aggregate data.
- Implement the role of an FNP in a professional, respectful and ethical manner.

Note on Accreditation and Licensure

The Post-Graduate Nursing Certificate program with a specialization in Family Nurse Practitioner at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Currently, graduates must hold a master's, postgraduate, or doctoral degree from a family nurse practitioner program accredited by the CCNE or the Accreditation Commission for Education in Nursing (ACEN) in order to be eligible for the Family Nurse Practitioner national certification exam which is required in order to practice as a certified FNP-BC in most states.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

Trimester 1

- NUR 7560 - Advanced Pharmacology Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 2

- NUR 7570 - Primary Healthcare of the Family I Hours: 3
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 3

- NUR 7571 - FNP Role Practicum I Hours: 4
- NUR 7575 - Primary Healthcare of the Family II Hours: 3

Trimester 4

- NUR 7572 - FNP Role Practicum II Hours: 4
- NUR 7585 - Primary Healthcare of the Family III Hours: 3

Trimester 5

- NUR 7573 - FNP Role Practicum III Hours: 5

Certificate Credit Hours 31

Nurse Educator Certificate

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities. Please note, the PG Nursing Certificate (Nurse Educator) program is not designed or intended to lead to professional licensure in any state.

Nurse Educators

Holders of the PG Nurse Educator Certificate will teach nursing students, practicing nurses and other healthcare providers and clients in both academic and real-world settings. They may serve as a curriculum designer, instructional designer, teacher, or learning evaluator.

Graduates who complete the Nurse Educator PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Nursing Certified Nurse Educator (CNE) by the National League for Nursing (NLN)
- Nursing Professional Development (RN-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Admissions, Records, and Registration.

Role Specialty Learning Outcomes for Nurse Educator

- Develop curricula based on institutional mission, professional standards, educational theory and research, societal needs, and ongoing program evaluation.
- Design learning environments that provide challenges and opportunities for growth for the learner while ensuring safety, support, and resources for learning.

- Facilitate learning using a variety of teaching strategies based on theory, best evidence, teacher expertise, and appropriateness to the learner.
- Utilize formative assessment methods to provide valuable feedback to support learner development and growth.
- Design summative evaluations that are fair and objective to determine the achievement of learning outcomes.
- Implement the role of an academic educator, a professional development specialist, or a patient educator in a professional, respectful, and ethical manner.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

Trimester 1

- EDF 7175 - Foundational Theories in Education Hours: 3
- NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators Hours: 3

Trimester 2

- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

Certificate Credit Hours 12

Nurse Executive Certificate

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities. Please note, the PG Nursing Certificate (Nurse Executive) program is not designed or intended to lead to professional licensure in any state.

Nurse Executives

The Nurse Executive role specialization will help prepare the graduate for a role as a manager, director, supervisor, or chief nursing officer. Nurse Executives will be responsible for human resource management, as well as healthcare finance and economic operations.

Graduates who complete the Nurse Executive role specialization are eligible to apply and take the examination for the following national certifications:

- Nurse Executive-Advanced (NEA-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Role Specialty Learning Outcomes for Nurse Executive

- Develop healthy workplace communities through effective communication, collaborative relationships, trust, conflict resolution, consensus building, and creation of a shared vision.
- Utilize systems thinking and knowledge of delivery models and healthcare economics, policy, and governance to facilitate organizational compliance, performance, and growth.
- Demonstrate leadership through modeling and emphasis on data-driven decision-making, evidence-based practice, quality improvement, and patient safety.
- Lead planned change necessary for the achievement of institutional and department goals.
- Design strategies for the continuing development of staff for personal growth as well as improvement of patient and organizational outcomes.
- Implement the role of a nurse leader, nurse manager, or nurse executive in a professional, respectful, and ethical manner.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072)*;* Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

Trimester 1

- HSA 7200 - Foundations of Healthcare Administration Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

Trimester 2

- IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

Certificate Credit Hours 12

Psychiatric Mental Health Nurse Practitioner-Primary Care Certificate

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities.

Psychiatric Mental Health Nurse Practitioners

The Post Graduate Psychiatric Mental Health Nurse Practitioner-Primary Care Certificate (PG PMHNP-PC) program prepares the graduate nurse to assess, diagnose, manage, and treat individuals and populations across the lifespan—from children to older adults—who have mental health conditions. By completing the PMHNP-PC Certificate, practitioners are prepared in physical and psychosocial assessments, emergency crisis psychiatric care, psychotherapy,

prescribing psychotropic medications, and providing health promotion and disease prevention interventions while building patient-centered holistic relationships with patients and their families within communities, clinics, hospitals, and diverse settings.

Graduates who complete the PMHNP-PC PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Psychiatric-Mental Health Nurse Practitioner - Board Certified (PMHNP-BC) by the American Nurses Credentialing Center (ANCC)
- Psychiatric-Mental Health Nurse - Board Certified (PMH-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Application for Admissions.

Role Specialty Learning Outcomes for PMHNP-PC

- Perform comprehensive health assessments that incorporate diagnostic reasoning and the interpretation of diagnostic procedures.
- Engage patients and families in planning for health promotion, prevention of disease or disease progression, and symptom management.
- Apply critical thinking in the diagnosis and problem identification of complex issues related to clinical practice, individuals, populations, and systems of care.
- Provide ethical, patient-centered care based on best evidence, clinician expertise, patient preference and circumstances.
- Evaluate outcomes of care using individual and aggregate data.
- Implement the role of a PMHNP-PC in a professional, respectful, and ethical manner.

Note on Accreditation and Licensure

Graduates of the Post Graduate Nursing Certificate program with a specialization in Psychiatric Mental Health Nurse Practitioner-Primary Care must hold a master's or doctoral degree or a postgraduate certificate from a nurse practitioner program accredited by CCNE or ACEN in order to be eligible for the national certification exam which is required in order to practice as a certified PMHNP-PCin most states. Graduates should take the exam that aligns with their role specialty (PMHNP-BC or PMH-BC). The Post Graduate Nursing Certificate program with a specialization in Psychiatric Mental Health Nurse Practitioner-Primary Care (PMHNP-PC) program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. While the Post Graduate Nursing Certificate PMHNP-PC program is designed to lead to licensure, authorization, endorsement, or other state credential necessary to practice as a nurse practitioner, it is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends

to practice and/or resides, as requirements vary widely. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum (Non-APRN)

Trimester 1

- NUR 7560 - Advanced Pharmacology Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 2

- NUR 7310 - Advanced Neurobiology and Psychopathophysiology Hours: 3
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 3

- NUR 7315 - Advanced Psychopharmacology Hours: 3
- NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice Hours: 3

Trimester 4

- NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions Hours: 3
- NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations Hours: 4

Trimester 5

- NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions Hours: 3
- NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations Hours: 4

Trimester 6

- NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations Hours: 5

Certificate Credit Hours 37

Curriculum (Practicing APRN)

Trimester 1

- NUR 7310 - Advanced Neurobiology and Psychopathophysiology Hours: 3

Trimester 2

- NUR 7315 - Advanced Psychopharmacology Hours: 3
- NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice Hours: 3

Trimester 3

- NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions Hours: 3
- NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations Hours: 4

Trimester 4

- NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions Hours: 3
- NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations Hours: 4

Trimester 5

- NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations Hours: 5

Certificate Credit Hours 28

Continuing Professional Education

CPE Office

Telephone: 800-241-1027, ext. 1400

Lori Hankins, Director of Continuing Education	ext. 1203	lhankins@usa.edu
Ouida Howell, Assistant Director of Continuing Education	ext. 1266	ohowell@usa.edu

Certification Event

Certification Preparation and Exam is a three-day event covering each area in the prerequisite seminar track to provide a review of the content of each prerequisite seminar. The instructors also present an update where appropriate. The objective is the safe application and interpretation of advanced clinical skills. Certification results are confidential. The names of those who pass are published only with written authorization. Some attend the week purely for the value of review. Some attend more than twice before taking the exams. Those who do not satisfactorily complete all the components of the certification process may be retested.

A candidate may register to attend the Certification Preparation and Examination Event provided he or she has completed or will have completed all the prerequisite seminars for the chosen certification prior attending the certification testing event.

Note: Early registration is encouraged, as waiting lists often develop. The special refund policy for certifications is designed to discourage late withdrawal.

Publication

After successful completion of certification, the therapist may give permission for his or her name to be added to the Certification Graduate Listing. This listing is made freely available to professional colleagues and for referrals and is a highly regarded resource. It can be accessed by visiting the USAHS website at www.usa.edu and selecting the Continuing Education link located in the upper left-hand menu.

Certification Curricula

The S1 and E1 seminars are requirements for most certifications and do not have to be repeated when obtaining more than one certification. Each certification is summarized below, along with who may attend, applicable CEUs, and seminar tuition amounts (additional tuition charges are applied if a seminar is taken for graduate credit).

There are additional certification-track credit requirements for transitional degree students. The Foundations of Clinical Orthopaedics (FCO; two credits) is highly recommended for all degree-seeking students.

Registration Policies and Procedures for CPE and Certifications

Admission to continuing professional education seminars is open to all appropriately licensed healthcare professionals. While every effort is made to allow therapists to attend any seminar of their choosing, certain advanced seminars require prerequisite seminars. Seminars are structured to be integrated with specialty certifications, and transitional and post-professional advanced degree programs. The University reserves the right to restrict attendance to only those professionals whom it determines have appropriate qualifications. Health practitioners other than physical and occupational therapists (e.g., MDs, Physical Therapy Assistant, Occupational Therapy Assistant) may attend selected seminars, provided their license enables them to practice the content of the seminar.

To register for Continuing Education seminars, please go to the Continuing Education link located at cpe.usa.edu. If further assistance is needed, please call 1-800-241-1027 x1400.

Registration-Deposit: A $100 non-refundable deposit is required when registering for a seminar. A 50% non-refundable, non-transferable deposit is required when registering for a certification.
Registration-Balance & Refund Policy: Tuition is due 30 days prior to the first day of the seminar. With two weeks' notice of seminar cancellation, tuition may be transferred to another seminar, placed into a funds on hold account, or the balance, (less the $100 deposit) may be refunded.

Cancellations occurring up to three working days prior to the start of the seminar, only 50% of the balance will be refunded. Within three working days' notice, 100% of balance may be transferred to another seminar or placed into a funds on hold account. No refunds will be issued. Transfer of funds limited to two seminars. After the seminar begins, no refunds may be issued.

Seminar dates, locations, and tuition are subject to change. Notice is sent when class is confirmed. Please verify the seminar has been confirmed before booking non-refundable reservations by calling the Continuing Professional Education Department 1-800-241-1027 x1400.

In the event of employer-paid registrations, the employer has the right to cancel the registration under the above policy. The therapist will be contacted and may be given the option to remain registered for the seminar and become the responsible party for the tuition.

Tuition Refund Policy for Iowa Residents

For Iowa resident online students, continuing education seminar tuition refund fees will be determined in accordance with the policy above.

In the event of employer-paid registrations, the employer has the right to cancel the registration. The therapist will be contacted and may be given the option to remain registered for the seminar and become the responsible party for the fee.

Retention of Student Records

The University retains CPE student records indefinitely.

Continuing Education Units (CEUs)

Enrolling and attending our continuing education seminars qualifies the therapist for a certificate of attendance which confers continuing education units. These CEUs are accepted by most state licensing bodies toward maintaining the professional license. It is the responsibility of the individual therapist to ensure the CEUs are approved in their state.

Seminar Approvals/Accreditation

The University of St. Augustine for Health Sciences (USAHS) is approved as an Accredited Provider by the International Association for Continuing Education and Training (IACET), 21670 Ridgetop Circle, Suite 170, Sterling, VA 20166.

In obtaining this accreditation, USAHS has demonstrated that it complies with the ANSI/IACET Standard, which is widely recognized internationally as a standard of excellence in instructional practices.

As a result of the Accredited Provider status, USAHS is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET Standards. All University seminars are recognized by the Florida Physical Therapy Association and meet licensure requirements for Florida physical therapists and by the Florida Occupational Therapy Association and meet licensure requirements for Florida occupational therapists. Continuing education seminars are not under the purview of the Commission for Independent Education.

Seminar Availability

Seminars are held nationwide, according to interest. Schedules are completed a year in advance and are advertised widely in physical therapy and occupational therapy publications. The schedule may be viewed on the USAHS' website, Continuing Professional Education.

Continuing education seminar calendars are also available by calling 1-800-241-1027, ext. 1400. The University seeks to offer each of its listed seminars at least once annually and usually eliminates seminars that are not held at least every other year from its regular listing.

Waiting Lists

If the seminar for which you apply is full, you have the option of being placed on a waiting list, transferring to another seminar, or receiving a refund. Graduate students enrolled in any of the University's transitional or post-professional programs have priority on the waiting list. Early registration is recommended.

Cancellation by the University

The University does not wish to cancel the advertised seminars. However, it is sometimes necessary. Registrants are notified a minimum of three weeks prior to the seminar start date. The University is not responsible for reimbursement of expenses, including nonrefundable airline tickets.

Hours of Attendance

Unless otherwise noted, most seminars begin at either 8:00, 8:30, or 9:00 a.m. on the first day, and run from seven to eight hours daily, not including the lunch hour. All sessions must be attended. Should more than two hours of any one seminar be missed, the policy of the University is to exclude the student from further participation in that seminar, at the discretion of the instructor. The instructor will determine whether missing that specific part of the seminar compromises the student's understanding of subsequent sessions or may place a fellow student or future patient in jeopardy. The Certificate of Attendance may be withheld as the stated hours may no longer be valid. (Remedial activity may be required.)

Sequencing of Seminars

Some University seminars require that a prerequisite seminar be taken first. Contact the CPE Registration Office for more information.

Seminars from Other Organizations

The University is unable to recognize prerequisite seminars given by instructors outside of the University for continuing education seminars.

Accommodations

Most continuing education seminars outside of St. Augustine are held at hotels or at sponsoring clinical sites. Securing room accommodations may be accomplished by contacting the hotel directly or through a travel agent. Please note that the University is not responsible for the standard of your accommodations. On occasions where securing conference space at a hotel is linked to patronage of guest rooms, those that elect to stay at the designated hotel will have priority of registration.

Dress

Dress should be appropriate for attending a professional conference. Good judgment is required when attending seminars held in a hotel that is frequented by other professionals. For the practical sessions, usually beginning the first day, the registrant must be prepared to expose the area under examination. For extremity seminars, all peripheral joints apart from the hip will need to be exposed. Shorts or loose slacks are preferred for lab sessions. For spinal seminars, the entire spine from the occiput to sacrum must be exposed except for a narrow bra or bikini top. One-piece bathing suits that do not easily expose the iliac crest and sacrum are unacceptable as they may interfere with the learning process of other registrants.

Physical Health

Instructors maintain the right to discontinue instruction to any student who is in unsatisfactory health due to illness.

Students who are pregnant must inform the instructor. At the student's discretion, and with permission of the instructor, she may be a full participant with the exception of manipulation techniques that involve stretching the soft tissues around the pelvis and subcranial regions.

Cosponsorship of Seminars

The University welcomes inquiries to cosponsor seminars. Generally, the University requires the cosponsor to provide space and amenities at a convenient and suitable location as well as to help promote local and regional attendance. In return, USAHS provides a complimentary seat and opportunities to earn additional free seminar slots based on paid registrations. In addition, discounted tuition is also offered to individuals identified by the cosponsoring hospital, school, clinic, or chapter. Further information is available from the Assistant Director of Continuing Professional Education.

Release of Liability

It is required that students who are registering for a seminar with a laboratory component sign a Release of Liability Form. The form is distributed at the seminar and completed before the commencement of the program.

Craniomandibular Head, Neck, and Facial Pain Certification

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.0	$595.00
Advanced Craniofacial, Cervical, and Upper Thoracic Spine (S3)	PT	2.0	$595.00
Basic Craniofacial (CF1) (online)	PT	2.0	$485.00
Intermediate Craniofacial (CF2)	PT	1.5	$495.00
Advanced Craniofacial (CF3)	PT	1.5	$495.00
State of the Art Craniofacial (CF4)	PT	1.5	$495.00
Certification in Craniomandibular, Head, Neck, and Facial Pain (CFC)	PT	2.3	$995.00
Totals		**12.8**	

Additional seminars are available for continuing professional education and elective credits in the degree program and are described in the Transitional and Post-Professional Courses section of this Catalog/Handbook.

Manual Therapy Certification

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.0	$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00

Lower Extremity Evaluation and Manipulation (E1)	PT	1.5	$495.00
Extremity Integration (E2)	PT	2.1	$595.00
Myofascial Manipulation (MF1)	PT	1.8	$495.00
Advanced Pelvis, Lumbar and Thoracic Spine Including Thrust (S2)	PT	1.8	$495.00
Advanced Craniofacial, Cervical and Upper Thoracic Spine (S3)	PT	2.0	$595.00
Functional Analysis: Lumbo-Pelvic-Hip Complex (S4)	PT	1.6	$495.00
Certification in Manual Therapy (MTC)	PT	2.4	$995.00
Totals		**16.7**	

Primary Care Certification*

Seminars	**Who Attends**	**CEU**	**Tuition**
Spinal Evaluation and Manipulation (S1)	PT	2.6	$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Differential Diagnosis - Online	PT/OT	2.0	$325.00
Pharmacology - Online	PT/OT	2.0	$195.00
Applied Musculoskeletal Imaging for Physical Therapists	PT	1.5	$495.00
Intro to Primary Care	PT/OT	0.8	$245.00
Certification in Primary Care (PCC)	PT	3.2	$995.00
Total		**15.1**	

* This certification is not currently enrolling new students.

Sports Physical Therapy Certification*

Through an arrangement with the North American Sports Medicine Institute (NASMI), the University offers a collaborative Certification in Sports Physical Therapy. Call NASMI for course information and scheduling at 1-503-642-4432 or visit their website at www.rehabeducation.com.

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.6	$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Foundations/Competencies in Sports PT**	PT/PTA ATC/OT/C OTA	3.0	$545.00
Managing the Runner: Analysis, Injury Prevention, and Lower Quarter Injury Rehabilitation*	PT/PTA ATC/OT/C OTA	1.6	$485.00
Rehabilitation Across the Lifespan: An Orthopedic and Sports Medicine Approach to the Shoulder, Hip, and Knee*	PT/PTA ATC/OT/C OTA	1.6	$485.00
Selective Functional Movement Assessment*	PT/PTA ATC/OT/C OTA	1.6	$945.00
STC Certification in Sports	PT	3.2	$995.00
Total		**16.6**	

** This certification is not currently enrolling students.*
***Seminars offered through the North American Sports Medicine Institute (NASMI)*

Course Descriptions

Prefix Key

ATP - Athletic training	IPE - Interprofessional education
BSC - Basic sciences	MHS - Master health sciences
COM - Communication	NUR - Nursing
EDF - Education	OCT - Occupational therapy
HSA - Health services administration	PHT - Physical therapy
HSC - Health sciences	SLP - Speech-language pathology
IDS - Independent study	

Number Key

5000 & 6000	MOT, DPT, OTD, SLP
6000 & 7000	tDPT, MHA, MSN, MHS, PP OTD, EDD, DHSC
9000	Continuing Professional Education, Residency, Fellowship

Athletic Training

ATP 6000 - Leadership in Athletic Training

Hours: 3

This course focuses on characteristics of successful leadership and principles associated with developing leadership skills. Opportunities of leadership within the profession, work setting, and community are discussed.

ATP 6025 - Business of Athletic Training

Hours: 3

Managing various aspects of the profession of athletic training requires an understanding of business principles. This course describes the principles and practices

of financial management, budgeting, marketing, consulting, and many other business-related skills.

ATP 6175 - Emergency Athletic Training

Hours: 3

This emergency procedures course will highlight current best practices in the field of athletic training. This course will include a week-long, on-site residency that will deliver a hands-on approach to emphasizing the proper skill set required for handling emergency situations. Circumstances addressed will include head trauma, spinal cord injury, establishing and maintaining airways, managing environmental illness, patient death, and many others.

ATP 6215 - Sport and Disability

Hours: 3

The focus of this course addresses the involvement of athletes with disabilities in sport. Challenges associated with participation, Paralympic governing bodies, and rules governing sanctioned sports are emphasized.

ATP 6330 - International Athletic Training

Hours: 3

The purpose of this course is to reflect upon the history of athletic training outside of the United States and to recognize similarities, differences, and opportunities of practicing athletic training in another country. International organizations and Olympic sports medicine will be discussed.

ATP 6450 - Comprehensive Project

Hours: 3

A comprehensive project is required and reflects a culmination of the knowledge acquired throughout the curriculum resulting in a meaningful body of work. The final product is submitted for publication in a peer-reviewed scientific journal, for presentation at a professional conference, or for practical purposes of implementation in one's employment setting.

ATP 7050 - Cultural Competency

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to health care. Course content emphasizes Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention.

ATP 7100 - Advanced Topics: Ethics in Health Care

Hours: 3

A practical approach toward contemporary ethical and legal issues surrounding allied health care professions. Ethical content includes exploring the challenges associated with patient privacy and confidentiality, patient discharge readiness (e.g., return to play), and professional behaviors that relate to unethical decisions. Principles of ethics will be defined and realistic solutions will be discussed. Understanding the areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for ethical or legal circumstances will be discussed.

ATP 7130 - Evidence Based Injury Prevention

Hours: 3

This course highlights the importance of injury prevention from a scientific perspective. Research supporting the evidence of an intervention, effective implementation, cost analysis, and outcomes effectiveness will be discussed. Basic and advanced principles of assessing research are presented.

ATP 7255 - Concussion in Sport

Hours: 3

A contemporary approach to understanding the prevention, assessment, and rehabilitation of sport concussions. This course examines position statements, various methods of neurocognitive testing, legal cases regarding sport concussions, and individual state laws.

ATP 7280 - Psychosocial Strategies for Patient Care

Hours: 3

The innovative course explores the historical evidence surrounding holistic patient care across the allied health care professions. Psychosocial characteristics of effective

clinicians are identified and patient education tools for use across clinical settings are presented. Critical examination of contemporary literature serves as the foundation for implementation.

Basic Sciences

BSC 7001 - Foundations of Clinical Orthopaedics

Hours: 3

This is an online course discussing the foundations of orthopaedics and manipulative therapy. The history and development of orthopaedics and specifically manual therapy are explored. Arthrology and biomechanics are discussed, with special attention to tissue biomechanics and arthrokinematics. Emphasis is placed on spinal anatomy and movement. The University's philosophy of examination, treatment, and pain management is introduced, but attention is also given to other diagnostic classification systems. Classifications and indications for manipulation are reviewed. The course provides an introduction to the evidence-informed clinical practice paradigm teaching the student to combine various sources of knowledge in the diagnosis, prognosis, and management of orthopaedic dysfunctions. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions

Hours: 2

In this course the student will examine current research and theories in motor control and motor learning and their relationship to examination and intervention in patients with neurologic dysfunction. Students will examine neuroanatomical structures, functions, and neuroplasticity of the nervous system as they relate to motor control tasks. Specific motor control issues in balance, gait, and upper extremity will be examined and discussed. Students will identify and explain the influence of impairments on motor dysfunction and a patient's motor control.

BSC 7125 - The Pediatric Client with Neuromotor Involvement

Hours: 3

This online, interdisciplinary course is designed to advance the student's content knowledge, clinical reasoning, and application of best practice when serving children with neuromotor dysfunction. Students will examine medical advancements and contributing factors of the pediatric neurological sequelae. Students will further analyze

typical and atypical development. Through a neuromotor lens, students will explore clinical manifestations of children with neuromotor dysfunction. Students will also explore theoretical foundations, which will ground further synthesis and application of assessment and intervention.

BSC 7155 - Functional Performance in the Older Adult

Hours: 2

This focus of this course is on the analysis of the impact that multidimensional issues related to aging have on functional performance. Issues include normal aging changes in physical, psychosocial and cognitive domains and the common pathologies older adults experience in these areas. Students will examine the evidence supporting various interventions for older adults. Discussions will enhance the role therapists can successfully have in promoting optimal aging for clients and caregivers

BSC 7200 - Autism: Evidence, Etiology and Impact

Hours: 3

This course will define the scope of Autism Spectrum Disorder (ASD), its historical evolution, incidence and proposed etiology. Common diagnostic tests and treatment approaches will be discussed. Occupational performance area deficits will be identified and contributory performance skills, patterns, and client factors will be reviewed. Useful evaluation tools and methods of ongoing assessment will be introduced, and a brief overview of evidence-based interventions will be addressed.

BSC 7301 - Ergonomics

Hours: 2

This online course examines a variety of aspects of work-related ergonomics. Participants will review the history of ergonomics, ergonomic statistics, client-centered framework of practice, the Americans with Disabilities Act, universal design, posture, standing, sitting, computer work-station evaluation, occupational risks, cumulative trauma disorders/repetitive strain injuries/tendonitis, and low-back pain. Worker assessment and work hardening are reviewed before carrying out a worksite assessment. Injury prevention, ergonomic equipment, ergonomic resources, and documentation are also discussed.

Communications

COM 7130 - Healthcare Communication and Collaboration

Hours: 3

In this online course, students will develop the understanding and competency to deal with common communication issues in the healthcare professions, including cultural differences, interdisciplinary collaboration, professional and clinical documentation, case presentations, social media presence, and successful project management. This course will focus on effective writing, speaking, and conflict management skills. These abilities determine professional credibility and impact patient outcomes.

Education

EDF 7013 - Practical Application of Online Teaching

Hours: 3

Learners gain an understanding of the tenets of online and blended learning theory and principles in adult learning. Course design and methodology are used in applying teaching theories utilized in the creation of engaging online learning activities for the health science learner. Learners gain proficiency in outlining and developing key content areas within the online classroom through planning and practice while paying attention to the importance of formative and summative feedback. Prerequisite: IPE 7001 and EDF 7050. The instructor or student may seek an exception to the prerequisites via the program director.

EDF 7050 - Teaching Methods in Higher Education

Hours: 3

This online course engages learners to examine the basic concepts associated with teaching and learning within higher educational environments and methods to be an effective academic educator. This course focuses on educational theoretical underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners. This course discusses the fundamentals of teaching and is highly recommended for the new instructor, or instructors wishing to review theories and concepts related to teaching, learning, and assessment.

EDF 7050B - Teaching Methods in Higher Education (B)

Hours: 3

This online course engages learners to examine the basic concepts associated with teaching and learning within higher educational environments and methods to be an effective academic educator. This course focuses on educational theoretical underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners. This course discusses the fundamentals of teaching and is highly recommended for the new instructor, or instructors wishing to review theories and concepts related to teaching, learning, and assessment.
This is an Accelerated Learning Course.

EDF 7111 - Research Methods I

Hours: 3

An examination and critical evaluation of research processes, including the principles of applied and practical statistical analysis, descriptive statistical approaches, evaluation of research theory, and the various quantitative and qualitative research designs utilized in the health science fields, with a special focus on educational research. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

EDF 7121 - Research Methods II

Hours: 3

An examination of research applications and methods using inferential and predictive statistical analysis commonly used, as well as qualitative and quasi-experimental approaches. Focus is on developing the authentic skills necessary for research practice in the health sciences and educational settings, including the skills necessary to publish and present research in peer-reviewed forums. Prerequisite: EDF 7111 Research Methods I

EDF 7161 - Program and Curricular Design for Health Science Education

Hours: 3

The focus of this course is a systematic approach to program planning design. This course examines program planning models such as Interactive Model of Program Design. Learners will investigate and learn about constructing program outcomes,

learning objectives, transfer of learning, program structure, program evaluation, budgeting, and marketing. Prerequisite: IPE 7000

EDF 7171 - Motivation Theory in Health Care Education

Hours: 3

An investigation and discussion of current and historically significant theories of motivation in educational research and how they can be utilized in various settings including the classroom, at work, and with patients/clients. Prerequisite: EDF 7175

EDF 7175 - Foundational Theories in Education

Hours: 3

This online course examines the theories of teaching and learning related to research and health science education. Selected learning theories are analyzed from the perspective of teaching and learning. Students will be introduced to the various historical learning theories and research-based educational theories from the perspective of a modern-day learner. Strategies and ideas for the use of educational theories in learning will be explored with emphasis on application in today's learning environments.

EDF 7175B - Foundational Theories in Education (B)

Hours: 3

This online course examines the theories of teaching and learning related to research and health science education. Selected learning theories are analyzed from the perspective of teaching and learning. Students will be introduced to the various historical learning theories and research-based educational theories from the perspective of a modern-day learner. Strategies and ideas for the use of educational theories in learning will be explored with emphasis on application in today's learning environments.
This is an Accelerated Learning Course.

EDF 7181 - Technology in Higher Education

Hours: 3

It is important for educators to evaluate the dynamic and strategic application of technology in education to enhance teaching and learning practices and influence higher education institutions. This course will provide the student with an understanding of learning models, the influence of technology on the learning process, and the body of literature that informs the utilization of technology in higher education. The primary focus will be the application of teaching and learning strategies that integrate technology as a method or tool to enrich the educational process. Using technology tools for solving a

variety of problems, teaching presentation, evaluating student performance, and implementing distance learning systems will also be explored. This course will help students develop the skills necessary to be a change agent to enhance the use of educational technology in higher education institutions. Prerequisite: IPE 7000Introduction to Interprofessional Studies

EDF 7182 - Innovations in Healthcare Education

Hours: 3

This course challenges learners as they explore innovative evidence-based teaching methods and strategies in the development of healthcare curricula for a diverse population of students. Consideration for a variety of adult learning theories, student learning styles, interprofessional foci, and how and why students learn best is incorporated into designing healthcare curricula. A variety of teaching and instructional design strategies that promote active student-centered learning and their appropriate use are examined.

EDF 7200 - Residency I

Hours: 2

This course will serve as an introduction to a variety of topics and will occur over the course of 1 weekend on the St. Augustine, Florida, campus. There will be didactic classroom sessions with invited guest speakers, as well as debates, presentations, and question and answer sessions. Students also will have the opportunity to meet with faculty and to interact with other students in a face-to-face manner. There will be written and interactive online assignments to align with the topics presented on campus. It is expected these activities would be completed in 2–3 days.

EDF 7225 - Residency II

Hours: 2

This course will serve as an advanced presentation of topics that will build upon Residency I. There will be didactic classroom sessions with invited guest speakers. Students will spend time focused on developing a dissertation topic, working with advisors, and completing their final preparations for beginning their dissertation work. There will be interactive and online assignments to align with their topics. Students will be asked to make a teaching presentation and will be evaluated by peers and faculty during this time. The focus of this residency will be moving the student from coursework to the more independent work required in the latter portion of the curriculum. Prerequisite: EDF 7200

EDF 7235 - Ethical Principles in Healthcare

Hours: 3

This course provides a comprehensive perspective on ethical issues in nursing and healthcare education and clinical practice. It takes a practical approach toward contemporary ethical issues surrounding healthcare professions and emphasizes an interprofessional appreciation of ethical decision-making. Ethical principles, theory and decision-making models will provide the foundation for ethical case analysis and other critical thinking activities. Principles and constructs such as morality, goals of professional practice, professional and organizational values, and socio-cultural contexts of a health care will be defined, and realistic solutions will be discussed with discipline specific emphasis to create an interprofessional culture. Understanding the ethical-legal relationship in areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for the circumstances will be discussed.

EDF 7250 - Teaching Internship

Hours: Variable

Students in the EdD program will be required to participate in a teaching internship that may be arranged in a variety of differing formats. Students may teach a continuing education course, an online course, or a course for academic credit along with a mentor who will work closely in the development of course materials, content, and presentation. Teaching may be done in a traditional face-to-face environment or as part of an online delivery method.

EDF 7260 - Assessment and Evaluation in Health Professions Education

Hours: 3

Students will learn evaluation methods used in health professions education curriculum. Content includes developing skills to create valid and reliable assessments of student learning using norm referenced and criterion referenced evaluation methods. A variety of classroom assessments will be explored as well as basic psychometric statistics; grading; communicating assessment information; testing ethics; and the use of assessments and evaluations in educational policy decisions. Students will explore assessments used for the cognitive, affective, and psychomotor domains and current issues and research related to alternatives to standardized evaluation methods, and outcome measurement in education. Prerequisite: IPE 7000and EDF 7050

EDF 7320 - Leadership Development for Advancing the Future of Nursing Education

Hours: 3

This course will provide a unique opportunity for participants to explore or create leadership opportunities within nursing education programs. Learners will consider a variety of leadership theories and practices to formulate a leadership philosophy, identify personal strengths and areas for improvement, and develop a plan for professional growth and career advancement. Skills acquired in the course will equip aspiring leaders with the knowledge, skills, and attitudes necessary to promote the profession of nursing, advance the future of nursing education, and empower prospective graduates of nursing programs. Prerequisites: IPE 7000, EDF 7050

EDF 7323 - Contemporary Issues in Nursing Education

Hours: 3

This course provides an overview of the history, trends and current landscapes in nursing education. It focuses on the identification and analysis of issues, innovations, global trends, and policies of importance and influence in contemporary nursing education. Topics will include the different types and characteristics of public, private, and for-profit colleges and universities with their variety of entries into nursing practice. Topics include key stakeholders; changing student demographics; student retention; faculty and leadership development; accountability and accreditation; life-long learning; and technology and distance learning.

EDF 7325 - Dissertation Research Preparation

Hours: 4

Focus is on the successful passage of the written comprehensive examination, certification in research ethics and human subjects' protection, formation of the dissertation committee, and approval of the dissertation topic to move forward in the dissertation process. Prerequisite: Completion of 44 credits of coursework (all courses except this course and dissertation). In some cases, the Program Director may waive this prerequisite.

EDF 7455 - Special Topics in Professional Practice

Hours: 1-6 The Special Topics course encourages students to engage in a guided independent study of the folllowing topics: integrating education theory and application to teaching and learning in any clinical, educational, or corporate setting; professional topics and skills; and emerging practice questions. Learning experiences may be in the

form of guided readings and discussion, directed projects, seminars, or community/clinical experiences with a focus on advanced supplemental or exploratory learning in teaching and learning. Specific topics and formats vary as they are generated by student interest and faculty expertise. Prerequisites: IPE 7001; EDF 7050

EDF 7871 - Dissertation I

Hours: 4

As part of the Doctor of Education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product.

EDF 7872 - Dissertation II

Hours: 4

As part of the Doctor of Education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product. Prerequisite: EDF 7871

EDF 7873 - Dissertation III

Hours: 4

As part of the Doctor of Education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product. Prerequisite: EDF 7871; EDF 7872

Health Services Administration

HSA 7200 - Foundations of Healthcare Administration

Hours: 3

Students investigate and analyze the changing landscape of the healthcare environment and the factors affecting the practice of healthcare administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for healthcare administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful healthcare administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager, administrator, and leader.

HSA 7200B - Foundations of Healthcare Administration (B)

Hours: 3

Students investigate and analyze the changing landscape of the healthcare environment and the factors affecting the practice of healthcare administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for healthcare administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful healthcare administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager, administrator, and leader. This is an Accelerated Learning Course.

HSA 7233 - Revenue Cycle and Reimbursement Management

Hours: 1

Course Description In this course, students break down the complexities of revenue cycle and reimbursement management for healthcare services. The course provides details on the impact of patient access accuracy, billing and collections of various payers and patients, managed care, and steps healthcare administrators can take to navigate these challenges to maximize reimbursement. The Certified Revenue Cycle Representative (CRCR) study materials and examination offered through the Healthcare Financial Management Association (HFMA) is used as one of the learning tools. Current topics is used to ensure the timeliness of the healthcare reform efforts in the United States.

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader

Hours: 3

This course provides basic accounting, finance, and economics for the healthcare leader. Students will be able to educate patient care team members on financial implications of patient care decisions, use financial statements for decision making, use basic accounting, finance, and economics concepts needed for efficient management of the healthcare organization, develop policies and procedures for coding and reimbursement, and negotiate contracts for effectiveness and compliance.

HSA 7250 - Human Resources Management and Organizational Development in Healthcare

Hours: 3

Using a systematic approach, students address the role of human resources in healthcare organizations. Students gain an understanding of key roles in planning for workforce needs and aligning with the strategic goals of the organization. Students examine organizational behavior and dynamics, as well as leadership principles to help navigate change. Students analyze theory and practice of managing individuals and groups through motivation, communication, teamwork, collaboration, leadership, organizational change, negotiation, and conflict management and resolution. Prerequisite: HSA 7200 Foundations of Healthcare Administration or Program Director approval

HSA 7260 - Operations and Quality Management in Healthcare

Hours: 3

There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course familiarizes the student to a framework of various concepts and tools necessary for understanding the operationalization of health service delivery processes and their effect on performance outcomes. The development of leadership performance competencies that support interprofessional collaboration in organizational health care delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.

HSA 7260B - Operations and Quality Management in Healthcare (B)

Hours: 3

There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course familiarizes the student to a framework of various concepts and tools necessary for understanding the operationalization of health service delivery processes and their effect on performance outcomes. The development of leadership performance competencies that support interprofessional collaboration in organizational health care delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.
This is an Accelerated Learning Course.

HSA 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise.

HSA 7497 - Integrated Field Project

Hours: 3

This is an integration of the knowledge and skills appropriate to a student's specialty area or area of interest. By applying theory and practice, students have the opportunity to explore various approaches relating to the delivery and administration of healthcare services. Under the advisement of a faculty member, the student has two options in completing the project. One option is to identify unique and significant problems in the administration of health services and develop one publishable case report. The second option is to develop one publishable article related to critical issues in the delivery of healthcare today.
Prerequisite: This course is taken at the end of the MHA program.

Health Sciences

HSC 5130C - Patient/Client Care Management I | 3 hours

Hours: 3

This course introduces basic patient management skills, including infection control principles, body mechanics, positioning and draping, assessment of vital signs, bed mobility, wheelchair activities, transfer techniques, passive range of motion exercise, and gait training with assistive devices. Students will develop initial skills in therapeutic touch, communication and interprofessional collaboration.

HSC 5136 - Evidence-Informed Practice: Research Fundamentals

Hours: 2

This course familiarizes students with the research processes used in health science disciplines. Students in this course will learn to become critical consumers of research by evaluating research methodologies, designs, and analyses. Ethical issues and integration of research principles into evidence-based clinical practice will be explored. Interprofessional collaboration will be introduced and applied to evidence-informed research and practice.

HSC 5351 - Pharmacology

Hours: 2

This course provides Occupational and Physical Therapy students with the general concepts of pharmacology as applicable to clinical practice. It describes classes of drugs commonly used by patients treated by therapists. These descriptions include (a) clinical uses, (b) therapeutic effects and mechanisms, and (c) side effects and contraindications. The effects of exercise, aging, and other factors on pharmacodynamics are also included when relevant to clinical practice.

HSC 5610 - Administration and Management in OT and PT

Hours: 2

The emphasis of this course is the application of administrative principles to the professions of occupational therapy (OT) and physical therapy (PT). The primary topics of the course are organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, and marketing. Students also explore guidelines for specific practice settings (e.g., skilled nursing facilities, home

health, and outpatient). The course emphasizes case scenarios and requires higher-level learning.

HSC 5665 - Wellness and Health Promotion

Hours: 3

This course focuses on ways to promote health and prevent injury through behavioral change and identification of barriers to change. Health promotion planning will include individual, group, and population-based interventions. Students will examine risk behaviors that can compromise health throughout the lifespan. Applications to real-life clinic/home/community situations will allow integration of the material. The course includes participation in selected complementary and alternative health interventions. Prerequisite: OCT 5225C **-added 12/29/2019**

HSC 5670 - Administration and Management in Rehabilitation Services

Hours: 3

The application of managerial and administrative principles to rehabilitation services within a changing health care environment and the impact upon the delivery of services in a variety of practice settings. Primary topics addressed include organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, collaboration and team functions, and marketing. Prerequisite: For PT Students: PHT 5570 Internship I

HSC 5700 - Wellness and Prevention in OT and PT

Hours: 3

This course will present the concept of wellness as a foundation to rehabilitation services and interventions. It will allow the students to investigate their own personal wellness and to internalize the information, to become role models of wellness in the health care profession. Additionally, the concept of wellness will be applied to the practice of rehabilitation, making relevant the content to the students' roles as future professionals. The course will include a health risk appraisal, fitness testing, nutrition analysis, emotional/mental assessments, self-reflections, identification of barriers to change, goal setting, and problem solving for applications to real-life clinic/home situations the rehabilitation specialist may encounter. Further, this course will incorporate area professionals for the presentation and integration of complementary/alternative forms of medicine.

HSC 6011 - Cultural Competence

Hours: 1

This entry-level term-based course will explore concepts and practices of cultural competency in the current health care environment. Students will self-assess their cultural competence as a health care provider and examine ways to implement strategies learned into their future practice.

HSC 6014 - Metabolic Disorders

Hours: 1

This entry-level, term-based course will review the pathology, etiology, signs, symptoms, and treatment of common metabolic disorders. The primary focus will be on the clinical implications of metabolic disorders from a rehabilitation perspective, including complications, modifications, and/or precautions.

HSC 6031 - Cultural Competence

Hours: 1

This course will explore concepts and practices of cultural competency in the current health care environment. Students will self-assess their cultural competence as health care providers and examine ways to implement strategies learned into their future practice.

HSC 6036 - Metabolic Disorders

Hours: 1

This course will investigate the pathology, etiology, signs, symptoms and treatment of common metabolic disorders. The primary focus will be to consider the clinical implications of metabolic disorders from a rehabilitation perspective. This includes addressing potential complications, modifying interventions based on precautions, promoting health, and determining the need for referrals.

HSC 7200 - Information Literacy for Evidence-Based Practice

Hours: 1

Information literacy is an important skill for evidence-based practice. It incorporates such skills as recognizing when information is needed, searching for information (including developing a research question and creating a search strategy), incorporating new information into an already established knowledge base, and using information ethically

and legally. Multiple studies show that one of the most prominent barriers to evidence-based practice among clinicians is limited search skills combined with difficulty accessing evidence. This course can help students develop the information literacy skills they need to incorporate evidence into their practices. The course will also teach students how to use the University of St. Augustine library's online resources specifically and help clinicians identify what information resources are available to them beyond the University of St. Augustine.

HSC 7210 - Extremity Evaluation and Manipulation (E1)

Hours: 2

Based on the E1 Extremity Evaluation and Manipulation Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral joint examination and treatment. Clinical decision-making strategies or peripheral joint examination and treatment are strengthened through the use of selected readings required for this course. Prerequisite: Completion of the CPE seminar "Extremity Evaluation and Manipulation (E1)," offered by the University

HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy

Hours: 2

This course focuses on diagnoses that you would most typically treat in an outpatient orthopaedic hand clinic setting. These diagnoses will be presented with a variety of media that will complement the context and facilitate your learning. The purpose of this course is the application of quality clinical reasoning skills. Learning goals of this course include expanding the student's existing knowledge base in the area of upper extremity orthopaedic rehabilitation following trauma, disease processes, and post-surgical intervention. Secondly, students will apply this additional evidence-based material to new clinical reasoning skills that will optimize the student's effectiveness with patient treatment.

HSC 7325 - School-Based Practice

Hours: 3

This online course advances the experienced practitioner's clinical and professional knowledge to promote leadership in school-based practice. Through examination of the current evidence available, students will reflect on their current practice to identify strengths and needs related to historical and current legislation and guidelines, evaluation, intervention, individual educational programs (IEPs), outcomes, collaboration, and opportunities for advancing the role of related service providers within school systems.

HSC 7360 - Spinal Instability

Hours: 2

This 2-credit hour online course presents concepts of whole-spine stabilization. Topics covered include clinical findings indicating the presence of instability, stabilization instructions for patient education, and utilization of stabilization through the process of rehabilitation. Special attention is given to clinical decision making regarding the selection of manipulation and exercises for patients with instability.

HSC 7400 - Differential Diagnosis

Hours: 3

This course is designed to provide physical therapists with the background necessary to screen patients for the presence of disease. This information, combined with the therapist's knowledge and skills for management of neuromusculoskeletal dysfunction, provide the student with a comprehensive examination scheme. The information provided in the course facilitates professional communication between the physical therapist and other health care professionals as well as communication between the physical therapist and patient. Analysis, synthesis, and evaluation are demonstrated through a final portfolio displaying best practices for imaging applications in the student's desired area of study.

HSC 7401 - Pharmacology

Hours: 3

This online course covers the basics of drug action as it relates to physical and occupational therapy. Drugs used in the treatment of muscle spasms and spasticity, cardiac drugs, centrally acting drugs, psychological medications, and drugs used in the treatment of pain and inflammation are covered. Interactions between therapy and medications are emphasized. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

HSC 7416 - Foundations of Imaging

Hours: 3

This course covers imaging commonly used for evaluation and treatment of various pathologies, such as conventional radiographs (x-ray), ultrasound (US) images, computerized tomography (CT), and magnetic resonance imaging (MRI). It covers the clinical application of imaging tests for commonly occurring skeletal and soft tissue trauma of the spine, pelvis and extremities and provides foundational knowledge of

cardiopulmonary imaging and neuroimaging. Special emphasis is placed on the interprofessional terminology essential for communicating with other healthcare professionals when discussing imaging, indications, and contraindications, as well as how this assessment contributes to patient care.
*Replaced HSC 7415 Spring 2019

HSC 7440 - Fundamentals of the Health Care Startup Business

Hours: 3

This course will provide a pragmatic overview and exploration of basic business skills and principles necessary for preparing for and starting a health care business. A developmental continuum from idea generation to launch is discussed. Business strategies are examined to provide the learner with critical-thinking skills necessary to become successful in the startup within the health care industry. The advantage of entrepreneurial thinking and problem solving is reviewed. The course investigates substantive strategic marketing concepts and the process utilized to analyze, develop, implement, and evaluate the business/practice environment. Emphasis will be placed on objective planning and evaluating metrics for success. The intricacies of legal considerations, finance and accounting strategies, and human resource management are not the focus of this course. Learners will have the opportunity to develop key components of a business plan for a startup.

HSC 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

HSC 7460 - Accounting and Financing for the Practice

Hours: 3

This course provides accounting methods and traditional financial management concepts for health care managers using the basic tools of health care financial decision making. Topics include financial reporting statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money

procedures, capital acquisition, debt and equity financing, and working capital cash management.

HSC 7470 - Legal and Regulatory Issues

Hours: 3

This course investigates the legal and regulatory environment of the health services industry. Case law, statutory and regulatory analysis, and trends in health services delivery law will be analyzed in context of implications among major stakeholder groups (providers, patients, administrators, third-party payers, and health care organizations). Topics include civil and criminal law, ethics, contract law, antitrust, malpractice, human resources/personnel laws, managed care laws, professional and corporate liability, information management/medical records, patient safety and mandatory reporting issues, patients' rights and responsibilities, among others.

MHS 7313 - Fundamentals of Healthcare Law

Hours: 3

This course introduces students to the myriad of ethical and legal implications of health care administration, particularly regarding the legal rights of patients as they interact within an increasingly complex healthcare system. The course specifically focuses on patients' rights, healthcare access, ethical best practices, and affordability. In addition, students will discover the multifaceted implications impacting healthcare professionals in providing ethically-sound and quality-driven healthcare services in an ever-changing legal and regulatory environment.
Prerequisite: IPE 7000

MHS 7315 - Contemporary Trends in Wellness

Hours: 3

This course introduces students to contemporary trends in wellness that impact the goal of living a healthful lifestyle and achieving personal well-being. Students will explore a wide variety of available resources at individual, community, and global levels that enable individuals adopt wellness techniques correlated with long-term health. Innovative course design affords collaborations with industry partners and the opportunity to impact the greater wellness community.
Prerequisite: IPE 7000

MHS 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000

MHS 7700 - Comprehensive Project

Hours: 3

This course is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory to practice, students have the opportunity to explore an approach to the delivery of health care services. Under advisement of a faculty member, the student will design and implement a community service project, assist on a research project, or collaboratively write a position paper summarizing an evidence-based approach to changing health care practices. The project will be shared through written and/or oral communication methods to a local, state, regional, or national audience.

Independent Study

IDS 5802 - Independent Study

Hours: Variable

This course allows for in-depth study in the student's area of interest or in an identified weakness. It is available only by permission of the Program Director. The student and a faculty member assigned by the Program Director will identify specific objectives. The student must complete all objectives by the end of the trimester.

Interprofessional Education

IPE 7001 - Interprofessional Education and Collaborative Practice

Hours: 3

This course provides students with a foundation for interprofessional education and collaboration. Emphasis is on learning roles and responsibilities of healthcare peers, effective interprofessional communication, teams and teaming, as well as ethical

practice and patient (or client)-centered care. All coursework prepares the student to engage on highly functioning healthcare teams, while striving to improve healthcare delivery through increasing patient and practitioner satisfaction, reducing costs, and achieving better outcomes. The course will expose the student to industry-relevant tools and techniques that meet the demands of the contemporary healthcare workplace. This course replaces IPE 7000effective Spring 2021.

IPE 7001B - Interprofessional Education and Collaborative Practice (B)

Hours: 3

This course provides students with a foundation for interprofessional education and collaboration. Emphasis is on learning roles and responsibilities of healthcare peers, effective interprofessional communication, teams and teaming, as well as ethical practice and patient (or client)-centered care. All coursework prepares the student to engage on highly functioning healthcare teams, while striving to improve healthcare delivery through increasing patient and practitioner satisfaction, reducing costs, and achieving better outcomes. The course will expose the student to industry-relevant tools and techniques that meet the demands of the contemporary healthcare workplace. This course replaces IPE 7000Beffective Spring 2021.

IPE 7025 - Psychosocial Strategies for Healthcare

Hours: 3

This innovative course explores the evidence surrounding holistic patient care across healthcare and wellness professions. Psychosocial characteristics of effective practitioners are identified and patient education tools for use across healthcare and wellness settings are presented. Critical examination of contemporary literature serves as the foundation for implementation of client care plans.

IPE 7025B - Psychosocial Strategies for Healthcare (B)

Hours: 3

This innovative course explores the evidence surrounding holistic patient care across healthcare and wellness professions. Psychosocial characteristics of effective practitioners are identified and patient education tools for use across healthcare and wellness settings are presented. Critical examination of contemporary literature serves as the foundation for implementation of client care plans.

This is an Accelerated Learning Course.

IPE 7050 - Evidence-Based Practice for Healthcare Professionals

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the healthcare professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence. The course also includes an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B)

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the healthcare professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence. The course also includes an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

IPE 7100 - Ethics in Health Care

Hours: 3

This course provides a comprehensive perspective on ethical issues in healthcare. It takes a practical approach toward contemporary ethical issues surrounding healthcare professions and emphasizes an interprofessional appreciation of ethical decision-making. Ethical principles, theory and decision-making models will provide the

foundation for ethical case analysis and other critical thinking activities. Principles and constructs such as morality, goals of professional practice, professional and organizational values, and socio-cultural contexts of health care will be defined and realistic solutions will be discussed. Understanding the ethical-legal relationship in areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for the circumstances will be discussed.

IPE 7121 - Organizational Leadership & Policy in Health Care

Hours: 3

This course introduces students to various concepts and tools necessary for understanding operationalization of health service delivery and the effect on performance outcomes, including leadership competencies that support interprofessional collaboration, process improvement, health policy and regulation, and project and quality management. Students will discover the essential relationship linking operations and quality management and develop metrics for monitoring daily operations within their field.

IPE 7121B - Organizational Leadership & Policy in Health Care (B)

Hours: 3

This course introduces students to various concepts and tools necessary for understanding operationalization of health service delivery and the effect on performance outcomes, including leadership competencies that support interprofessional collaboration, process improvement, health policy and regulation, and project and quality management. Students will discover the essential relationship linking operations and quality management and develop metrics for monitoring daily operations within their field.

IPE 7133 - Strategic Planning in Healthcare Administration

Hours: 3

Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan while working with an interprofessional team. Students will examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students also explore key concepts in strategic planning, including team building, identifying the relationship of the plan to the organization's mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan

on organizational finances and human resources; and evaluating the plan's progress. Students will apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization as the member of a multidisciplinary team. Prerequisite: IPE 7000

IPE 7155 - Clinical Data Analytics and Decision Support

Hours: 3

Course Description: This interprofessional course is focused on the synthesis of data and information into knowledge, wisdom, and clinical decision-making to support all members of the healthcare team and the consumer. Areas of emphasis include healthcare data standards and taxonomies, data analytics, and data security.

IPE 7200 - Cultural Competence in Healthcare

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to health care and wellness. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention using an interprofessional model.

IPE 7200B - Cultural Competence in Healthcare (B)

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to health care and wellness. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention using an interprofessional model.
This is an Accelerated Learning Course.

IPE 7230 - Program/Project Planning and Management for Practice and Policy Change

Hours: 3

Learning how to plan, develop and manage projects and programs are essential skills for healthcare professionals. This course focuses on the processes of analyzing organizations and systems, completing a gap analysis through use of selected quality improvement tools, and identifying specific steps in the project sequence. Experiential

opportunities are integrated into the project life cycle phases in validating the need for developing an improvement change project. Leadership and interprofessional team collaboration are incorporated into project and program development and management.

IPE 7250 - Healthcare System Life Cycle Analysis and Design

Hours: 3

This healthcare informatics course is focused on the phases of system implementation life cycle. Areas of emphasis include project management, strategic planning, system analysis, workflow redesign, system implementation, evaluation and service management. Prerequisites: IPE 7000 Introduction to Interprofessional Scholarly Studies; IPE 7400 Healthcare Informatics and Technology Management

IPE 7255 - Evidence-based Concussion Management

Hours: 3

A contemporary approach to understanding the prevention, assessment, and rehabilitation of concussion injury. This course examines concussion position statements, methods of neurocognitive assessment and evaluation, case examples, and individual state laws. This course presents an interprofessional team approach to concussion management. Prerequisite: IPE 7000

IPE 7300 - Entrepreneurial Strategies in Health Care

Hours: 3

This course presents an interprofessional approach to the principles and practices of financial management, human resources management, vision and strategy, marketing and consulting, as well as many other business-related skills applied across the health care arena.

IPE 7316 - Women's Health and Wellbeing

Hours: 3

This course is designed to promote an interdisciplinary awareness of health and wellness, with a focus on the unique needs and experiences of women across the lifespan. A holistic, interprofessional approach will be taken to teach the relationships between physical, environmental, social, psychological and emotional health and well-being. Coursework will culminate in a final product that will be useful to enhance the health and life experiences of clients. Prerequisite: IPE 7000

IPE 7365 - Information Management for Quality and Safety

Hours: 3

This graduate level interprofessional informatics specialty course provides the learner an overview of healthcare quality and patient safety with an emphasis on healthcare informatics. This course uses a systems approach to introduce the learner to the complexities of quality and patient safety management with understanding of measurement and improvement of outcomes. This course will expose the learner to multiple measures for quality and patient safety from a variety of organizations and regulatory bodies that offer measure comparisons. The framework within this course will establish broad concepts to practical application of improvement steps, including issues related to data quality, challenges within HIT management, collaborative efforts between disciplines, and challenges of calculating quality measures with data from the EHR. Areas of emphasis include data analytics for quality improvement and patient safety, control chart methodology, failure modes and effects analysis, and HIT influence in change management. Prerequisite: IPE 7400

IPE 7400 - Healthcare Informatics and Technology Management

Hours: 3

This online interprofessional education (IPE) course introduces the student to healthcare informatics focusing on the foundational experiences with health information systems and technology, roles within interprofessional teams to optimize ethical and legal use of technology to improve consumer safety, healthcare quality, and population health outcomes. Students examine data management systems to improve outcomes of care and utilize evidence to inform redesign of workflow and utilization of health information systems to improve user experience, standards, and safety.

IPE 7400B - Healthcare Informatics and Technology Management (B)

Hours: 3

This online interprofessional education (IPE) course introduces the student to healthcare informatics focusing on the foundational experiences with health information systems and technology, roles within interprofessional teams to optimize ethical and legal use of technology to improve consumer safety, healthcare quality, and population health outcomes. Students examine data management systems to improve outcomes of care and utilize evidence to inform redesign of workflow and utilization of health information systems to improve user experience, standards, and safety.
This is an Accelerated Learning Course.

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health

Hours: 3

This course explores concepts relevant to population health practice. These include the importance of reflective practice and a focus on prevention and upstream interventions, with particular attention to social determinants of health and mitigation of adverse childhood events. Using an interprofessional/cross disciplinary approach, students examine how economics, social factors, cultural safety/competency, health literacy, policy, urbanization, globalization, the environment, and other factors influence health and disease. Students consider how research in prevention, health determinants, cultural ecology, and global health applies to population and community health efforts.

IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B)

Hours: 3

This course explores concepts relevant to population health practice. These include the importance of reflective practice and a focus on prevention and upstream interventions, with particular attention to social determinants of health and mitigation of adverse childhood events. Using an interprofessional/cross disciplinary approach, students examine how economics, social factors, cultural safety/competency, health literacy, policy, urbanization, globalization, the environment, and other factors influence health and disease. Students consider how research in prevention, health determinants, cultural ecology, and global health applies to population and community health efforts.

IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education

Hours: 3

This healthcare informatics and nurse informaticist specialty course is focused on the design, use, and promotion of innovative technologies that advance healthcare outcomes. Areas of emphasis include information literacy, social media, genomic, consumer products to facilitate health, and the Technology Informatics Guiding Education Reform (TIGER) initiative.

IPE 7575 - Team-based Emergency Care

Hours: 2

This team-based emergency preparedness course will highlight current best practices related to managing injured or ill patients prior to the arrival of EMS/911. The course will provide an overview of blood, cardiovascular, and respiratory systems, as well as

address head trauma, spinal cord injury, establishing and maintaining airways, managing environmental illness, shock, metabolic disorders, extreme bleeding, and patient death. Collaborating on interprofessional emergency care teams will be modeled and team roles will be learned. Through the coursework, the student will be prepared to achieve industry-relevant certifications. This course includes a mandatory 2.5 day on-campus immersion.
This course replaces ATP 6175.

Nursing

NUR 7050 - Evidence-Based Practice for Nurse Leaders

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the nurse leader as a consumer of scientific evidence for decision making in practice, education, and leadership. A process for formulating a question using PICOT format and conducting literature searches for existing evidence is discussed. The course also includes an overview of the research process with emphasis on the critical appraisal of quantitative evidence for determination of inclusion in a literature synthesis related to the identified practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed. Prerequisite IPE 7000

NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators

Hours: 3

This course builds upon undergraduate nursing education and practice experience to refine and further develop nursing knowledge and skills related to pathophysiology, health assessment, and pharmacology across the lifespan. The focus is on advanced knowledge and skills needed by nurse educators in both direct- and indirect-care roles. In this course students integrate concepts of pathophysiological processes, physical assessment and diagnostic findings, and pharmacologic management.

NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice

Hours: 3

Nurses use theory along with the best scientific evidence to provide the highest level of nursing practice. This course focuses on the integration of theory and empirical evidence and application to nursing practice and decision-making. The introduction to the nature and uses of theory and the process of theory construction is discussed. Major theories of nursing and concepts and theories from other sciences relative to nursing are analyzed with an emphasis on implications for nursing practice. Models and principles of ethics and quality improvement are also applied.

NUR 7210 - Adult Gerontology Primary Healthcare Part I

Hours: 4

This is the first of three in this didactic course series that focuses on the Adult Gerontology Nurse Practitioner role with application of advanced theoretical knowledge in assessment and management of health promotion, health maintenance, and disease prevention for the adult/geriatric population across the continuum. The assessment and management of common health concerns is introduced. Emphasis is placed on the primary care of adult/geriatric individuals and their families in a multicultural and holistic care environment. Prereqisites: NUR 7610; NUR 7560; NUR 7580

NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change

Hours: 3

This course provides an overview of the process of planning, managing, and evaluating evidence-based practice change projects or programs to prepare the nursing-practice scholar as a leader of change for direct and indirect care practice problems. The need for a change in practice along with the evidence synthesis based on a systematic critical analysis of high-quality evidence provide the foundation for identified evidence-based practice change projects/programs. Tools are introduced to assess, manage, and evaluate measures related to the problem. Additional tools are introduced to assess the context of the problem including the organizational system, the leadership, the interprofessional team, and their readiness for change. The project life cycle, measures and metrics, action plans with timelines identifying interprofessional team collaboration and responsibilities, budget development, and risk assessment are addressed in order to plan, manage, and evaluate the project/program.
Prerequisites: IPE 7001, NUR 7050

NUR 7235 - Adult Gerontology Primary Healthcare Part II

Hours: 3

In this second of three courses, the adult gerontology nurse practitioner role continues to evolve and will incorporate critical thinking and decision-making skills to aid in providing effective primary care for adult-geriatric individuals and clinical decision making for diagnosis and management of both acute and chronic conditions that affects adult-geriatric individuals. Emphasis is placed on the delivery of evidence-based, safe, cost-effective care in a primary care setting.
Prerequisites: NUR 7210

NUR 7250 - Adult Gerontology Primary Healthcare Part III

Hours: 3

This is the third of three didactic courses for the Adult Gerontology Nurse Practitioner role and emphasizes advanced theoretical knowledge in the assessment and management of acute, chronic, and complex health conditions affecting the adult geriatric population, including the frail elderly population. Palliative and end of life care issues with inclusion of multidimensional interventions are also applied. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Emphasis is placed on primary health care of adult geriatric individuals and their families in a multicultural environment.
Prerequisites: NUR 7552, NUR 7235

NUR 7310 - Advanced Neurobiology and Psychopathophysiology

Hours: 3

This course is the foundation for practicing health professionals who explore and gain knowledge about neurobiology and psychopathophysiology as this relates to the etiology (cause), epidemiology (prevalence), developmental theories, and abnormal behavior. Students learn about evidence based empirical interventions while understanding ethical, cultural, and developmental applications. Students learn about the Diagnostic and Statistical Manual of Mental Disorders criterion and the neurobiological progression across the lifespan.
Prerequisite: NUR 7610. Instructor or student may seek an exception to the prerequisite from the Program Director. Post-Graduate PMHNP-PC Certificate students entering with APRN licensure are exempt from the NUR 7610 prerequisite requirement.

NUR 7315 - Advanced Psychopharmacology

Hours: 3

This course focuses on evidence-based advanced practice psychopharmacology, building on previous advanced pharmacology coursework. Psychiatric mental health nurse practitioner students learn the scientific principles of pharmacokinetics, pharmacodynamics, pharmacogenetics, and psychotherapeutic medications. Emphasis is placed on psychopharmacologic treatment for acute and chronic psychiatric conditions across the lifespan. Students learn ethical safe prescribing practices and interprofessional collaboration with focus on optimal patient outcomes.
Prerequisites: NUR 7560, NUR 7580, NUR 7610. The instructor or student may seek an exception to the prerequisites from the Program Director. Post-Graduate PMHNP-PC Certificate students entering with APRN licensure are exempt from the prerequisite requirement.

NUR 7327 - APRN Transition to Practice

Hours: 2

This course prepares students for the transition to the role of the psychiatric mental health nurse practitioner. This course guides students in preparation for the national board certification examination. Students learn how the psychiatric mental health nurse practitioner integrates a culmination of knowledge into clinical practice. Understanding evidence-based interventions, the scope of practice, and coordinating mental health care is essential in the psychiatric mental health nurse practitioner role.
Prerequisite: NUR 7542. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice

Hours: 3

This course focuses on psychotherapeutic theories, psychotherapy modalities, and therapeutic skills for the Psychiatric Mental Health Nurse Practitioner-Primary Care student. Students acquire knowledge about a client-centered, culturally responsive approach; patient goals; therapeutic environment management; psychotherapeutic communication; psychoeducation goals; and crisis management. This course prepares students to apply multiple therapeutic approaches in psychotherapy, including cognitive and dialectical behavioral therapy, motivational interviewing, group supportive therapy, interpersonal therapy, recovery and SMART model framework, trauma therapy, and complementary alternative interventions in addition to applying interprofessional collaboration and developing a framework for clinical practice for individuals and

populations across the lifespan. This course includes 50 hours of psychotherapy simulation.
Prerequisites: NUR 7560, NUR 7580, NUR 7610. The instructor or student may seek an exception to the prerequisites with permission from the Program Director. If the student is accepted into the Post-Graduate Certificate Program with APRN-entry these prerequisite courses are waived.

NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions

Hours: 3

This course focuses on the role of the psychiatric mental health advanced practice nurse. Emphasis is on critical thinking, diagnostic reasoning, clinical judgment, theoretical underpinnings while applying scientific evidence-based theories, therapeutic concepts of communication, and screening tools. This course feeds into the associated practicum course for application of assessment skills; Diagnostic and Statistical Manual of Mental Disorders diagnostic reasoning; acute and chronic management, including psychopharmacology and psychotherapy; interprofessional collaboration; ethical standards and cultural diversity inclusion; health promotion; disease prevention; and differential diagnosis in planning care for children, adolescents, and families.
Prerequisites: NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions

Hours: 3

This course focuses on the role of the psychiatric mental health advanced practice nurse. Emphasis is on critical thinking, diagnostic reasoning, clinical judgment, theoretical underpinnings while applying scientific evidence-based theories, therapeutic concepts of communication, and screening tools. This course provides foundational content, which is applied in PMHNP Role Practica II: Adult and Older Adult Populations. Foundational knowledge in advanced assessment skills; Diagnostic and Statistical Manual of Mental Disorders diagnostic reasoning; acute and chronic management, including psychopharmacology and psychotherapy; interprofessional collaboration, ethical standards, and cultural diversity inclusion; and health promotion, disease prevention, differential diagnosis in planning care for adult and older adult populations.
Prerequisites: NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7400 - MSN Role Practicum I

Hours: 3

The purpose of this practicum course is for the student to synthesize knowledge acquired in didactic courses into role specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, discussion board and reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course requires completion of 135 practicum hours. PREREQUISITES: All core and specialty courses in the MSN program are pre (e.g., the last specialty course is taken concurrent with this course).

NUR 7450 - MSN Role Practicum II

Hours: 3

The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the MSN program. As the capstone assignment, an e-portfolio is developed to demonstrate achievement of program learning outcomes. This course requires completion of 90 practicum hours.

NUR 7455 - Special Topics in Professional Nursing Practice

Hours: 1-4

The Special Topics course encourages the student to engage in a guided study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise.
An approved Special Topics Proposal must be on file at the degree program office before the student begins coursework. Special Topics courses can be completed in either Session I or Session II (12-week course). Special Topics courses must finish at the end of the 15-week trimester. The student should discuss these course options with their Academic Advisor and indicate their selections on the proposal form.

NUR 7461 - DNP Indirect Care Role Practicum I

Hours: 4

The purpose of this practicum course is for the student to synthesize knowledge acquired in didactic courses into role specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, discussion board and reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course requires completion of 180 practicum hours.

NUR 7462 - DNP Indirect Care Role Practicum II

Hours: 4

The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course requires completion of 180 practicum hours.

NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement

Hours: 3

Decisions in healthcare must be supported by evidence. This course focuses on establishment of evaluation criteria, data collection and analysis, and use of the results of this data analysis for decision-making for the improvement of healthcare outcomes. The evaluation phase of the DNP scholarly project, an evidence-based change project, is planned during this course and the project proposal is finalized.

NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations

Hours: 4

This course focuses on the clinical role of the psychiatric mental health advanced practice nurse and builds on previous coursework. Students precept for a minimum of 180 PMHNP direct clinical practice hours through the application of didactic coursework from Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions. This clinical practicum allows students to build skills in psychiatric assessment, diagnoses, differential diagnosis, psychopharmacologic and psychotherapy

interventions, and interprofessional collaboration. Emphasis is on upholding ethical standards and cultural diversity inclusion, health promotion, disease prevention, and differential diagnosis in planning care for children, adolescents, and families.
Prerequisites: NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations

Hours: 4

This course focuses on the clinical role of the psychiatric mental health advanced practice nurse and builds on previous coursework. Students precept for a minimum of 180 PMHNP direct clinical practice hours through application of didactic coursework from PMHMP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions. This clinical practicum allows students to build skills in psychiatric assessment, diagnoses, differential diagnosis, psychopharmacologic and psychotherapy interventions, and interprofessional collaboration. Emphasis is on upholding ethical standards and cultural diversity inclusion, health promotion, disease prevention, and differential diagnosis in planning care for adults and older adults.
Prerequisites: NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations

Hours: 5

This course focuses on the role of the psychiatric mental health advanced practice nurse with an emphasis on diverse and special populations. This course builds on previous coursework as students demonstrate critical thinking, diagnostic reasoning, clinical judgment, theoretical underpinnings while applying scientific evidence-based theories, therapeutic concepts of communication, and screening tools. This course is a clinical practice-based practicum lead by expert clinical PMHNP faculty as students expand assessment skills; Diagnostic and Statistical Manual of Mental Disorders diagnostic reasoning; acute and chronic management, including psychopharmacology and psychotherapy; interprofessional collaboration; ethical standards and cultural diversity inclusion; health promotion; disease prevention; and differential diagnosis in planning care for diverse, special populations and specialty populations of the student's choice. Course requires 225 contact hours.
Prerequisite: NUR 7542. The instructor or student may seek an exception to the prerequisites from the Program Director.

NUR 7551 - AGNP Role Practicum I

Hours: 4

In this first of three clinical practicums for the Adult Gerontology Nurse Practitioner role specialty, students demonstrate beginning proficiency of assessment and management of common health/illness conditions of the adult/geriatric population including promotion and management of common chronic health problems with appropriate pharmacological interventions and patient education. Emphasis is placed on providing care in a multicultural, holistic environment including health promotion and illness prevention activities. This is a clinical residency under the supervision of a preceptor; course requires 180 contact hours.
Prerequisites: NUR 7210, NUR 7610, NUR 7610, and a minimum one year of practice as a registered nurse. The instructor or student may seek an exception to the prerequisites from the Program Director.

NUR 7552 - AGNP Role Practicum II

Hours: 4

This is the second of three clinical practicums and focuses on the role of the Adult Gerontology Nurse Practitioner in the *advanced beginner* stage of caring for patients in a primary care setting. A synthesis of theory and application of evidence-based knowledge are incorporated to provide comprehensive assessment and management of health promotion/disease prevention activities with appropriate pharmacological interventions and patient education. Both acute and chronic health conditions of the adult geriatric population are included. Emphasis is placed on the adult geriatric primary care of individuals and their families within a multicultural environment. Requires 180 contact hours as clinical residency under the supervision of a preceptor.
Prerequisites: NUR 7210, NUR 7235, NUR 7580, NUR 7610, NUR 7551, and a minimum of one year of practice as a registered nurse.

NUR 7553 - AGNP Role Practicum III

Hours: 5

This is the third and final practicum for the Adult Gerontology Nurse Practitioner role in which *role competence* should be displayed. A synthesis of theory and application of evidence-based knowledge are incorporated to provide comprehensive assessment and management of health promotion/disease prevention activities with appropriate pharmacological interventions and patient education. This includes a compliation of all concepts learned such as crisis intervention, acute and chronic illness, palliative care, and complex health conditions applied to the full spectrum of ages including adolescent, adult, old, young-old, middle-old, oldest-old and frail elderly populations. Emphasis is

placed on the adult geriatric primary care of individuals and their families within a multicultural environment. Course requires 225 contact hours as a clinical residency under the supervision of a preceptor.
Prerequisites: NUR 7250, NUR 7552, and a minimum of one year of practice as a registered nurse.

NUR 7560 - Advanced Pharmacology

Hours: 3

Advanced practice nurses must be knowledgeable about pharmacotherapeutics and principles of safe prescribing. This is an online course which focuses on advanced concepts of pharmacology, including pharmacokinetics, pharmacodynamics, and pharmacogenomics. Emphasis is placed on common drug classes prescribed by advanced practice nurses for acute and chronic conditions in patients across the life span. Factors influencing effective therapy and legal considerations are also included. The FNP follows a specific sequence of classes described in the Program of Study. Students should have successfully completed IPE 7050; IPE 7050; NUR 7610; and NUR 7161

NUR 7570 - Primary Healthcare of the Family I

Hours: 3

This course provides the family nurse practitioner student with advanced theoretical knowledge in the assessment and management of health promotion, health maintenance, and disease prevention activities throughout the lifespan. The assessment and management of acute, common health concerns is begun. Emphasis is placed on primary healthcare of individuals and their families in a multicultural environment. This course requires students to complete the intensive experience to progress to clinical experiences; dates of the intensive are listed on the School of Nursing page on the MyUSA portal. Prerequisites: NUR 7580, NUR 7560, NUR 7610. The instructor or student may seek an exception to the prerequisites via the program director.

NUR 7571 - FNP Role Practicum I

Hours: 4

This is the first primary care practicum in a series of three in the FNP program. The student will be expected to demonstrate beginning proficiency in assessment and management of common health/illness conditions throughout the lifespan. Emphasis will be placed on primary care of the family unit within a multicultural environment and health promotion and illness prevention activities. This is a clinical residency under the supervision of a preceptor.

NUR 7572 - FNP Role Practicum II

Hours: 4

This is the second primary care practicum in a series of three in the FNP program. The student applies knowledge for comprehensive assessment and management of health promotion/disease prevention activities and selected acute and chronic health conditions throughout the lifespan. Emphasis will be placed on primary care of individuals and the family unit within a multicultural environment. This is a clinical practicum under the supervision of a faculty and preceptor.

NUR 7573 - FNP Role Practicum III

Hours: 5

This is the final primary care course emphasizes crisis intervention, chronic illness, and complex health conditions for the family unit across the life span. Emphasis will be placed on primary care of the family unit within a multicultural environment and the diagnosis and management of complex and chronic conditions. This is a clinical practicum under the supervision of a faculty and preceptor.

NUR 7574 - MSN Capstone

Hours: 1

This course is the culmination of the advanced practice role specialty of the MSN program. Exploration of the role of the advanced practice nurse occurs, as well as development of an e-portfolio to demonstrate achievement of the program learning outcomes.
Prerequisite: NUR 7572

NUR 7575 - Primary Healthcare of the Family II

Hours: 3

Family nurse practitioners require exceptional critical thinking and decision making as the provide primary care for patients. This online course is the second of three focused on clinical decision making for the diagnosis and management of acute and chronic conditions across the lifespan. Emphasis is placed on the delivery of evidence-based, safe, cost-effective care in a primary care setting.

NUR 7576 - MSN-AGNP Capstone

Hours: 4

Course content is in development.

NUR 7577 - PMHNP MSN Community Engagement Capstone Project

Hours: 4

This course has two critical components: preparation for specialty certification and participation in a culminating capstone experience showcasing knowledge of the principles of advanced nursing practice through the creation of a community-based project focusing on the challenges and benefits of an interprofessional approach to community-based care for diverse populations. Certification preparation is completed independently within the asynchronous classroom whereas the community-based IPE project is a clinical experience.
Prerequitistes: NUR 7327, NUR 7543. The instructor or student may seek an exception to the prerequisites from the Program Director.

NUR 7580 - Advanced Health Assessment and Differential Diagnosis

Hours: 3

Advanced practice nurses must be skilled in methods of physical assessment and knowledgeable in selecting and interpreting diagnostic studies to assess health and diagnose disease. The focus of this online course is the process of comprehensive assessment and diagnosis of acute and chronic conditions in patients across the lifespan. Emphasis is on physical assessment skills, risk assessment, and diagnostic reasoning. Prerequisites: The FNP follows a specific sequence of classes described in the Plan of Study. Students should have successfully completed IPE 7001, IPE 7050, NUR 7610, and NUR 7161.

NUR 7585 - Primary Healthcare of the Family III

Hours: 3

This course provides the graduate student with advanced theoretical knowledge in the assessment and management of selected acute, chronic and complex health conditions across the life span. Emphasis will be placed on primary health care of individuals and their families in a multicultural environment.

NUR 7610 - Advanced Physiology and Pathophysiology

Hours: 3

The focus of this graduate level course for advanced practice nursing students is to study alterations of common physiologic conditions occurring in individuals and populations across the lifespan at an advanced level. The course provides a foundation for advanced practice nurses through knowledge and application of pathophysiologic processes and cellular changes as well as manifestations at the systems level.
Prerequisite: IPE 7000

NUR 7610B - Advanced Physiology and Pathophysiology

Hours: 3

The focus of this graduate level course for advanced practice nursing students is to study alterations of common physiologic conditions occurring in individuals and populations across the lifespan at an advanced level. The course provides a foundation for advanced practice nurses through knowledge and application of pathophysiologic processes and cellular changes as well as manifestations at the systems level.

This is an Accelerated Learning Course.

NUR 7801 - DNP Practicum I

Hours: 3-7 The purposes of this DNP practicum include 1) synthesis of knowledge acquired in didactic courses related to evidence-based practice and 2) complete an organizational assessment to identify an organizational need for an evidence-based practice change which will be planned, implemented, and evaluated for the DNP scholarly project. This is a precepted experience with the student, the practicum faculty, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and completion of the DNP scholarly project. In this experience, reflective journals are used so that students reflect on their prior learning as they continue to develop DNP level skills in evidence-based practice and translation of evidence to practice.

NUR 7802 - DNP Practicum II

Hours: 3-7 The purposes of this DNP practicum include 1) synthesis of knowledge acquired in didactic courses related to leadership and translation of evidence to leadership, policy, and informational technology, 2) develop and obtain approval by the practicum faculty and the preceptor of a proposal for the DNP scholarly project and 3) obtain IRB approval for the DNP scholarly project. This is a precepted experience with the student, the practicum faculty, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and completion of the DNP scholarly project. In this experience, reflective journals are used so that students reflect

on their prior learning as they continue to develop DNP level skills in leadership, program planning, and project management.

NUR 7803 - DNP Practicum III

Hours: 4-8 The primary purpose of this DNP practicum is the implementation and evaluation of the planned DNP scholarly project. This is a precepted experience with the student, the practicum faculty, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and completion of the DNP scholarly project. In this experience, reflective journals are used so that students reflect on their prior learning as they continue to develop DNP level skills in data-driven evaluation and dissemination of scholarly work. The scholarly project culminates in a preparation of a technical report of the results of the DNP scholarly project and a professional presentation to USAHS students, preceptors, faculty, and invited guests.

Occupational Therapy

OCT 5130C - Skills and Techniques for Client Care Management

Hours: 3

Introduces foundational skills and techniques used in occupational therapy practice. These include infection control principles, assessment of vital signs, body mechanics, functional and community mobility, and the use of assistive devices. Students will incorporate the use of therapeutic touch, communication, and interprofessional collaboration. Skills and techniques developed throughout this course are intended to enhance client engagement in occupation.

OCT 5135C - Anatomy Applied to Occupation

Hours: 5

This course provides fundamental knowledge of the structure/function of the neuromuscular, musculoskeletal, and cardiovascular systems and of regions (upper/lower extremity, thorax, head, and neck) and their relationship to each other. Course content applies knowledge of human anatomy to occupational performance and covers assessments related to palpation, muscle testing, and goniometry with a focus on analyzing the impact of dysfunction to occupational performance.

OCT 5140 - Domain of OT

Hours: 3

In this course students examine the historical foundation and philosophical base of occupational therapy. Course content introduces the profession's core values and code of ethics. Students examine the Occupational Practice Framework with a focus on occupations, client factors, performance skills, and the influences and effects that environment, context, and performance patterns have on persons, groups, and populations. Students also explore the importance of lifelong learning in developing professional behavior and communication skills.

OCT 5146 - Occupational Engagement and Theories of Practice

Hours: 3

This course introduces theories, models, and frames of reference that influence practice in various settings across the lifespan. Typical occupational activities that individuals and groups engage in throughout the lifespan are viewed through a theoretical lens.

OCT 5210 - Scholarly Design

Hours: 2

This course focuses on the development of writing and reasoning skills related to research planning and design. Student skills progress through an evaluation of existing research and designing a sound research plan. Prerequisite: HSC 5135

OCT 5217C - Human Movement for Occupational Performance

Hours: 3

Focuses on foundational knowledge regarding kinesiology and movement task analysis. Presentation of historical and contemporary motor control theories to synthesize how occupation-based treatment is influenced and supported by motor control principles. Prerequisites: OCT 5135C

OCT 5225C - Process of Occupational Therapy

Hours: 4

Examines the Occupational Practice Framework with emphasis on the components of evaluation, intervention, and target outcomes. Explores the service-delivery settings, frames of reference, and models that guide occupational therapy treatment. Explores various professions that work on health care teams with occupational therapists. Ethical

considerations regarding treatment and documentation within the health care system are explored. An experiential lab component integrating foundational concepts is included. Prerequisites: OCT 5140

OCT 5230C - Conditions Impacting Occupational Performance

Hours: 4

In this course students discuss selected medical conditions throughout the lifespan and how they impact occupational performance. Students also review diagnosis, clinical features, and medical treatment including pharmacology. The course includes case studies, student presentations of evidence-based articles on medical management, and hands-on practice of appropriate diagnostic assessments. Prerequisite: OCT 5135C

OCT 5232C - Clinical Neuroscience Applied to Occupation

Hours: 4

This course focuses on foundations of neuroanatomy and neuropathology, as well as function and assessment of the neurological system underlying physical, psychological, cognitive, and visual perceptual disorders. Student learning includes how specific neurological pathologies impact human occupations across lifespan.

OCT 5330C - OT Methods I: Assistive Technology

Hours: 3

Introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Focuses on the role of the occupational therapist's use of technology to assist and prepare a client for independence in occupational engagement and performance. Prerequisites: OCT 5217C; OCT 5230C

OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings

Hours: 5

Presents the theory and rationale of competency and evidence-based OT assessment and intervention for psychosocial dysfunctions across the lifespan. Examines community-based settings, lifestyle redesign, and therapeutic use of self. Level I fieldwork experiences enable students to observe, integrate, and apply concepts of the course in clinical situations. Prerequisites: HSC 5310C, OCT 5146, OCT 5225C, OCT 5230C

OCT 5340 - Scholarly Implementation and Dissemination

Hours: 2

Focuses on the development, integration, and implementation of data collection skills and the evaluation of the quality and equity of data related to research design and methodology. Identifies potential avenues for the dissemination of the results of a scholarly project. Directions for future scholarly activities and potential resources are discussed, including processes for locating and securing grants. Prerequisite: OCT 5210

OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence

Hours: 5

Presents the theory and rationale of competency-based assessments and interventions for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial dysfunctions as they apply to early lifespan development. Applies pediatric frames of reference to specific problems, including gross, fine and oral motor skills; behavioral and social issues; handwriting; and sensory integrative, visual, cognitive, and psychosocial problems within the framework of the multicultural family. Fieldwork Level I experiences integrate course content and clinical application. Prerequisites: HSC 5310C; OCT 5146; OCT 5217C; OCT 5225C; OCT 5230C

OCT 5365 - Wellness and Health Promotion

Hours: 3

This course focuses on utilizing occupational therapy- based approaches to promote person driven engagement in health and well-being practices, including advocacy for individual and societal prerequisites of health. Health promotion planning merged with occupational therapy intervention will include design of individual comment group and population-based interventions serving people over the course of the lifespan. Students will examine barriers that comprise health as well as resources to enable person centered and societal impairment toward advancing physical, mental and social well-being. Evidence behind Integrative, complementary and alternative health interventions will be explored to expand health literacy and knowledge of risk versus benefit analysis. Prerequisites: OCT 5225C , OCT 5230C

OCT 5410C - Clinical Applications in Adulthood

Hours: 5

Presents the theory and rationale of evidence-based assessment and intervention for physical, developmental, sensory, perceptual/cognitive, psychosocial, and neurological

dysfunctions as they apply to middle lifespan. Fieldwork Level I experiences will integrate course content and clinical application. Prerequisites: HSC 5310C; OCT 5146; OCT 5217C; OCT 5225C; OCT 5230C

OCT 5425C - Clinical Applications in Older Adults

Hours: 5

Presents the theory, rationale, and evidence supporting assessments and interventions with aging adults, including sensory, physical, perceptual/cognitive, and psychosocial dysfunctions as they apply to late lifespan. Fieldwork Level I experiences integrate course content with clinical application. Prerequisites: HSC 5310C; OCT 5146; OCT 5217C; OCT 5225C; OCT 5230C

OCT 5430 - Scholarly Application

Hours: 2

This course integrates clinical reasoning, evidence-based inquiry, and critical thinking to analyze professional issues and current trends in healthcare. The content of this course also includes the creation of plans for professional development, emphasizing leadership within the varied roles of the occupational therapy practitioner. Students utilize scholarly skills to identify problems and develop solutions for individuals, populations, or societal needs.

Prerequisite: OCT 5340

OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities

Hours: 3

Presents the theory and evidence-based clinical application of physical agent modalities, orthotics, and prosthetics. Emphasizes principles of differential diagnosis and wound/tissue healing when selecting and applying the appropriate physical agent modality. Focuses on the design and application of orthotic devices to enhance occupational performance and participation. Prerequisites: OCT 5135C; OCT 5217C; OCT 5230C

OCT 5470 - Administration and Management in Occupational Therapy

Hours: 3

The application of managerial and administrative principles to rehabilitation services within a changing health care environment and the impact upon the delivery of services in a variety of practice settings. Primary topics addressed include organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, collaboration, and team functions, and marketing. Prerequisite: OCT 5335C

OCT 5510 - MOT Seminar 1

Hours: 1

Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will collaborate to reflect on interdisciplinary roles, supervision issues, and ethical considerations in a variety of practice settings.

Prerequisite: All previous courses. Corequisite: OCT 5550

OCT 5550 - Fieldwork IIA

Hours: 11

This is the first of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills acquired in the didactic coursework to a clinical setting. Students will demonstrate entry-level competency and standards of practice within this practice area. Weekly online interaction with faculty facilitates student learning through reflective practice. Prerequisite: All previous courses. Corequisite: OCT 5510 or OCT 6530

OCT 5625 - MOT Seminar 2

Hours: 1

Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will apply scholarly inquiry to solve clinical scenarios and demonstrate the ability disseminate knowledge to peers. Development of professional goals to facilitate life-long learning is included. Prerequisite: OCT 5510 Corequisite: OCT 5510

OCT 5660 - Fieldwork IIB

Hours: 11

This is the second of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills mastered in IIA in a different clinical setting. Students will demonstrate entry-level competency and standards of practice within this second practice area. The course includes weekly online interaction with faculty to facilitate student learning through reflective practice. Prerequisite: OCT 5550 Corequisite: OCT 5625 or OCT 6640

OCT 6310 - OTD Seminar I

Hours: 1

Integrate knowledge of delivery models, policies, and systems related to various current and emerging practice settings. Make clinical decisions through application and synthesis of theory and evidence-based reasoning for individuals and populations.

OCT 6420 - OTD Seminar 2

Hours: 1

Plan and participate in professional development, leadership, and advocacy opportunities related to current and emerging practice areas including interprofessional practice. Compose a scholarly report identifying, adapting, or developing new strategies to address occupational therapy's ability to respond to society's changing needs.

OCT 6530 - OTD Seminar 3

Hours: 1

Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will collaborate to reflect on the interdisciplinary roles, supervision issues, an ethical consideration in a variety of practice settings. Prerequisite: OCT 6420 Corequisite: OCT 5550

OCT 6640 - OTD Seminar 4

Hours: 1

Collaborate and reflect on issues related to clinical practice including service delivery, supervision, and leadership and management across a variety of practice settings. Formulate program development plans and consider adapting service delivery models to respond to society's needs. Prerequisite: OCT 6530 Corequisite: OCT 5660

OCT 6700 - Capstone Project

Hours: 2

The student develops their plan (objectives, actions, responsibilities and performance outcomes) and background information to develop and document advanced skills, and a scholarly basis for their Capstone Experience, in one of the following areas: administration, leadership, program and policy development, advocacy, and the role of OT in emerging areas of practice. The objectives, schedule of deliverables to match objectives, and IRB approval if needed, will be approved by the Doctoral Coordinator and as needed by other mentors/supervisors. Prerequisite: OCT 5660

OCT 6720 - Leadership and Advocacy

Hours: 3

Provides students with the opportunity to apply leadership strategies needed to shape the role of occupational therapy in our national health care delivery system. Reflection, critique and self-directed learning are used to enhance student's leadership skills. Principles and importance of advocacy are presented as essential for individual and professional growth. Prerequisite: OCT 5660

OCT 6731 - Capstone Experience 1

Hours: 4

The capstone experience provides an opportunity to apply theoretical and empirical knowledge from foundation courses in the implementation of a focused area of OT practice. Students will prepare for and initiate an in-depth experience in one of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Students will have the opportunity to apply OT practice to different populations and cultures based on an expanded view of OTs role in healthcare. The experiential component of the capstone experience will be consistent with the objectives of the student's capstone project and provide the application piece of their capstone project in order to enhance the field of occupational therapy.
Prerequisite: OCT 5660; OCT 6700

OCT 6745 - Scholarship of Practice

Hours: 3

Students explore the spectrum of "scholarship" (discovery of new knowledge; development of new technologies, methods, materials, or uses; and the integration of knowledge leading to new understanding) and its relationship to clinical practice. Primary

focus is on the importance of generating knowledge that is responsive to the priorities of society, consumers and clinicians, and which explicitly supports and advances clinical practice. Students will explore the literature to identify their profession's research priorities as well as best practices in clinically focused scholarship. Emphasis is to instill in students the importance of developing collaborative relationships to promote scholarship in support of practice. Prerequisites: OCT 5660

OCT 6832 - Capstone Experience 2

Hours: 12

Students complete the in-depth experience initiated in OCT 6731 in their focused area of study. The capstone experience is consistent with the objectives of the student's capstone project and provides the application piece of the capstone project in order to enhance the field of occupational therapy. Students are expected to disseminate the capstone experience in a manner appropriate to their project focus. A formal evaluation of the student's performance is conducted at the end of the Capstone Experience 2 course. Prerequisite: OCT 6731

OCT 7200 - Reflective Practice

Hours: 3

This is a required course for those OTD students with an entry-level bachelor's degree. The purpose of this course is to allow a student to broaden and deepen his or her knowledge and understanding of the value of occupational therapy in today's changing world. The student will choose four modules and create a learning plan for each. The modules may include but are not limited to Theory, Historical Perspective of OT, Creating Evidence Based Practice, Experiential Learning, Alternative Therapy Exploration, Emerging Practice, International Health Care, Health Care Policy, Current Trends in Health Care, or a module proposed by the student based on experience and current clinical practice area. Each module will entail a literature review and paper/project that will be reflective of the students' current learning goals and will be guided by a post-professional OTD faculty member.

OCT 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages the student to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced

supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000

OCT 7470 - Clinical Integration I

Hours: 7

Clinical Integration I offers the occupational therapist the opportunity to link academic learning of evidence-based practice to professional settings, groups, or issues of relevance to occupational therapy. Students broaden and deepen knowledge of occupational therapy theory and skills for application into practice. Prerequisite: This course is only available to students entering the PPOTD program with a bachelor's degree.

OCT 7471 - Clinical Integration II

Hours: 8

Clinical Integration II offers the occupational therapist the opportunity to further link academic learning of evidence-based practice to professional settings, groups, or issues of relevance to occupational therapy. Students broaden and deepen knowledge of occupational therapy theory and skills for application into practice. Students reflect on the integration of past experience and new learning to personal and professional development.
Prerequisite: OCT 7470

OCT 7495 - The Science of Occupation

Hours: 3

This course is designed to orient the new student to the OTD program and provide an overview of the doctoral studies required at USAHS, all of which are foundationally based upon the concept of "occupation." The student will learn to analyze the theoretical tenets and terminology used in the science of occupational therapy, which will prepare the student for future coursework and success in the OTD program. The content in this course will assist the OTD student in analyzing frames of reference that focus on the science of occupation. As the student becomes familiar with the various ways the profession frames its models and theories the course will further analyze the concept of occupation both from within and from outside the profession of occupational therapy. The course provides a basis for analysis of occupation from a scientific perspective and assists the student in grounding occupation with practice. Finally, the course facilitates higher-level thinking about the importance of occupationally based research and its relationship to the student's final capstone project.

OCT 7496 - Capstone I: Project Proposal and Preparation

Hours: 3

Capstone I: Project Proposal and Preparation sets the groundwork for the PPOTD capstone project. With the support of a capstone advisor, students independently investigate, appraise, and synthesize the literature relevant to an identified gap, need, or problem relevant to occupational therapy. Students interpret this review to inform and create a scholarly project proposal. Completion of all core and elective PPOTD coursework. A student may take a course with Capstone I with program director approval.

OCT 7499 - Capstone II: Project Implementation and Dissemination

Hours: 3

Capstone II: Project Implementation and Dissemination is the final course of the PPOTD program and completes the two-course series for the PPOTD capstone. With the support of a capstone advisor, students independently synthesize and integrate knowledge and skills at the post-graduate level to develop, implement, and evaluate a culminating scholarly project designed in the Capstone I proposal. Students report the capstone in a publication-ready manuscript, disseminate outcomes, and orally defend the project. Students reflect on their mastery of skills across the PPOTD program. Prerequisite: OCT 7496

Physical Therapy

PHT 5015 - Medical Terminology

Hours: 0

This course is designed to prepare the learner to understand and apply medical terminology and abbreviations used in healthcare. This course meets the requirements for acceptance into the Doctor of Physical Therapy program at the University of St. Augustine for Health Sciences. Please note the course is for no credit and is intended to be offered eight weeks before each term of matriculation.

PHT 5121C - Gross Anatomy I

Hours: 4

The course covers fundamentals of the structure, function, and inter-relationship of major body systems and regions (upper extremity, spine, and thorax).

PHT 5125C - Applied Anatomy I

Hours: 1

In this course students apply knowledge of human body structure and function to develop and apply basic therapy assessment skills for the upper extremities, thorax, head, and cervical spine.

PHT 5130C - Patient Care Management I

Hours: 3

Introduces basic patient management skills including infection control principles, posture and body mechanics, assessment of vital signs, positioning and bed mobility, wheelchair fit and mobility, transfer techniques, and functional mobility/gait training with assistive devices. Students will develop initial skills in therapeutic touch, communication, and interprofessional collaboration.

PHT 5150 - Pathophysiology

Hours: 4

Focuses on the concepts of medical physiology and pathology. Emphasizes normal human physiology, and the etiology, pathogenesis, and clinical manifestations of specific diseases.

PHT 5155 - Physical Therapist Practice I

Hours: 3

This course examines the history, practice, and profession of physical therapy across the health care delivery system. Topics include professional behaviors, cultural competence, communication and interpersonal skills, professional association, legal and ethical issues, and documentation.

PHT 5160C - Soft Tissue Interventions I

Hours: 1

Emphasizes the development of skills necessary to perform soft tissue mobilization to the spine and extremities. Physiological and psychological effects, indications, contraindications and medicolegal aspects of massage are covered.

PHT 5220C - Gross Anatomy II

Hours: 4

Covers fundamentals of the structure, function and interrelationship of major body systems and regions (lower extremity, head, face, anterior neck, abdomen, and pelvis). Prerequisite: PHT 5121C

PHT 5226C - Applied Anatomy II

Hours: 1

Applies knowledge of human body structure and function to develop and apply basic therapy assessment skills for the lower extremities, pelvis, and lumbar spine. Prerequisite: PHT 5125C

PHT 5230C - Biomechanics

Hours: 4

Focuses on the neuromusculoskeletal biomechanics of normal human movement. Analyses of forces, kinematics, and control mechanisms of human movement are studied as the foundation for assessment and treatment planning related to posture, gait and functional activities. Prerequisites: PHT 5121C; PHT 5125C

PHT 5240 - Imaging

Hours: 2

Covers various medical imaging modalities and their applications in rehabilitation. Includes guidelines for selection and interpretation of imaging studies and legal and ethical considerations of imaging in clinical practice. Prerequisite: PHT 5121C

PHT 5245C - Movement Science I

Hours: 4

Applies motor control, motor learning theory, and concepts of kinesiology to the examination of and interventions for human movement system functions and dysfunctions. Emphasizes the design and implementation of therapeutic interventions to various patient/client populations. Prerequisite: PHT 5121C; PHT 5125C; HSC 5130C; PHT 5150

PHT 5250C - Musculoskeletal I: Introduction to Orthopedic Physical Therapy

Hours: 4

Covers the principles and concepts of clinical reasoning based on the patient management and ICF models relevant to the management of the musculoskeletal client/patient. Comprehension and skills related to examination and intervention of musculoskeletal conditions are developed. Prerequisite: PHT 5121C; PHT 5125C; HSC 5135

PHT 5310C - Clinical Neuroscience

Hours: 4

Focuses on foundations of neuroanatomy and neurophysiology and their applications to neurological conditions seen in clinical practice.
PHT 5121C

PHT 5315C - Neuromuscular I: Concepts and Examination

Hours: 3

Applies evidence-based theories of motor control and a task-oriented approach to guide the neurologic examination process. Development of clinical decision making and psychomotor skills to examine patients with common neurologic disorders is emphasized. Prerequisite: PHT 5150; PHT 5230C; HSC 5135

PHT 5345C - Movement Science II

Hours: 4

Further explores human movement with an emphasis on clinical outcomes and evidence-informed practice in rehabilitation. Development of advanced skills in clinical reasoning, examination, and interventions to enhance motor control in various patient/client populations. Prerequisite: PHT 5220C; PHT 5226C; PHT 5230C; PHT 5245C

PHT 5350C - Musculoskeletal II: Extremity

Hours: 3

Application of basic science knowledge and clinical reasoning principles using the patient management/ICF model framework on musculoskeletal dysfunctions of the upper and lower extremity. Psychomotor examination and intervention skills are developed in

the management of patients/clients with musculoskeletal dysfunctions affecting the extremities. Prerequisites: PHT 5220C; PHT 5226C; PHT 5245C; PHT 5250C

PHT 5360C - Differential Diagnosis

Hours: 2

The course introduces clinical reasoning as it relates to patient screening and differential diagnosis within the patient/client management model. Focus is on specific tools and a systematic process for identifying potential flags that could signal specific diseases and syndromes and the need for referral and communication with other healthcare providers. Prerequisite: PHT 5121C; PHT 5150; PHT 5220C

PHT 5375 - Pharmacology

Hours: 2

Introduces basic pharmacology concepts including methods of drug administration, absorption, distribution, storage, and elimination. Classes of drugs commonly used by patients receiving rehabilitation services are covered in terms of indications and contraindications, therapeutic effects and mechanisms, and side effects. Pharmacokinetic variables and how altered drug disposition may impact patients receiving physical rehabilitation are emphasized. Prerequisite: PHT 5150

PHT 5415C - Neuromuscular II: Evidence in Interventions

Hours: 3

Course focuses on the physical therapy management of adults with neurologic health conditions with an emphasis on interventions to promote positive neuroplastic changes utilizing a functional, task-oriented approach with the integration of evidence-based outcome measures to inform the patient management process. Prerequisites: HSC 5310C; PHT 5315C; PHT 5345C

PHT 5420C - Cardiovascular and Pulmonary Physical Therapy

Hours: 3

Focuses on the role of the physical therapist as part of the interprofessional health care team in the prevention and management of common cardiovascular and pulmonary conditions across the continuum of care. Development of screening, examination, evaluation, and intervention skills is emphasized. Prerequisites: PHT 5360C; PHT 5345C; PHT 5240; PHT 5375

PHT 5430C - Patient Care Management II

Hours: 3

Emphasizes an interprofessional approach to the physical therapy management of patients with medical and surgical conditions in acute and post-acute care settings with application of clinical reasoning and the patient/client management model using case-based learning. Prerequisites: HSC 5130C; PHT 5250C; PHT 5315C; PHT 5360C

PHT 5435C - Biophysical Agents

Hours: 2

Focuses on the theory and application of physical, mechanical, and electrical modalities with emphasis on the principles of differential diagnosis in the selection, recommendation, and application of appropriate biophysical agents. Prerequisites: PHT 5150; PHT 5220C; PHT 5230C

PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems

Hours: 1

Applies knowledge of anatomy and pathophysiology to the examination, evaluation, and delivery of interventions for patients with integumentary and lymphatic pathologies. Prerequisites: PHT 5150; PHT 5160C; PHT 5220C; PHT 5226C

PHT 5450C - Musculoskeletal III: Spine

Hours: 3

Application of basic science knowledge and clinical reasoning principles using the patient management/ICF model framework to musculoskeletal dysfunctions of the spine. Psychomotor examination and intervention skills developed in the management of patients/clients with musculoskeletal dysfunctions affecting the spine. Prerequisites: PHT 5345C; PHT 5350C; PHT 5360C

PHT 5456 - Physical Therapist Practice II

Hours: 3

Physical Therapist Practice II further develops skills in documentation, professionalism, and critical thinking skills in physical therapy. Topics include patient-centered care, documentation, supervision of support personnel, teaching techniques, self-reflection, conflict management, interprofessional collaboration, professional communication, risk management, reimbursement, advocacy, ethics, and preparation for the first clinical

experience. Prerequisites: HSC 5130C, PHT 5155. The instructor or student may seek an exception to the prerequisites via the Program Director.

PHT 5525C - Prosthetics, Orthotics, and Assistive Technology

Hours: 3

Examines the physical therapist's role on an interprofessional team member to determine patient need, prescribe, fabricate, obtain, train in use of, and evaluate effectiveness of orthotics, prosthetics, and assistive technology. Emphasizes physical therapy management of patients/clients with lower extremity amputation. Prerequisite: PHT 5315C

PHT 5530C - Patient Care Management III

Hours: 3

Emphasizes an interprofessional approach to the physical therapy management of patients with conditions limiting activity and participation in outpatient and community-based settings with application of clinical reasoning and the patient/client management model using case based learning. Prerequisite: PHT 5430C

PHT 5535 - Evidence-Informed Practice II

Hours: 2

This course further prepares students to apply the best available evidence to clinical practice with emphasis on appraising the quality of research and its influence on clinical decision making in physical therapy. Prerequisite: HSC 5135

PHT 5550C - Soft Tissue Interventions II

Hours: 2

Examination, evaluation, and interventions for soft tissues from a manual therapy approach. Explores the relationship between soft-tissue structures and joint mechanics. Introduces myofascial trigger point dry needling and pain science concepts related to soft-tissue interventions. Prerequisite: PHT 5160C; PHT 5450C

PHT 5570 - Integrated Clinical Experience

Hours: 6

A 6-week, full-time, integrated clinical experience in which the student begins to apply didactic knowledge, professional practice skills, and patient management skills in the

clinical setting under the direct supervision of a licensed physical therapist. Prerequisites: PHT 5415C; PHT 5420C; PHT 5430C; PHT 5435C; PHT 5440C; PHT 5450C; PHT 5455; PHT 5530C

PHT 5610C - Pediatric Physical Therapy

Hours: 3

Applies evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for pediatric clients across all settings. Emphasis will be placed on child- and family-centered care that includes planning for lifelong challenges. Prerequisites: PHT 5415C; PHT 5525C

PHT 5615C - Neuromuscular III: Advanced Examination and Intervention

Hours: 3

Advanced, evidence-informed examination and patient management knowledge and skills are applied to specialty areas of neurologic physical therapy and to adults with common and rare neurologic health conditions. Prerequisites: PHT 5415C; PHT 5570

PHT 5620C - Geriatric Physical Therapy

Hours: 3

Covers the role of the physical therapist within the interprofessional health care team for the aging adult. Evidence-informed and ethical decision making is emphasized in promoting health, wellness, and quality of life for aging patients and clients. Prerequisite: PHT 5570

PHT 5650C - Musculoskeletal IV: Clinical Reasoning

Hours: 3

Promotes the synthesis of previous coursework to musculoskeletal simulated clinical situations to facilitate appropriate patient/client management decisions. Prerequisites: PHT 5550C; PHT 5570

PHT 5665 - Wellness and Health Promotion

Hours: 3

This course focuses on ways to promote health and prevent injury through behavioral change and identification of barriers to change. Health promotion planning will include individual, group and population-based interventions. Students will examine risk

behaviors that can compromise health throughout the lifespan. Applications to real-life clinic/home/community situations will allow integration of the material. The course includes participation in selected complementary and alternative health interventions.

PHT 5670 - Administration and Management in Physical Therapy

Hours: 3

Focuses on applying principles of administration, leadership, and management to the healthcare environment and their impact upon the delivery of quality healthcare services in a variety of physical therapy practice settings. (Previous name Administration and Management in Rehabilitation)
Prerequisite: PHT 5570

PHT 5770 - Terminal Clinical Experience I

Hours: 11

A 12-week clinical experience in which students apply physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to progress toward entry-level professional practice and patient management.
Prerequisites: PHT 5610C; PHT 5615C; PHT 5620C; PHT 5650C; PHT 5665; PHT 5670

PHT 5780 - Knowledge Translation for Clinical Practice

Hours: 1

Integration of academic coursework and development of strategies to synthesize didactic learning and clinical problem-solving skills to prepare for the National Physical Therapy Examination. Prerequisites: PHT 5665; PHT 5670; PHT 5610C; PHT 5615C: PHT 5620C; PHT 5650C

PHT 5835 - Evidence-Informed Practice III

Hours: 1

Includes application and synthesis of academic and clinical learning to develop and present a professional product that integrates principles of scholarly inquiry.
Prerequisite: PHT 5535

PHT 5870 - Terminal Clinical Experience II

Hours: 11

12-week full-time terminal clinical experience in which the student applies and integrates physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to develop entry-level competency in professional practice and patient management.
Prerequisite: PHT 5770

PHT 6030 - Consultation, Screening, and Delegation

Hours: 1

This fully online course covers the role of the physical therapist in client-related consultation, screening of patients, and direction and supervision of support personnel in physical therapy.

PHT 6032 - Cognition and Perception

Hours: 1

In this online course students will examine cognitive and perception disturbances and be able to accurately assess, interpret findings, set realistic goals, and plan appropriate interventions for patients/clients with these disturbances.

PHT 6033 - Basic Assessment and Intervention of Integument

Hours: 1

In this course students will explore the role of the physical therapist in screening, prevention, and management of selected disorders of the integumentary system.

PHT 6035 - Professionalism: Legal and Ethical Issues in Physical Therapy

Hours: 2

This course includes topics related to physical therapy professionalism, ethics, legal issues and jurisprudence, and Medicare and Medicaid reimbursement, fraud, and abuse. This course is offered in asynchronous distance format through Blackboard.

PHT 6037 - Environmental Barriers

Hours: 1

In this course students will explore environmental barriers that may impact patients/clients and design interventions and modifications to improve mobility and safety.

PHT 6038 - The Physical Therapist as Educator

Hours: 2

This course examines the role of the physical therapist as an educator of patients, caregivers, students, and other health care providers.

PHT 6102 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

Hours: 2

Anatomy and biomechanics of the areas are discussed. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is included. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 5135C; successful completion of the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University

PHT 6103 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)

Hours: 2

Anatomy and biomechanics of the craniofacial, cervical and upper thoracic spine areas are discussed. Several techniques from S1 are reviewed along with modifications and instructions of additional techniques are provided. An in-depth presentation on the syndromes of the cervical spine, sub-cranial and thoracic outlet is included. The student has the opportunity to explore the classification of headaches and current treatment approaches. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 5135C; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University

PHT 6104 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

Hours: 2

This course emphasizes the application of basic sciences to clinical examination and treatment skills, management policies, and supportive services for dysfunction of the pelvic region. Instruction in advanced technical and decision-making skills for the evaluation and treatment of pelvic dysfunction is provided. Prerequisites: PHT 5135C; completion of the CPE seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University

PHT 6111 - Extremity Evaluation (E2)

Hours: 2

Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings for this course. Prerequisites: PHT 5134C; completion of the CPE seminar "Extremity Integration (E2)," offered by the University

PHT 6120 - Myofascial Manipulation (MF1)

Hours: 2

his course deals with the evaluation and treatment techniques of myofascial tissue. The emphasis is placed on the relationship of the soft tissue structures to the joints/mechanics of the spine. Principles of functional anatomy, posture, soft-tissue anatomy, both normal and pathological, biomechanics of soft tissue, and treatment principles are presented. A variety of treatment techniques are also presented, including an introduction to myofascial trigger-point dry needling. Prerequisite: Completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University

PHT 6303 - Imaging for Physical Therapy

Hours: 2

This course provides a broad background reading plain-film radiographs and in the radiographic presentation of commonly occurring dysfunctions of the spine, temporomandibular joint, pelvis, and extremities. The basics of MRI, CT, and ultrasound scanning will be covered. Special emphasis is placed on the clinical application of diagnostic imaging findings to orthopaedic physical therapy.

PHT 6402 - Clinical Triage

Hours: 1

Clinical Triage offers a 40-hour experience to develop screening and management skills for the neuro-musculoskeletal patient in a primary care setting. This is an opportunity for physical therapists to shadow the health care practitioner while observing the integration of history and physical, lab results, radiographs, and medications in the typical primary care practice. This experience would allow the physical therapist to practice screening and history taking under the supervision of a physician. It provides the opportunity to improve communication between physicians, physical therapists, and staff (i.e. physician assistants, RN's, LPN's, and nurse practitioners).

PHT 6498 - Clinical Residency

Hours: 5

Clinical Residency is a 1,500-hour, 9-month patient-care experience under the immediate supervision of an approved mentor at a University-approved clinical residency site. Clinical Residency provides an opportunity for intimate sharing of knowledge and refinement of the application of clinical skill and decision making. It serves as an invaluable step in the process of professional development in the student's area of specialty. The student develops residency objectives prior to the experience, attends the residency, and completes 200 hours of defined educational activities. Prerequisite: It is recommended that the student attend at least two required seminars toward the selected certification track.

PHT 7050 - Preparation/Certification in Sports Physical Therapy

Hours: 3

Students review course material covering each area in the prerequisite courses. The instructors also present any updated information where appropriate. Students will receive preparation and testing on the St. Augustine, Florida, campus for basic science and spinal and extremity joint manipulation. Review and testing of seminar content taught by North American Sports Medicine Institute will occur at a date and time established by that organization. Written, oral, and practical examinations are given to test retention, comprehension, and applications of the teaching in each of the required courses.

PHT 7115 - Introduction to Primary Care

Hours: 2

This course explores topics related to the provision of physical therapy services in a variety of direct access environments. Pharmacology, imaging, and differential diagnosis for the physical therapist are introduced. Practice management will be examined, including reimbursement issues, marketing, communication, and ethical and legal considerations.

PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1)

Hours: 3

This course discusses basic science principles and develops clinical skills needed to complete a differential evaluation and proceed to effective treatment of spinal dysfunction. General principles of functional anatomy, tissue and joint biomechanics, and pathology are presented. Online discussions will encompass relevant research and clinical application. Prerequisite: Completion of the CPE seminar "Introduction to Spinal Evaluation and Manipulation (S1)," offered by the University

PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

Hours: 2

Anatomy and biomechanics of the pelvis, lumbar and thoracic spine are discussed in the online coursework associated with the live version of this seminar. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is instructed. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 7201; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University

PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)

Hours: 3

This course discusses basic science principles and develops clinical skills needed to complete a differential examination and proceed to effective intervention of cranial, cervical, and upper thoracic spinal impairments. Course content presents general principles of functional anatomy, tissue and joint biomechanics, and

pathology/syndromes. Online discussions will encompass relevant research and clinical application. Prerequisites: PHT 7201; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University

PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

Hours: 2

This is an online course that explores the physical therapist's role in the evaluation and treatment of the lumbo-pelvic-hip system. The latest research in the biomechanics of the pelvic girdle is presented as well as a biomechanical and neurophysiological approach to the lumbo-pelvic-hip complex. The discussion of patient examination has an evidenced based focus. Topic areas include functional anatomy, biomechanics of the sacroiliac and pubic joints, selected pathologies, and dysfunctions. Clinical evaluation and treatment methods are demonstrated through the use of video clips. Prerequisites: PHT 7201 Introduction to Spinal Evaluation and Manipulation (S1); completion of the CPE seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University

PHT 7211 - Extremity Integration (E2)

Hours: 2

Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings required for this course and application to patient cases. Prerequisites: HSC 7210 Extremity Evaluation and Manipulation (E1); completion of the CPE seminar "Extremity Integration (E2)," offered by the University

PHT 7220 - Myofascial Manipulation (MF1)

Hours: 3

This course deals with the evaluation and treatment techniques of myofascial manipulation. The emphasis is placed on the relationship of the soft tissue structures to the mechanics of the spine. Principles of functional anatomy, posture, soft tissue anatomy, both normal and pathological, biomechanics of soft tissue, and treatment principles are presented. Prerequisite: Completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University

PHT 7250 - Preparation/Certification in Manual Therapy

Hours: 3

A 6-day lecture and lab review course is conducted at the University of St. Augustine campuses covering each of the prerequisite courses of basic sciences, spinal and extremity joint evaluation and treatment, and soft tissue manipulation. The instructors also present an update on information as needed. On the fifth day, a 3-hour, multiple-choice examination is conducted. On the sixth day each student receives four to five 20-minute oral/practical examinations to test retention, comprehension, and applied skills. A seventh day may be added for those late registrants the University could not examine on the sixth day.

PHT 7331 - Evaluation and Treatment of the Craniomandibular System (CF1)

Hours: 2

This is an online course that explores the physical therapist's role in the evaluation and treatment of the craniomandibular system. Normal cranial and cervical postural functions contribute significantly to the function of the temporomandibular articulations and to dental occlusal. The emphasis of the course is on the relationships of these various components of the craniomandibular system.

PHT 7332 - Intermediate Craniofacial (CF2)

Hours: 3

This is an online course that focuses on the etiology of craniofacial pain and pathology affecting the TMJ and related structures. Furthermore, since this is the first of three advanced courses on craniofacial pain, we will review and expand on the anatomy of the craniomandibular system, as well as exploring conventional radiography and advanced imaging for this area. The emphasis of the course is on understanding the etiological complexities of craniofacial pain and the place of the physical therapist in its treatment. Prerequisites: PHT 7331 Evaluation and Treatment of the Craniomandibular System; attendance at the continuing education seminar "Intermediate Cranio-Facial," conducted by the University

PHT 7333 - Advanced Craniofacial (CF3)

Hours: 3

This is an online course that focuses on the examination and treatment of craniofacial pain. The examination process, interview, observation, and physical examination is discussed in detail, with emphasis on reliability and validity of its various parts. Treatment is discussed, with a focus on the craniocervical junction and on patient

management. Additional topics in this course include an in-depth coverage of headaches and diagnostic classifications. Prerequisite: PHT 7332 Intermediate Craniofacial; attendance to the continuing education seminar "Advanced Craniofacial," conducted by the University

PHT 7334 - State of the Art Craniofacial

Hours: 1

This online course focuses on the examination and treatment of patients with craniofacial pain and temporomandibular disorders that are managed with dental appliances and surgical interventions. It covers oral/maxillofacial surgery and orthognathic surgery, as well as interventions for internal temporomandibular derangement. Preoperative and postoperative treatments are discussed with emphasis on clinical decision making based on the current literature. Prerequisite: PHT 7333 Advanced Craniofacial (CF3); completion of all the University's craniofacial seminars

PHT 7350 - Preparation/Certification in Craniofacial Mandibular

Hours: 3

Certification preparation and testing is 5 days in duration. The week includes review and updates in all craniofacial areas including basic science, spinal, sub-cranial, and TMJ examination and treatment techniques. Tests include oral, practical, and written exams.

PHT 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000

PHT 7470 - Clinical Integration I: Reflective Practice

Hours: 8

The purpose of this course is to broaden and deepen the knowledge and understanding of the value of physical therapy and utilize reflective self-assessments of their current professional development. Student will develop a learning plan with outcomes to guide them throughout the remainder of their educational program. The student will be a PT

practitioner with a clinical work history who is required to be engaged in active PT practice (in a workplace, didactic activities, and/or other related forms of practice) during the course. This will allow the student the opportunity to apply the theory and skills acquired in their didactic course work within the clinical setting and to reflect on and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence

Hours: 8

The purpose of this course is to broaden and deepen the knowledge and understanding of the value of physical therapy, the importance of lifelong learning and how continuing competence can be exhibited within the profession. Students will perform self-reflection activities of current and past professional lifelong learning and competence development and will develop a learning plan with outcomes to guide them throughout the remainder of their educational program. The student will be a PT practitioner with a clinical work history who is required to be engaged in active PT practice (in a workplace, didactic activities, and/or other related forms of practice) during the course. This will allow the student the opportunity to apply the theory and skills acquired in their didactic course work within the clinical setting and to reflect on and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7473 - Clinical Integration III: Teaching Strategies

Hours: 8

This purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that teaching plays. This includes the teaching/instructing practitioners provide to patients, caregivers, colleagues, and other health care workers and how practitioners can improve their skill and expertise. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7474 - Clinical Integration IV: Leadership

Hours: 8

The purpose of this course is to broaden and deepen the knowledge and value of physical therapy and the critical role that mentoring plays within our profession. Students will perform self-reflection activities of current and past professional mentorship

development and will develop a learning plan with outcomes to guide them throughout the remainder of their educational program. The student will be a PT practitioner with a clinical work history who is required to be engaged in active PT practice (in a workplace, didactic activities, and/or other related forms of practice) during the course. This will allow the student the opportunity to apply the theory and skills acquired in their didactic course work within the clinical setting and to reflect on and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice

Hours: 6

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that mentoring plays within the profession. Mentoring roles and the mentoring relationship will be discussed, and students will reflect on their experiences and how they can develop skills in this area. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and to reflect on and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7496 - Capstone Project I

Hours: 1

This is an integration of the knowledge and skills appropriate to a student's specialty area. By developing a short proposal, students have an opportunity to reflect on learning achieved in the DPT program and the clinical education experiences related to their content learning in the program. The student is expected to summarize the topic and content of the capstone project. The students will review and apply professional writing skills in the proposal. Based on the suggested capstone topic, the student will be assigned a Faculty Advisor. Prerequisite: Completion of all required and elective DPT coursework (but not including completion of Preparation/Certification)

PHT 7497 - Capstone Project II

Hours: 4

This is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory and practice, students have the opportunity to explore various approaches in the delivery of rehabilitation services. Under advisement of a faculty member, the student has two options in completing this project. One option is to identify unique and significant problems in clinical treatment and develop one publishable patient

case report. The second option is to develop one publishable article related to critical issues in the delivery of health care today. Prerequisite: PHT 7496 Capstone Project I

PHT 7850 - Preparation/Certification in Primary Care

Hours: 3

This is a 6-day lab and lecture review course conducted on the St. Augustine, Florida, campus. Students complete pre-course self-directed review of prerequisite material along with attendance of 5 days of instructor-led review of didactic and laboratory material. On the fifth and sixth days there is a 3-hour written examination and individual oral/practical examinations conducted by faculty members from each prerequisite course. These exams are a test of retention, comprehension, and application to clinical practice. When all areas of the examination are passed, the student receives a certificate of competency in the clinical areas tested.

Physician Assistant

PAC 5101C - Clinical Anatomy

Hours: 5

This course is a lecture and laboratory-based foundational basic science course. The course is designed to help the student create a foundational knowledge of anatomy that is critical for all future clinical courses. The course has a distinctly clinical approach to exposing students to how clinicians view anatomy within clinical practice. The course also focuses on breaks in anatomy for first exposure to clinical reasoning and problem-solving skills that are required in future courses. Finally, the course introduces the student to proper anatomic terms and medical terminology.

PAC 5116 - Human Physiology and Pathophysiology

Hours: 5

This course focuses on the aspects of human physiology that are most important to build a basic science foundation for future clinical practice. The focus is that all disease and injury to the human body is a deviation from normal anatomy and physiology. The material focuses on normal physiology (and some anatomy), clinically relevant pathophysiology, and genetic and molecular mechanisms of health and disease. Instruction introduces how clinicians use "breaks" in homeostasis to diagnosis and treat disease.

PAC 5123 - PA Roles and Responsibilities

Hours: 2

This course introduces the physician assistant student to topics related to the physician assistant profession. Instruction covers the role of the PA and its relationship with other healthcare providers; historical aspects of the PA profession; professional organizations; and PA policy, laws, and regulations regarding professional practice and conduct. Instruction also covers professional wellness and professional conduct.

PAC 5128 - Pharmacology

Hours: 3

This course focuses on providing foundational knowledge of pharmacology that is critical for understanding and applying therapeutics. Topics include the principles of drug absorption, distribution, metabolism, excretion, and the mechanisms of drugs to enable the rational use of effective agents in diagnosing and treating disease. Major emphasis is placed on mechanisms of action, indications, adverse effects, and drug interactions.

PAC 5202 - Diagnostic Studies and Medical Imaging

Hours: 4

This course focuses on common medical diagnostic and medical imaging tests used to help diagnose a variety of medical conditions. Students learn both normal and abnormal values and images to interpret basic primary care diagnostic and imaging tests. Students begin foundational work on using laboratory and imaging findings to build differential diagnosis and monitoring of disorders commonly found in clinical practice.
Prerequisites: PAC 5101C, PAC 5116, PAC 5123, PAC 5128, IPE 7001. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5207 - Nutrition and Wellness

Hours: 3

This course is designed to provide foundational knowledge for clinical analysis of the pathophysiological and metabolic basis for nutritional management in the prevention and treatment of chronic diseases. Students focus on the application of these principles to patient cases. Additional wellness topics expose students to how nutrition, physical activity, restorative sleep, stress management, avoidance of risky substances, and positive social connections are vital components in the production of health and in the prevention and treatment of disease. The focus is to introduce PA students to how a holistic approach to patient care can maximize a patient's health and wellness.

Prerequisites: PAC 5101C PAC 5116 PAC 5123 PAC 5128, IPE 7001. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5211 - Clinical Medicine and Pharmacotherapeutics 1

Hours: 5

This course is the first of a three-part series covering clinical medical care across the life span from prenatal through elderly including preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis, and non-pharmacologic management of specific disease states. Primary conditions covered are based on the content areas and blueprint conditions as found in the NCCPA PANCE Exam, PAEA's EOR exams, and the EOC exam.
Prerequisites: PAC 5101C PAC 5116 PAC 5123 PAC 5128, IPE 7001. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5219C - Patient History

Hours: 3

This course is the first of a three-part series teaching physician assistant students how to perform an accurate and thorough history and physical exam, develop a differential diagnosis, and initiate patient management decisions. Focus is on clinical reasoning and problem-solving using clinical cases. In this course, students learn the foundational material for medical interviews and communication. Interpersonal communication skills and professionalism are emphasized in the instruction of all patient encounters.
Prerequisites: PAC 5101C PAC 5116 PAC 5123 PAC 5128, IPE 7001. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5227 - Interpreting the Medical Literature and EBM

Hours: 3

This course is designed to expose students to some of the most common study designs found in the medical literature and the associated statistical analysis within the clinical environment. A focus is to prepare students to develop and apply the principles of research design within populations to enable an independent critical appraisal of the medical literature. The second part of the class focuses on evidence-based medicine and its application in clinical practice and with patients. Research skills developed in this course emphasize a systematic and scientific approach to problem-solving.

Prerequisites: PAC 5101C PAC 5116 PAC 5123 PAC 5128, IPE 7001. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5322 - Clinical Medicine and Pharmacotherapeutics 2

Hours: 5

This course is the second of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis, and non-pharmacologic management of specific disease states. Primary conditions covered are based on the content areas and blueprint conditions as found in the NCCPA PANCE Exam, PAEA's EOR exams, and the EOC exam.
Prerequisites: PAC 5202, PAC 5207, PAC 5211, PAC 5219C, PAC 5227. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5329C - Patient Evaluation

Hours: 3

This course is the second of a three-part series teaching physician assistant students how to perform an accurate and thorough history and physical exam, develop a differential diagnosis, and initiate patient management decisions. This course focuses on clinical reasoning and problem-solving using clinical cases. In this course, students learn the foundational material for the physical exam (objective portion). Interpersonal communication skills and professionalism are emphasized in the instruction of all patient encounters. Prerequisites: PAC 5202, PAC 5207, PAC 5211, PAC 5219C, PAC 5227. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5333C - Surgery and Emergency Medicine

Hours: 3

This course introduces students to the role of emergency medicine and general surgery principles. This includes recognition of immediately life-threatening conditions and appropriate interventions and the diagnoses and treatment of common acute conditions associated with emergency and surgical pathology/conditions. Topics related to pre-operative, intra-operative, and post-operative care include aseptic practices, infectious processes, wound healing, anesthesia, surgical supplies, equipment, and instruments. Prerequisites: PAC 5202, PAC 5207, PAC 5211, PAC 5219C, PAC 5227. The instructor

or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5344 - Social and Behavioral Medicine

Hours: 2

This course examines various areas of social and behavioral sciences and their application to clinical practice. Specific topics include death, dying and loss, human sexuality, normal and abnormal development across the life span, patient response to illness or injury, patient response to stress, substance use disorders, and violence identification and prevention. Additionally, there is a focus on diagnosis, treatment, and prevention of psychiatric/behavioral conditions using the DSM-V as a guide.
Prerequisites: PAC 5202, PAC 5207, PAC 5211, PAC 5219C, PAC 5227. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5348 - Pediatrics

Hours: 2

Lecture/discussion format is utilized to introduce the physician assistant student to the fundamentals of general pediatrics with a focus on growth and development, the impact of support systems and society on the health and wellbeing of the child, and a review of various disease states/disorders encountered in the pediatric population.
Prerequisites: PAC 5202, PAC 5207, PAC 5211, PAC 5219C, PAC 5227. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5433 - Clinical Medicine and Pharmacotherapeutics 3

Hours: 5

This course is the third of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis, and non-pharmacologic management of specific disease states. Primary conditions covered are based on the content areas and blueprint conditions as found in the NCCPA PANCE Exam, PAEA's EOR exams, and the EOC exam.
Prerequisites: PAC 5322, PAC 5329C, PAC 5333C, PAC 5344, PAC 5348. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5439C - Patient Management

Hours: 3

This course is the third of a three-part series teaching physician assistant student how to perform an accurate and thorough history and physical exam, develop differential diagnosis, and initiate patient management decisions. This course focuses on clinical reasoning and problem-solving using clinical cases. In this course, students apply the foundational knowledge from the patient history and patient evaluation courses and emphasize the clinical application, problem-solving, and clinical reasoning needed for a patient encounter. Students demonstrate medical documentation, diagnostic process, and ability to develop a diagnosis and treatment plans. Interpersonal communication skills and professionalism are emphasized in the instruction of all patient encounters. Prerequisites: PAC 5322, PAC 5329C, PAC 5333C, PAC 5344, PAC 5348. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5442C - Clinical and Technical Skills

Hours: 4

This course is designed to provide instruction and practice in a wide range of medical and surgical procedures. A focus is placed on primary care outpatient procedures with a demonstration of competency. Students are also introduced to other procedures that could be expected of PAs in specialty settings. Students are also exposed to curriculums of basic life support and Advanced Cardiac Life Support courses. Prerequisites: PAC 5322, PAC 5329C, PAC 5333C, PAC 5344, PAC 5348, IPE 7001. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5453 - Clinical Integration

Hours: 1

This course is designed to provide students with a course to integrate material from previous studies with a focus on the continued development of clinical reasoning and problem-solving. Students also work on interpersonal and communication skills that effectively exchange information and collaboration with patients, their families, and other health professionals using a student-led, case-based format. Students work through clinical encounters at all levels with faculty guidance throughout the process. Prerequisites: PAC 5322, PAC 5329C, PAC 5333C, PAC 5344, PAC 5348, IPE 7200. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5459 - Medical Ethics and Issues in Professional Practice

Hours: 3

This course has three components: 1) Focus on the principles and practice of medical ethics, providing a method and examples for identifying, analyzing, and resolving ethical issues in clinical medicine. Additionally, in-depth discussions examine a wide variety of ethical dilemmas encountered in health and medicine. 2) Focus on patient safety, prevention of medical errors, quality improvement, and risk management within the clinical environment. 3) Review and discuss current issues within the professional practice environment. Prerequisites: PAC 5322, PAC 5329C, PAC 5333C, PAC 5344, PAC 5348, IPE 7200. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 5462 - Psychosocial Dynamics in Medicine

Hours: 2

This course reflects the complexity of human societies and relationships, and the importance of subjective, cultural factors (including moral and spiritual values) to quality of life. The course starts with the principles of vulnerable and underserved populations and moves into practical strategies in addressing social determinants of health in clinical settings and within unique populations. Prerequisites:PAC 5322 PAC 5329C PAC 5333C PAC 5344 PAC 5348, IPE 7200. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

PAC 6501 - Formative Experience

Hours: 2

This course is designed to assess the student's progression in meeting program competencies and preparedness to enter clinical rotations. Students are assessed (Pass/Fail) on all program competencies through knowledge tests, OSCEs, and skill stations. Students must demonstrate a minimum competency in all domains to pass the course; however, the primary focus is to identify each student's areas of strength and weakness to allow remediation activities to occur prior to entering the clinical phase of the program. Additionally, any health systems' onboarding required to enter clinical rotations are covered. Prerequisite: Successful completion of PA didactic coursework.

PAC 6511 - Family Medicine SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) core rotations are are weeks in length and take place in off-campus medical facilities. This SCPE is designed to introduce the

physician assistant student to the fundamentals of family medicine as practiced in the office, clinic, or outpatient setting. The understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and preventative recommendations. Students manage medical patients across the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the program and preceptor. Prerequisites: Successful completion of PA didactic coursework.

PAC 6522 - Internal Medicine SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) core rotations are four weeks in length and take place in off-campus medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of internal medicine. The understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students manage medical patients across the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the program and preceptor. Prerequisites: Successful completion of PA didactic coursework.

PAC 6531 - Core Content 1

Hours: 2

This course is a part one of a three course series designed to provide students with broad-based clinical knowledge that may not be found within the required supervised clinical practice experiences (SCPEs) but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students' progression toward meeting the PA program competencies and to help prepare students for the Physician Assistant National Certifying Exam (PANCE). Material is tailored to each cohort's areas of weakness as assessed during the Formative Experience course. Prerequisite: Successful completion of PA didactic courswork.

PAC 6533 - Pediatrics Medicine SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) core rotations are four weeks in length and take place in off-campus medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of providing medical care for the pediatric population from birth through adolescence. The formulation and understanding of various medical disorders seen in the pediatric setting is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students manage pediatric patients from birth through adolescence and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the preceptor. Prerequisites: Successful completion of PA didactic coursework.

PAC 6544 - Women's Health SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) core rotations are four weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the various women's health issues, diseases/disorders including prenatal and gynecologic care. The understanding of various gynecological and obstetric medical and surgical issues is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and preventative recommendations. Students manage common women's health issues across the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the program and preceptor. Prerequisites: Successful completion of PA didactic coursework.

PAC 6632 - Core Content 2

Hours: 1

This course is part two of a three course series designed to provide students with broad-based clinical knowledge that may not be found within the required supervised clinical

practice experiences (SCPEs) but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students' progression toward meeting the PA program competencies and help prepare students for the Physician Assistant National Certifying Exam (PANCE). Material is tailored to each cohort's areas of weakness as assessed during the Formative Experience course. Prerequisite: Successful completion of PA didactic coursework.

PAC 6655 - Emergency Medicine SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) core rotations are four weeks in length and take place in off-campus medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of urgent care and emergency medicine. The understanding of management of various disease states seen in emergency medicine is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care
and preventative recommendations. Students manage medical and surgical patients across the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the program and preceptor. Prerequisites: Successful completion of PA didactic coursework.

PAC 6666 - Behavioral and Mental Health Care SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) core rotations are four weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of behavioral medicine and explore the psychosocial and behavioral components of health, disease, and disability. The understanding of various psychiatric disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and preventative recommendations. Students manage patients with various mental illnesses and disabilities and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations,

and additional assignments as assigned by the program and preceptor. Prerequisites: Successful completion of PA didactic courses.

PAC 6733 - Core Content 3

Hours: 1

This course is part three of a three course series designed to provide students with broad-based clinical knowledge that may not be found within the required supervised clinical practice experiences (SCPEs) but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students' progression toward meeting the PA program competencies and help prepare students for the Physician Assistant National Certifying Exam (PANCE). Material is tailored to each cohort's areas of weakness as assessed during the Formative Experience course. Prerequisite: Successful completion of PA didactic coursework.

PAC 6742 - Summative Experience

Hours: 1

This course is designed to assess the student's progression in meeting program competencies and preparedness to sit for the national boards and enter clinical practice. Students are assessed (P/F) on all program competencies through knowledge tests, OSCEs, and skill stations. Students must demonstrate a minimum competency in all domains to pass the course. Sucessful completion of this course is an accreditation requirement for program endorsement of student eligibility to sit for the PANCE exam. Prerequisite: Successful completion of all PA didactic coursework and clinical rotations.

PAC 6777 - Surgery SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) core rotations are four weeks in length and take place in off-campus medical facilities. This SCPE is designed to introduce the physician assistant student to various surgically manageable disease processes across the lifespan, in the pre-operative, intra-operative and post-operative settings. The understanding of various surgical procedures and surgical management of patients is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and preventative recommendations. Students manage acute/emergent and non-emergent surgical cases under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare

disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the program and preceptor. Prerequisites: Successful completion of PA didactic coursework.

PAC 6788 - Elective SCPE

Hours: 4

Supervised Clinical Practice Experience (SCPE) elective rotations are four weeks in length and take place in off-campus medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of the elective that they choose to study. The formulation and understanding of various disorders encountered in the chosen elective discipline is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students manage medical patients throughout the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the preceptor. Prerequisites: Successful completion of PA didactic coursework.

PAC 6789 - Elective 2 SCPE

Hours: 4

Supervised clinical practice experience (SCPE) elective rotations are four weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of the elective they choose to study. The formulation and understanding of various disorders encountered in the chosen elective discipline is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students manage medical patients throughout the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations, and additional assignments as assigned by the preceptor. Successful completion of PA didactic coursework.

Speech-Language Pathology

SLP 5002 - Audiology and Aural Rehabilitation

Hours: 3

This course involves an introduction to the field of audiology and examines the diagnosis and treatment of hearing disorders across the lifespan. Students will study audiometric test methods, as well as nonmedical rehabilitation options for the treatment of audiological disorders.

SLP 5003 - Introduction to Audiology

Hours: 3

This course presents concepts and rationale underlying the measurement of hearing and balance disorders, with special reference to hearing science, anatomy and physiology, and measurement techniques.

SLP 5005 - Aural Rehabilitation

Hours: 3

This course involves an introduction to the field of audiologic rehabilitation and examines the treatment of hearing disorders across the lifespan. Students study hearing technology, educational considerations, and nonmedical rehabilitation options for the treatment of audiological disorders.

SLP 5008 - Speech Anatomy and Physiology

Hours: 3

This course involves the study of the anatomy and physiology of the speech and hearing mechanisms. Students will study the structure and function of the skeletal, neurological, and muscular systems for respiration, phonation, articulation and resonation, as well as mastication and deglutition and the hearing mechanism. The organization and physiology of related nervous systems and functional implications will be explored.

SLP 5014 - Introduction to Communication Sciences and Disorders

Hours: 3

This course introduces students to the professions and field of communication sciences and disorders (CSD) and involves basic concepts related to communication, speech,

and language; typical development, anatomy, and physiology; as well as communication disorders occurring across the lifespan. Cultural differences, communication disturbances and disorders related to identification, assessment, and evidenced-based treatment will be explored.

SLP 5026 - Phonetics

Hours: 3

This course explores the International Phonetic Alphabet (IPA) and students learn to transcribe normal and disordered speech, while studying variations among regional and cultural dialects along with implications. Motoric bases of speech production and introduces basic principles of speech acoustics and spectrographic instrumentation will be introduced.

SLP 5032 - Normal Speech and Language Development

Hours: 3

This course involves theoretical concepts and research findings concerning the normal developmental processes of speech and language learning and provides an understanding of child speech and language from infancy through adolescence, focusing on normal development. Students will study language and literacy development for monolingual and bilingual children.

SLP 5110 - Early Language Disorders

Hours: 3

This course examines normal and disordered language development from infancy through early school age including prelinguistic and paralinguistic communication, language, phonology, fluency, voice and pragmatics. Multisensory intervention strategies for successful communication skills, assessment, and treatment of children with varied developmental, linguistic or cultural differences will be explored.

SLP 5112 - Clinical Practicum I

Hours: 3

Students will complete coursework and clinical experiences in screening, prevention, assessment, and intervention of communication and swallowing disorders. Corequisite: Enrolled in first term coursework.

SLP 5115 - Speech Sound Disorders

Hours: 3

This course applies knowledge of normal and disordered speech to speech sound disorders. Identification, assessment, and treatment strategies will be examined. The role of dialect, language differences versus disorders, and cultural variance will be explored.

SLP 5125 - Clinical Neuroscience for Speech-Language Pathology

Hours: 3

This course focuses on foundations of neuroanatomy and neurophysiology that underlies speech, language, hearing, cognition, emotion and swallowing. Emphasis on application to neurological conditions seen in clinical practice.

SLP 5205 - Evidence Based Practice for Speech-Language Pathology

Hours: 3

This course examines the relevance and use of evidence-based research and practice for SLPs to improve outcomes for clients receiving speech-language therapy services. Students will explore
research designs, methodologies, interpretation and analysis to be able to critically appraise and utilize written research, therapy strategies and evidence-based therapy materials.

SLP 5220 - Adult Neurogenic Disorders

Hours: 3

This course explores the neural bases, etiology, characteristics, prognosis, recovery, differential diagnosis, and treatment of neurogenic disorders including aphasia and apraxia of speech. Cultural and linguistic differences will be addressed. Prerequisites: SLP 5110, SLP 5111, SLP 5115, SLP 5125

SLP 5230 - School Age Language Disorders

Hours: 3

This course examines advanced topics in the etiology, diagnosis, and remediation of language disorders in school-age children. The course also explores issues related to cultural and linguistic diversity. Prerequisites: SLP 5110, SLP 5111, SLP 5115, SLP 5125

SLP 5232 - Clinical Practicum II: Diagnostic Fundamentals

Hours: 3

Students will complete coursework and clinical experiences participating in direct assessment and therapy activities including screening, prevention, assessment, intervention, and treatment of communication and swallowing disorders. Successful completion of all Trimester 1 courses.

SLP 5235 - Dysphagia

Hours: 3

This course explores an overview of normal and abnormal swallowing function across the lifespan. Anatomical and physiological bases of swallowing disorders, assessment and treatment approaches with varied clinical and cultural populations are explored. Prerequisites: SLP 5110, SLP 5111, SLP 5115, SLP 5125

SLP 5305 - Research Methods and Evidence-Based Practice in Speech-Language Pathology

Hours: 3

This course will familiarize students with the research processes used in the field of communication sciences and disorders. Students in this course will learn to become critical consumers of research by evaluating research methodologies, designs, and analyses. Ethical issues and integration of research principles into evidence-based clinical practice will be explored.
Prerequisites: SLP 5220, SLP 5230, SLP 5235, SLP 5222

SLP 5306 - Evidence Informed Practice: Research Fundamentals

Hours: 3

This course familiarizes students with the research processes used in health science disciplines. Students in this course will learn to become critical consumers of research by evaluating research methodologies, designs, and analyses. Ethical issues and integration of research principles into evidence-based clinical practice will be explored. Interprofessional collaboration will be introduced and applied to evidence-informed research and practice.

SLP 5313 - Clinical Practicum III

Hours: 3

Students will complete coursework and clinical experiences in screening, prevention, assessment, and intervention of communication and swallowing disorders.

SLP 5320 - Research Review, Critique, and Synthesis in Speech-Language Pathology

Hours: 1

Students participate in the steps necessary to write a literature review and conduct a search of the professional literature, read and critically evaluate research articles, and integrate and synthesize professional literature that culminates in a written literature review on a topic in speech-language pathology or interprofessional practice. Successful completion of second-trimester courses and concurrent enrollment in HSC EIP 5136. Co-requisite: HSC 5136.

SLP 5340 - Fluency & Fluency Disorders

Hours: 3

This course examines theories of the cause and onset of fluency disorders such as stuttering and cluttering. An introduction to basic clinical and experimental approaches to fluency disorders with varied clinical and cultural populations will be explored. Prerequisites: SLP 5220, SLP 5230, SLP 5235, SLP 5222

SLP 5345 - Motor Speech and Cognitive-Communication Disorders

Hours: 3

The first half of this course examines motor speech disorders with a focus on etiology, characteristics, differential diagnosis, and intervention. The second half focuses on cognitive-communication disorders across the lifespan, including traumatic brain injury, right hemisphere syndrome, and dementia. There is an emphasis on the neural bases, etiology, characteristics, prognosis, recovery, differential diagnosis, and treatment of these disorders. Prerequisites: Successful completion of SLP 5220, SLP 5230, SLP 5235, SLP 5222

SLP 5404 - Clinical Practicum IV

Hours: 3

Students will complete coursework and clinical experiences participating in direct assessment and therapy activities including screening, prevention, assessment, intervention, and treatment of communication and swallowing disorders. Counseling practices for speech-language pathologists will be explored. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5415 - Autism and Social Communication Disorders

Hours: 2

This course explores assessment and interventions for individuals with social and pragmatic communication disorders across the lifespan including specific challenges for children with autistic disorders.

SLP 5450 - Augmentative and Alternative Communication

Hours: 2

This course explores approaches to augmentative and alternative communication including assessment and intervention. Hands-on and/or case-based experience with various methods of AAC strategies and devices will provide students with a foundation for selection, programming, and intervention strategies with varied clinical and cultural populations across the life span. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5455 - Voice & Velopharyngeal Disorders

Hours: 3

This course explores the study of theoretical, diagnostic, and treatment issues in functional, organic, neurogenic, and psychogenic voice disorders. Implications for varied clinical and cultural populations are examined. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5460 - Professional Issues in Speech-Language Pathology

Hours: 3

This course examines professional issues including history, employment, workforce issues, service delivery, ethics, credentialing/licensure, advocacy, diversity, interprofessional education/interprofessional practice, supervision, telehealth, and

professional organizations. Healthcare and education policies for SLP practice are also explored. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5465 - Culminating Case Report

Hours: 3

Advanced seminar examining current and trending topics of present and future interest within the field of speech language pathology. A major culminating project on a clinical issues topic will be completed and presented in an evidence-based case report. The assessment, treatment, and management of issues for varied clinical and cultural populations in the settings will be emphasized.

SLP 5515 - Clinical Practicum V

Hours: 3

Students complete coursework and clinical experiences participating in direct assessment and therapy activities including screening, prevention, assessment, and intervention of communication and swallowing disorders. Considerations and practices for culturally and linguistically diverse populations will be explored
Pre-requisite: Successful completion of all Trimester 4 coursework.

SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology

Hours: 3

This course prepares students to demonstrate knowledge and competencies across the SLP scope of practice including current and trending topics. Prevention, assessment and intervention across settings, cultures, and the lifespan are discussed and evaluated via praxis and case studies.
Prerequisites: SLP 5450, SLP 5455, SLP 5415, and SLP 5404. The instructor or student may seek an exception to the prerequisites via the program director.

(Formerly named Culminating Course Report)

University Faculty

Last Updated April 2023

The University carefully chooses faculty who are educators and practitioners with proven ability to provide students with a meaningful and exciting educational experience relevant to clinical practice. All members of the faculty possess a mastery of their field and a practical hands-on approach to their specialty. The University is proud of its faculty, their strengths and diversity, as well as their commitment to the mission of the University.

Faculty location designations are as follows:

- CASM - San Marcos, California campus
- FLSA - St. Augustine, Florida campus
- FLMI - Miami, Florida, campus
- TXAU - Austin, Texas campus
- TXDA - Dallas, Texas campus
- DE - Distance Education

John Abt, PhD, ATC, Contributing Faculty – TXDA
BS University of Pittsburgh – Movement Science
MS University of Pittsburgh – Sports Medicine
PhD University of Pittsburgh – Rehabilitation Science

Jacqueline Achon, Instructor – FLMI

Vibhor Agrawal, Associate Professor – FLMI
BS University of Bombay, Mumbai, India – Biomedical Engineering
MS University of Toledo – Biomechanics
PhD University of Miami – Biomechanics

Sunddip Aguilar, Program Director, EdD, Associate Professor – DE, FLSA
BSc Simon Fraser University – Biology
BEd University of British Columbia – Curriculum & Instruction
MEd University of Phoenix – Secondary Education
EdD University of Phoenix – Leadership & Administration

Hilmir Agustsson, DPT, Assistant Professor – FLSA
BSc University of Alberta – Physical Therapy
MHSc University of St. Augustine for Health Sciences – Health Sciences
DPT University of St. Augustine for Health Sciences – Physical Therapy
PhD Nova Southeastern University – Physical Therapy

Mansoor Alameri, PT, MPT, PhD, ACCE, Assistant Professor – TXAU
BS October Sixth University – Physical Therapy
MS Loma Linda University – Physical Therapy
PhD Loma Linda University – Physical Therapy

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BS King Saud University – Speech and Hearing Science
MS Texas A&M University Kingsville – Communication Sciences and Disorders
PhD Arizona State University – Speech and Hearing Science

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BSN Southeastern Louisiana University – Nursing
MSN University of South Alabama – Family Nurse Practitioner
DNP Troy University – Nursing

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BSc Hashemite University – Physical Therapy
MPT Loma Linda University – Physical Therapy
PhD Loma Linda University – Rehabilitation Science

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BS King Saud University – Rehab Sciences/Physical Therapy
MS University of Pittsburgh – Neuromuscular Rehabilitation Sciences
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AAS San Antonio College – Graphic Design Interactive
BS University of Texas at Austin – Human Development and Family Sciences
MOT University of Texas at El Paso
EdD University of Texas at El Paso – Educational Leadership & Administration

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BS University of Miami – Microbiology
MS University of Miami – Sports Medicine
CPO Northwestern University – Prosthetics and Orthotics

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BS California State University Northridge – Health Sciences
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PhD University of Miami – Physical Therapy

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BSc Glasgow Caledonian University – Physiotherapy
DPT Texas Tech University – Physical Therapy

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BS Ohio University – Biology/Pre-medicine
MPT Cleveland State University – Physical Therapy

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BS Texas Tech Health Sciences Center – Occupational Therapy
MS Texas Tech University – Exercise and Sports Sciences
PhD Texas Tech University – Human Development and Family Studies

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PhD University of Northampton, United Kingdom – Sport Psychology

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MPT Samuel Merritt College – Physical Therapy

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MS University of Louisville – Anatomical Sciences and Neurobiology
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MBA, Colorado State University
PhD, Pennsylvania State University – Health Policy and Administration

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PhD State University of Campinas – Child and Adolescent Health
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MHSc Nova Southeastern University – Health Sciences – Higher Education
DHSc Nova Southeastern University – Education in Health Care Professionals

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BS University of California – Biological Sciences/Exercise and Sport Sciences
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BS Mount Saint Mary's College – Physical Therapy
MS University of California, San Diego – Clinical Research
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BS Wake Forest University – Health and Sport Science
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BS University of Central Florida – Health Care Administration
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BS University of Southern California – Occupational Therapy
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BS Texas Christian University – Speech-Language Pathology
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