



University of St. Augustine for Health Sciences 2017- 2018 SUMMER Student Handbook

THIS PUBLICATION IS FOR
ACCREDITATION PURPOSES ONLY.

ALL STUDENTS, STAFF AND
FACULTY SHOULD REFER TO THE
WEB-BASED DOCUMENT ON THE
STUDENT PORTAL OR ON
WWW.USA.EDU

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Refer to catalog.usa.edu for current document

San Marcos Campus
700 Windy Point Drive
San Marcos, CA 92069

St. Augustine Campus
1 University Boulevard
St. Augustine, FL 32086

Austin Campus
5401 La Crosse Avenue
Austin, TX 78739

Miami Campus
11410 NW 20th St
Miami, FL 33172

Effective August 2018

800 S Douglas Rd
Coral Gables (Miami), FL 33134

800-241-1027

www.usa.edu

For Accreditation Purposes ONLY

Refer to catalog.usa.edu for current document

Introduction

This Student Handbook is designed to be a quick reference guide that is both informative and helpful. It is not a contract. It does not replace the official Catalog. It is a collection of information and policies, both general and specific, for the University of St. Augustine for Health Sciences' (USAHS; the University; the University of St. Augustine) degree programs. If any conflict appears to exist between this Handbook and statements in the Catalog, the Catalog takes precedence. The University reserves the right to make changes to the Student Handbook at any time. The Student Handbook and University Catalog can be found on the USAHS website, www.usa.edu, under the Admissions & Aid tab.

The University complies with and follows policies associated with the Americans with Disabilities Act, including the right of reasonable accommodation. It also does not discriminate by reason of race, religion, age, gender, sexual orientation, or ethnic creed.

Each student should carefully read the current issues of both the Student Handbook and the Catalog. Please complete and return the Student Handbook Acknowledgment Form to the Student Services Office.

University of St. Augustine for Health Sciences Mission

The mission of the University of St. Augustine for Health Sciences is the development of professional health care practitioners through innovative, individualized, and quality classroom, clinical, and distance education.

Expectations for Students in Professional Programs

Graduate health care 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 health care. 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 health care 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 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.

DEGREES OFFERED

Master of Occupational Therapy (MOT)

Master of Health Administration (MHA)

Master of Health Science (MHS)

Master of Science in Speech-Language Pathology (MS-SLP)

The Master of Science in Speech-Language Pathology at the University of St. Augustine for Health Sciences is pursuing candidacy status 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. USAHS is able to accept applications for this program but students will not be able to start classes until the school is in candidacy status.

Master of Science in Nursing (MSN)

Doctor of Physical Therapy (DPT)

Doctor of Occupational Therapy (OTD)

Doctor of Occupational Therapy Post-Professional (OTD)

Transitional Doctor of Physical Therapy (tDPT)

Doctor of Nursing Practice

Doctor of Education (EdD)

Doctor of Health Science (DHSc)

University of St. Augustine 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.

Dr. Divina Grossman, President/CAO
University of St. Augustine for Health Sciences
700 Windy Point Drive
San Marcos, CA 92069

Academic Calendar

FALL 2018 TRIMESTER

September 3	Labor Day - Administrative offices closed
September 4	Appeals committee meets - Time TBA Faculty retreat - Faculty return to campus
September 5	New (Full-time) Student Orientation Tuition due for all students
September 6	Fall trimester classes begin Session 1 online courses begin
September 14	Grades due Fieldwork IIA - Flex MOT (old curriculum)
September 24	Session 2 online courses begin Classes end for 7th term DPT
October 22	5th term DPT students return to campus (new curriculum)
October 26	Mid-course grades due to Progression Committee for 15 week classes Classes end for Flex DPT beginning Internship 1 (old curriculum)
October 29-31	Final Exams for Flex DPT beginning Internship 1 (old curriculum)
November 1	Grades due for Flex DPT beginning Internship I (old curriculum)
November 6	Mid-term Academic Appeals Committee meeting
November 12	Veterans Day observed - no classes; administrative offices closed
November 21	Thanksgiving holiday begins for student at noon; administrative offices close 3:00 p.m.
November 22-23	Thanksgiving holiday break - no classes; administrative offices closed
November 16	Classes resume
December 12	Grade due for ALL graduating students
December 14	Fall trimester classes end Fall term Commencement Exercises - St. Augustine campus

Fall term Commencement Exercises - Austin campus

Fall term Commencement Exercises - San Marcos campus

December 14-19 Final Examinations

End of term - Graduate degrees conferred - all campuses

December 19

Practical Exam retakes

December 20

Grades due by 5:00 pm local time for all students

December 24

Administrative offices closed through January 1, 2019

NOTE: CLASSES BEGIN ON MONDAY

SPRING 2019

January 2

Administrative offices reopen

Appeals committee meets - Time TBA

January 10

Faculty Retreat - faculty return to campus

New (full-time) student orientation

January 11

Tuition due for all students

Grades due for Fieldwork IIA - MOT

January 14

Spring trimester classes begin

Session 1 online classes begin

January 28

Session 2 online classes begin

Courses end for 5th term Flex MOT beginning Fieldwork IIA (old curriculum)

February 12

Final practical exams for 5th term Flex MOT beginning Fieldwork IIA (old curriculum)

February 15-19

President's Day holiday and Spring Break; no classes for students and faculty

February 18

President's Day holiday - campuses closed; administrative offices closed

March 1

Classes end for Flex DPT beginning Internship I (old curriculum)

March 4

5th term DPT student return to campus - Miami (new curriculum)

March 5-7

Final exams for Flex DPT beginning Internship I (old curriculum)

March 6

Mid-course grades due to Progression Committee - 15 week courses

March 8	Grades due for Flex DPT beginning Internship I (old curriculum) by 5:00 p.m. local time
March 12	Mid-term Academic Appeals Committee meeting
	Grades due for ALL graduating students
April 19	Spring trimester classes end
April 22-26	Final examinations
April 24	Practical exam retakes
April 26	End of term - degrees conferred - all campuses
April 25-28	Spring term commencement exercise weekend all campuses (date & time TBD)
April 29	Grades due by 5:00 p.m. local time for all students

SUMMER 2019

May 9	Appeals committee meets - Time TBD
	Faculty retreat - faculty return to campus
	New (full-time) student orientation
May 10	Tuition due for all students
	Summer trimester classes begin
May 13	Session 1 online courses begin
May 17	Fieldwork IIA grades due
May 27	Memorial Day Holiday - no classes; administrative offices closed
May 28	Session 2 online classes begin
June 7	Courses end for Flex MOT beginning Fieldwork IIA (old curriculum)
June 27	Courses end for Flex DPT beginning Internship I (old curriculum)
July 1	5th term DPT students return to campus (new curriculum)
July 1-3	Final exams for Flex DPT beginning Internship I (old curriculum)
July 3	Mid-course grades due to Progression Committee for 15 week classes
	Grades due for Flex DPT going on Internship I by 5:00 p.m. local time (old curriculum)
July 4	Administrative offices closed

July 4-5	Independence Day holiday for students - no classes
July 9	Mid-term Academic Appeals Committee meeting
	Grades due for ALL graduating students
August 16	Summer trimester classes end
August 19-23	Final examinations
August 22	Practical exam retakes
August 22-25	Summer term Commencement Exercise weekend - all campuses (date & time TBD)
August 23	End of term - Graduate degrees conferred - all campuses
August 26	Grades due by 5:00 p.m. local time for

FALL 2019 TRIMESTER

September 2	Labor Day - Campuses closed
	Appeals Committee meets - Time TBD
September 5	Faculty retreat - faculty return to campus
	New (full-time) student orientation
September 6	Tuition due for all students
	Fall trimester classes begin
September 9	Session 1 online courses begin
September 13	Grades due Fieldwork IIA - Flex MOT (old curriculum)
	Session 2 online courses begin
September 30	Classes end for 7th term DPT
October 25	Last day of class for Flex DPT going on Internship I (old curriculum)
October 28	5th term DPT student return to campus (new curriculum)
October 28-30	Final exams for Flex DPT beginning Internship I (old curriculum)
October 29	Mid-term Academic Appeals Committee meeting
October 30	Mid-course grades due to Progression Committee for 15 week classes
October 31	Grades due for Flex DPT beginning Internship I (old curriculum)

Refer to catalog.usa.edu for current document

November 11	Verents Day - no classes; administrative offices closed
November 27	Thanksgiving holiday begins for students at noon; administrative offices close 3:00 p.m.
November 28-29	Thanksgiving holiday break - no classes; administrative offices closed
December 2	Classes resume
December 13	Grades due for ALL graduating students
	Fall trimester classes end
December 12-15	Fall term Commencement Exercise weekend, all campuses (date & time TBD)
December 16 - 20	Final Examinations
	End of term - graduate degrees conferred
December 20	Practical exam retakes
	Grades due by 5:00 p.m. local time for all students
December 24	Administrative offices closed through January 1, 2020

Dates subject to change.

Post-Professional students should contact the appropriate Administrative Assistant for course registration dates.

For Accreditation Purposes ONLY

Student Services

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, pre-admission advisement, admissions and registrar functions, and alumni services. The staff value excellent customer service, timely and accurate communication, professionalism, and teamwork.

Academic Advisors

The University of St. Augustine for Health Sciences is committed to student success. With this in mind students are connected to an Academic Advisor. An Academic Advisor is available to support students in many ways during the days leading up to the first class and throughout the duration of the academic program.

Academic 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. Academic Advisors also have access to resources that can assist students with study strategies, time and stress management techniques, and organizational tips.

Academic Advisors partner with students to help them achieve their academic and professional goals and will check up on students from time to time just to see how they are progressing. Academic Advisors are on the front lines of student service and are always willing to answer questions and provide support.

Telephone: 800-241-1027

David Schoenherr, San Marcos Campus	ext. 2411	dschoenherr@usa.edu
Walter Miska, St. Augustine Campus	ext. 1338	wmiska@usa.edu
Kailynn Cannata, Austin Campus	ext. 3117	kcannata@usa.edu
Juliette Henry-Pitter, Miami Campus	ext. 4135	jhenrypitter@usa.edu
Sherrie Jensen, Post Professional Advisor	ext. 1354	sjensen@usa.edu
Frank Bennett, Post Professional Advisor	ext. 1225	fbennett@usa.edu

Admissions Office

The Admissions Office helps students move from applicant status to 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.

Bursar's Office

The Bursar's Office handles all billing and refunds.

Telephone: 800-241-1027

Susan Jones, Bursar Team Leader, Business Office, St. Augustine	ext. 1240	sjones@usa.edu
Candice Salazar, Business Office Bursar, Austin	ext. 3108	csalazar@usa.edu
Kristin Hitchcock, Business Office Bursar, San Marcos	ext. 2456	khitchcock@usa.edu
Tania McLaws, Business Office Bursar, Miami	ext. 4134	tmclaws@usa.edu

Career Services

Career Services provides services to students online via the Optimal Resume and Handshake platforms, through on-campus career fairs twice yearly, and via online career coaching. Once logged into the student portal, the Career Services tab can be accessed under the Student Services dropdown menu.

In Optimal Resume, students can create a resume 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 Resume to create an account.

In Handshake, students can create a career profile with a resume, post it for employers to view, and apply to job postings. Each semester, new students will be invited to join Handshake.

Career fairs are held twice a year on each campus. Here is the upcoming schedule:

Friday, June 8, 2018 – St. Augustine, FL Campus
10:00am-1:00pm

Friday, June 15, 2018 – Miami, FL Campus
10:00am-1:00pm

Friday, June 22, 2018 – Austin, TX Campus
10:00am-1:00pm

Friday, June 29, 2018 – San Marcos, CA Campus
10:00am-1:00pm

Students may request individual career coaching via Skype by emailing Dr. Morris.

Dr. LaDonna Morris, Manager of Career Services 904-770-3539 lmorris@usa.edu

Continuing Professional Education Office

The Office of Continuing Professional Education registers students for live seminars, online webinars/seminars and certification preparation and examination.

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

Enrollment Office

The Enrollment team assist prospective students from initial inquiry through the entire application completion process, including guidance on selecting the appropriate start date and modality, submitting required documents, and preparing the most competitive application. For questions or more information, please email enroll@usa.edu or, to speak to someone, please call 800-241-1027, ext. 2499.

Financial Aid Office

For financial aid information, visit Financial Aid on the website at: [Financial Aid Information](#).

Rhonda James, Director of Financial Aid/Financial Services 904-770-3584 rjames@usa.edu

Erica Kelly, Financial Aid Manager 904-770-3541 ekelly@usa.edu

Sonia Morris, Miami Campus 786-725-4039 smorris@usa.edu

Angela Valentin, St. Augustine Campus 904-770-3508 avalentin@usa.edu

Eloisa Augustus, Austin Campus 737-202-3306 eaugustus@usa.edu

Michael Thompson, Austin Campus 737-202-3353 mthompson@usa.edu

Mary Grawl, San Marcos Campus 760-410-5341 mgrawl@usa.edu

Jazmin Garcia, San Marcos Campus 760-410-5342 jgarcia@usa.edu

Information Resources/Library

For full details regarding library services and resources (including library hours) please visit the myUSA portal Library tab. Please direct all questions to library@usa.edu.

Registrar's Office

The main Registrar's Office for all degree programs is located on the St. Augustine campus with Registrar staff also located on the San Marcos campus. Any inquiries or requests for student information should be sent to the Registrar, University of St. Augustine for Health Sciences, 1 University Boulevard, St. Augustine, FL 32086, or email registrar@usa.edu.

The Registrar's Office is responsible for maintaining the official academic records for all students who enroll in academic degree programs. Holds may be placed on students' records, transcripts, grades, or registration because of financial or other obligations to the University. Satisfaction of the hold is required before a release can be given.

Telephone: 800-241-1027 ext. 1600

Diane Rondinelli, Registrar	ext. 1205	drondinelli@usa.edu
Laura Sanders, Associate Registrar	ext. 1295	lsanders@usa.edu
Cristina (Cris) Clark, Assistant Registrar	ext. 1305	cclark@usa.edu
Brooke Nelson, Assistant Registrar	ext. 2485	bnelson@usa.edu

Writing Center

The mission of the Writing Center at the University of St. Augustine for Health Sciences is to provide exceptional service to students across all modalities and 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; rather than simply correcting or writing portions of varying projects, we seek to develop our students into strong writers and editors through continued engagement with the writing process. Coaching appointments are made online via the WCONLINE platform where students can upload a file for review in either a live Skype session with a coach or via asynchronous feedback.

Students can reserve an appointment with one of our writing coaches on the Writing Center Online schedule. First time users will need to register their account using their USA email.

Writing Center information and resources can be accessed in the MyUSA student portal. The Writing Center tab can be found in the Student Services dropdown menu.

Hideki Nakazono, Writing Center Consultant 505-473-6445 hnakazono@usa.edu

Dr. LaDonna Morris, Manager of Writing Center 904-770-3539 lmorris@usa.edu

University Policies and Procedures

Academic Integrity Policy

Academic integrity means that all academic work represents the individual work of the stated author. Input and assistance from others must always be appropriate and fully acknowledged. Any deviation from this policy will be considered Academic Dishonesty.

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 turn in 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 in 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 taking an exam other than the appropriate student (it may also address misuse of a proctor); 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. The University of St. Augustine for Health Sciences 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

- resubmission of the assignment,
- an additional assignment, or
- reduction of grade per course syllabus and/or the Student 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

- a zero grade for an assignment,
- writing a paper on academic ethics, or
- reduction of grade, per course syllabus and/or the Student 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

These violations are the most serious type of offense:

- Copying another's exam
- 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 phone while taking an online exam
- A repeat offender—one who has been caught more than once in an act of academic dishonesty

Students committing Level Three academic dishonesty offenses will be referred to the Professional Misconduct Committee. The Professional Misconduct Committee will make appropriate recommendations to the designated Program Director. Actions may include dismissal from the program.

Address Changes

A student's legal home or permanent address (mailing address) is taken from the application for admission and subsequently from the student information form completed during orientation. It is the student's responsibility to change their address. Address changes should be made through the *myUSA* portal. Students should provide a local address once enrolled for emergency purposes.

Americans with Disabilities Act (ADA)

Assistance for Students with Disabilities

In accordance with the American with Disabilities Act (ADA), the University of St. Augustine for Health Sciences 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 the occupational therapy and physical therapy 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 reasonable accommodations, a student must complete the Reasonable Accommodation Request Form available through *myUSA*. New First Professional full-time and flex students receive this form along with instructions for making a request once they have submitted their tuition deposits.

Students should submit the completed form and appropriate documentation to disability@usa.edu no later than the first Friday after classes begin so that approved accommodations may be put in place as early as possible. A delay in submitting the request may result in not having approved accommodations for the first assignments/tests of the term. Students may ask the Academic Advisor for clarification of the process. The Director of Disability Services will review the request and inform the student in writing of the decision. The student will be asked to sign a form indicating his or her understanding of and agreement to the accommodations.

Faculty are to adhere to the approved accommodations as provided by the student and are encouraged to seek clarification from the Director of Disability Services should there be a question about the provision of an accommodation. Should a student request something different than what is approved, the faculty member, advisor, and/or Program Director should inform the student that only the approved accommodations will be provided. Should the student wish to alter the accommodation, he or she must make a request for changes in accommodations to the Director of Disability Services via disability@usa.edu; the form is available through *myUSA*.

Students with a disability should expect to maintain the standards that apply to all University students and request only the accommodations approved by this process. Being penalized for having a disability is unacceptable as is expecting more than reasonable accommodations.

Any discrepancy encountered by the student or faculty in the written accommodation plan should be brought to the Director of Disability Services for review and action. Student progress may be reviewed as to their ability to perform safely and appropriately in a clinical situation. Students will be advised in writing of concerns regarding clinical performance.

Disability Policy and Grievance Procedure

It is the policy of the University of St. Augustine for Health Sciences not to discriminate on the basis of disability. USAHS has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for USAHS to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

1. Grievances must be submitted to the Director of Disability Services and/or the Executive Director of Student Administration within 30 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
2. A complaint must be in writing, containing the name and contact information (including address) of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
3. The Director of Disability Services (or designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Director of Disability Services (or designee) will maintain the files and records of USAHS relating to such grievances. If the complaint is against another USAHS student and alleges a violation of the Student Code of Conduct, the matter will be referred to the Grievance Committee as outlined in the Student Handbook.
4. The Director of Disability Services (or designee) will issue a written decision on the grievance no later than 30 days after its filing, unless more time is needed. In cases where more time is needed, a written update of progress and actions taken will be provided no later than 30 days after its filing.
5. The person filing the grievance may appeal the decision of the Director of Disability Services (or designee) by writing to the President/Chief Academic Officer within 5 days of receiving the Director of Disability Services' decision. The President/Chief Academic Officer shall issue a written decision in response to the appeal no later than 30 days after its filing.
6. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education Office for Civil Rights.

USAHS will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Director of Disability Services (or designee) will be responsible for such arrangements.

Pets and Service Animals

USAHS prohibits pets (including but not limited to dogs, cats, birds, pigs, rodents, and reptiles) from all campus buildings and grounds. When campus security or facility personnel observe or become aware of a dog or pet on campus, they will ask the owner to immediately remove the animal from the premises.

Service Animals

USAHS's policy on service animals is written in compliance with ADA laws, regulations, and guidance provided by the Department of Justice.

- To learn more about service animals and the ADA see https://www.ada.gov/service_animals_2010.htm
- To review FAQs see https://www.ada.gov/regs2010/service_animal_qa.pdf

Service animals are welcome in USAHS buildings and on university grounds. Service animals may attend any class, meeting, or university event.

Service animals may be prohibited if the presence of the animal fundamentally alters the nature of a service or program or where the animal's presence may compromise a sterile environment. In addition, if a service animal is out of control and the handler does not take effective action to control it, or if it is not housebroken, that animal may be excluded.

USAHS has the authority to require that a service animal be removed from the premises if the service animal becomes unruly or disruptive, unclean, or unhealthy to the extent that the animal's behavior or condition poses a direct threat to the health and safety of others. If such behavior persists, the owner may be directed not to bring the animal onto USAHS grounds and facilities until the issue is resolved.

Definition of Service Animal

Under the ADA, a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Examples of service animal work includes guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, or calming a person with Post Traumatic Stress Disorder during an anxiety attack. Service animals are working animals, not pets.

Comfort Animals

USAHS does not allow the use of emotional support, therapy, comfort, or companion animals. Exceptions to this rule may be handled on a case by case basis.

Service Animals and Clinical Placement

Students requiring a service animal may experience limitations in the number of clinical sites available to them and their desired geographic location.

Responsibility of Service Animal Owners/Handlers

The owner/handler is responsible for cleaning up after their service animal and is expected to properly dispose of all animal waste.

The owner/handler is responsible for the cleanliness of their service animal. Daily grooming and regular baths should be performed to keep animal odor to a minimum. Flea control is essential, and preventative measures should be taken. In the event a flea problem develops, it should be dealt with immediately and effectively. Consideration of others must be taken into account when providing maintenance and hygiene of service animals.

Building Hours

Students may access campus buildings from 7:00 a.m. to 10:00 p.m. local time, except during holidays and term breaks as defined on the Academic Calendar. Business offices are open from 8:00 a.m. to 5:00 p.m. local time.

Austin campus weekend hours are 8:00 a.m. to 10:00 p.m. local time.

Business Days

The University offers classes 7 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.

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 an important call, or 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 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.

Copyright Policy

Purposes:

1. To enunciate the University's commitment to copyright compliance in the academic environment
2. To provide basic information on copyright protections 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

The University of St. Augustine for Health Sciences 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 or 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 Student Handbook, and additional information on copyright is readily available through the University library webpage 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.

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 a 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 © 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.

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 University library webpage.

Fair Use in Education

The University of St. Augustine 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 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 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 The University of St. Augustine 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

The University of St. Augustine 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 Student Handbook. Students are therefore expected to aware of and to comply with these policies. Students are encouraged to report 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.

Additional Information and Assistance

Copyright is a very complex area of the law, even for experts, so if you have 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 webpage.

All members of the University of St. Augustine 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 judgements.

Credit Hour Policy

Definition of Credit Hour

It is the policy of the University of St. Augustine for Health Sciences 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 1 semester or trimester of credit, or at least an equivalent amount of work over a different amount of time [Note: For example, a 2 credit hour course over a 15-week term would require at least 30 hours of direct academic engagement (2 hours/week) and 60 hours of student preparation time (4 hours/week) for the average student. If this same course was offered over 8 weeks, the same number of hours would be required for the term, but the weekly hours would change to 4 hours/week of academic engagement and 8 hours/week of out of class (preparation) work

2. Formal laboratory instruction is also direct faculty instruction and equates to 2–3 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 larger contact hours than non-lab courses.
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 internships, fieldwork, practice, and other academic work leading to the award of credit hours.
5. Fieldwork/Internships and Clinical Rotations are calculated at 45 hours = 1 credit hour.

Per the above, the University of St. Augustine for Health Sciences further defines "other academic activities" as practice of lab techniques (usually a range of 2-3 contact hours per 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 on a regular basis 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 of how contact hours are spent in both instruction and academic activities in the course syllabus

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, comprehensive project and dissertation.

Diversity

Diversity at the University of St. Augustine for Health Sciences 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 campuses: 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 gender, race, ethnic origin, age, disability, or sexual orientation; and
- offering educational support to all students, but especially to those with identified special needs.

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 acceptance 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.

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 only 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.

Enrollment Certifications

The 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 by logging onto the *myUSA* portal and opening the My Info tab, under My Verification. There is a link to Clearinghouse Self-Service. Questions regarding loan deferments should be directed to a team member from the Registrar office.

Faculty/Staff - Student Relations

The University is concerned that faculty and staff–student consensual romantic/sexual relations 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 romantic/sexual relationships with students can prove to be unwise and problematic and must be avoided. When consensual relationships occur any of the following may arise:

- Such relationships may undermine the real or perceived integrity of the supervision provided and the particular trust inherent in the student–faculty and staff 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, moreover, 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 and/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 romantic/sexual relationship with a student, the faculty and staff member must immediately notify his or her supervisor and remove him or herself from the academic decisions concerning the student in direct collaboration with their Program Director or supervisor.

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.

Financial Aid Satisfactory Academic Progress Policy - First Professional

The Office of Financial Aid monitors the Registrar's reporting of academic progress at the end of every trimester (payment period).

Qualitative Requirements

Prior to the completion of 59 credits for OT and 61 for DPT, it is expected that the student will meet the following minimum criteria:

At the completion of the first trimester (or 17 credit hours for OT and DPT) have a GPA of 2.0

At the completion of the second trimester (or 38 credit hours for OT and DPT) have a GPA of 2.3
 The University requires that all students enrolled in the professional education programs have a 2.50 GPA after the completion of the third (full-time) trimester, or 59 credits for OT and 61 credits for DPT, in the academic curriculum to continue in the respective program. If a student does not achieve this cumulative GPA he or she is dismissed from the program. Other reasons for dismissal include:

- An F is received in any course
- Two grade of D are received
- A student receiving a failing grade during fieldwork/internship (See the Clinical Education Handbooks - PT, OT)

Quantitative Requirements

- Complete at least 75% of all credits attempted each trimester

In addition to requirements set forth by above by the university's academic policy, the Office of Financial Aid enforces a maximum time frame for the receipt of federal financial aid as listed in the table below:

Program Format	Maximum Time Frame to Receive Federal Financial Aid
Doctor of Physical Therapy - (new starts 1/1/17 or later)	12 terms
Doctor of Physical Therapy - (students beginning before 1/1/17)	11 terms
Flex Doctor of Physical Therapy	18 terms
Doctor of Occupational Therapy	12 terms
Master of Occupational Therapy	9 terms
Flex Master of Occupational Therapy	14 terms
Dual Full-Time Master of Occupational Therapy/Doctor of Physical Therapy	15 terms

At each term's financial aid SAP review, the Office of Financial Aid will monitor the student's earned credits in relation to the number of terms remaining toward the maximum time frame. Students will be placed on warning if in jeopardy of not completing within the maximum time frame to receive federal aid.

Financial Aid Warning - Students who are below the minimum cumulative GPA, other grade related requirements for the program, term completion rate, and/or are in jeopardy of not completing within the maximum time are placed on financial aid warning for one term. Students receive written notification to their university e-mail account if they are placed on financial aid warning status. If the student is not in compliance after one term of financial aid warning, federal financial aid eligibility is terminated. The student is given the option to appeal to financial aid to determine if the student is eligible to receive financial aid for a period of one term of probation or for more terms while on an academic plan.

Students who wish to appeal must provide the Office of Financial Aid with a written request and supporting documentation for review. Students must be able to document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate and that their current situation will allow them to demonstrate satisfactory progress. Failure to provide supporting documentation will result in an automatic denial. All SAP decisions made by the Office of Financial Aid are final.

Students may regain eligibility for federal financial aid once all minimum academic standards are met.

A student is ineligible for federal financial aid when it becomes mathematically impossible to complete the program within the maximum timeframe established by the school. Students may appeal if federal aid is terminated due to this condition.

The additional policies will apply:

- Minimum financial aid GPA is cumulative for the current program of study.
- Financial aid attempted and completed credits are for the current program attempted at USAHS.
- The following grades adversely impact the measure of student pace toward the maximum time frame: I (incomplete), F (fail), U (unsatisfactory), W (withdrawal).
- Repeated courses: For course repetitions, only the most recent grade is counted in the cumulative GPA and the most recent credits are counted in the completed credits; course repetitions adversely affect the pace of a student's program completion.
- Incompletes: Incomplete grades at the time of SAP evaluation adversely impacts the pace of the program completion, but not the GPA. The final grade of the incomplete course is factored into the student's SAP calculations at the time of the next formal evaluation.
- Withdrawals: When a student withdrawal from a course, it has no effect on the GPA for the end of that term, it will, however, be factored into the student's Pace and Timeframe
- Leave of Absence: Periods of Official Leave of Absence are counted toward the maximum time frame and adversely affects the pace of a student's program completion
- Students must meet both the GPA and pace requirements within the defined maximum timeframe.
- Transfer credits are included in the earned and attempted credits but not calculated in the USAHS GPA.
- Financial aid attempted credits include all registered courses with the exception of courses dropped before the start of the term or during the drop period.
- For course repetitions, only the most recent grade is counted in the cumulative GPA and the most recent credits are counted in the completed credits
- The maximum timeframe will be reset for students completing a second or further degree at USAHS or changing from a non-degree to a degree-seeking status.
- The maximum timeframe for students who change programs without earning a degree is cumulative for all programs attempted and is measured against the maximum timeframe for the current program.
- The maximum timeframe excludes courses that are dropped before the start of the term or during the drop period.
- Financial aid progress requirements include all terms of enrollment, including periods in which the student did not receive federal aid.
- Courses that adversely impact financial aid academic progress cannot be removed from the academic transcript.

Financial Aid Satisfactory Academic Progress Policy - Post Professional

The Office of Financial Aid monitors the Registrar's reporting of academic progress at the end of every trimester (payment period).

Qualitative Requirements

Students in the Post-Professional programs must maintain a cumulative 3.0 GPA and not earn a grade below a C to be considered in good standing. Students who receive a grade of F in any course or receive a grade below C when retaking a course are dismissed from the university.

Quantitative Requirements

The university requires students to complete within a maximum timeframe and students who do not maintain a pace of at least 9 credits per year are dismissed from the university.

Students who fall below academic requirements are placed on academic probation by the university with an academic plan by the Academic Studies Progression Committee.

In addition to requirements set forth by above by the university's academic policy, the Office of Financial Aid monitors the students pace towards the maximum timeframe established by the university by comparing the credits earned to the maximum time remaining. Note that students are dismissed if they do not complete at least 9 credits per year but completing 9 credits may not necessarily put them on a pace to graduate within the maximum timeframe. Additional credits per trimester/year may be needed to be back on pace.

Financial Aid Warning

Students who are below the minimum cumulative GPA or other grade related requirements for the program and/or are in jeopardy of not completing within the maximum time are placed on financial aid warning for one term. Students receive written notification to their university e-mail account if they are placed on financial aid warning status. If the student is not in compliance after one term of financial aid warning, federal financial aid eligibility is terminated. The student is given the option to appeal to financial aid determine if the student is eligible to receive financial aid for a period of on term of probation or for more terms while on an academic plan that has been determined by the Academic Studies Progression Committee.

Students who wish to appeal must provide the Office of Financial Aid with a written request and supporting documentation for review. Students must be able to document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate and that their current situation will allow them to demonstrate satisfactory progress. Failure to provide supporting documentation will result in an automatic denial. All SAP decisions made by the Office of Financial Aid are final.

Students may regain eligibility for federal financial aid once all minimum academic standards are met.

A student is ineligible for federal financial aid when it becomes mathematically impossible to complete the program within the maximum timeframe established by the school. Students may appeal if federal aid is terminated due to this condition.

The additional policies will apply:

- Minimum financial aid GPA is cumulative for the current program of study.
- Financial aid attempted and completed credits are for the current program attempted at USAHS.

- The following grades adversely impact the measure of student pace toward the maximum time frame: I (incomplete), F (fail), U (unsatisfactory), W (withdrawal).
- Repeated courses: For course repetitions, only the most recent grade is counted in the cumulative GPA and the most recent credits are counted in the completed credits; course repetitions adversely affect the pace of a student's program completion.
- Incompletes: Incomplete grades at the time of SAP evaluation adversely impact the pace of the program completion, but not the GPA. The final grade of the incomplete course is factored into the student's SAP calculations at the time of the next formal evaluation.
- Withdrawals: When a student withdraws from a course, it has no effect on the GPA for the end of that term, it will, however, be factored into the student's Pace and Timeframe
- Leave of Absence: Periods of Official Leave of Absence are counted toward the maximum time frame and adversely affect the pace of a student's program completion
- Students must meet both the GPA and pace requirements within the defined maximum timeframe.
- Transfer credits are included in the earned and attempted credits but not calculated in the USAHS GPA.
- Financial aid attempted credits include all registered courses with the exception of courses dropped before the start of the term or during the drop period.
- For course repetitions, only the most recent grade is counted in the cumulative GPA and the most recent credits are counted in the completed credits
- The maximum timeframe will be reset for students completing a second or further degree at USAHS or changing from a non-degree to a degree-seeking status.
- The maximum timeframe for students who change programs without earning a degree is cumulative for all programs attempted and is measured against the maximum timeframe for the current program.
- The maximum timeframe excludes courses that are dropped before the start of the term or during the drop period.
- Financial aid progress requirements include all terms of enrollment, including periods in which the student did not receive federal aid.
- Courses that adversely impact financial aid academic progress cannot be removed from the academic transcript.

Financial Aid Verification Policy

In accordance with U.S. Department of Education regulations, USAHS 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, W-2s, official proof of High School Completion Status, identification documents, and a signed Statement of Educational Purpose.

Graduate students selected for verification by the Department of Education who are assigned to the V4 or V5 verification tracking group are required to submit official proof of their High School Completion Status, identification documents, and a signed Statement of Educational Purpose.

If a student is selected for verification as a FWS recipient, the documents that he or she will need to submit to the Office of Financial Aid will be scheduled on the myFinAid page. If students are required to submit their tax information, he or she is required to submit an official IRS tax return transcript. Students can obtain an IRS Tax Return Transcript, free of charge, by: (1) ordering a transcript online at www.irs.gov, Get a Transcript ONLINE; (2) ordering a transcript online at www.irs.gov, Get Transcript by MAIL; (3) calling 1-800-908-9946; or (4) filling out IRS Form 4506T-EZ and submitting it to the IRS.

Once the required documents are received in the Office of Financial Aid, the normal processing time is 10 business days. Participation in the verification process is not optional. If students do not complete the verification process by the end of the enrollment period, they will not be able to receive federal financial assistance for that award year.

Students will be notified by email if, 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 Office of Financial Aid can make any changes to their cost of attendance (COA) or to the values of the data items required to calculate their (EFC).

Please be aware that if students intentionally misreport information and/or alter documentation for the purpose of increasing aid eligibility or fraudulently obtaining federal funds, they will be reported to the U.S. Department of Education Office of the Inspector General or to local law enforcement officials.

Grade Reports

Grades and unofficial transcripts may be obtained online through the *myUSA* portal, My Info.

ID Badges

First Professional Students

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 charges a fee for all replacement badges. All badges will remain active for 30 days after degrees are conferred to enable students to utilize the library and the Wellness Center.

Transitional and Post-Professional Students

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. Transitional and Post-Professional students may request a student identification badge that includes the student's photograph and name. To request a badge, please email the program Administrative Assistant along with a passport-type photo. Please note: badges for Transitional and Post-Professional students will only enable students to access the University's library. When the badge is complete and ready for pick up, the program Administrative Assistant will contact the student by email. Once complete, the badge will be available in the Wellness Center during business hours. 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. There is a fee for a replacement badge. The badge will remain active for 30 days after degrees are conferred to enable students to utilize the library and the Wellness Center. 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.

Internet Acceptable Use

The University is required to have a policy that explains fair use of the network (Internet/computers/phone) and to hold it harmless should a virus or other event 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. Computer viruses and other events are unfortunately all too common.

The University of St. Augustine 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 Student Handbook or written notice. By using the services, and thereby accepting the terms and conditions of the AUP, you 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 your 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 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 the University of St. Augustine 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 may only be used 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 (items that are not work-related) such as music, videos, pictures, emails, and documents on the University server or individual computers is not acceptable use of University resources.

Responsible use of the Internet at the University of St. Augustine for Health Sciences includes:

- Using the University's Internet resources for educational and informational purposes only.
- Respecting intellectual property rights by making only authorized copies of 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 hearing before 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 Home and Work Computers

The Internet has become more dangerous than ever. Virus applications and malware are now easily hidden on commonly used web pages. Internet criminals have devised methods for infecting computers when users visit a URL 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 anti-virus/antimalware application installed on their home computers. That software must be kept up-to-date.

The IT department also strongly recommends students allow Windows updates to occur on a regular basis, turn on their firewall, and check frequently to insure all anti-virus updates are occurring on a regular basis.

Wireless Internet Access Policy

Wireless access is available in certain areas of the campus, though coverage and up-time is not guaranteed. If students have a laptop computer, tablet, or smart phone 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.

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 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 get 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, Myspace, Wikipedia, YouTube, Twitter, Yelp, Flickr, Second Life, Yahoo groups, WordPress, ZoomInfo—the list is endlessly growing.

Policy on Peer-to-Peer (P2P) File Sharing

The University of St. Augustine is committed to avoiding misuse of its computer network, including 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 employee, faculty, and student handbooks 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 the University of St. Augustine for Health Sciences 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 the University of St. Augustine employs Open DNS filtering, which blocks access to all known file distributions sites.

Leave of Absence (Including Emergency Leave) New Policy

Leave of Absence Policy (LOA) - NEW POLICY EFFECTIVE SPRING 2018

USAHS expects its students to maintain continuous registration in an academic program. However, the University understands 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 LOA policy.

Emergency LOA:

To request an Emergency LOA, a student must complete the LOA Request Form, located on the [myUSA](#) portal Students tab, and forward the completed form to an Advisor for approval. A student should apply in advance for an Emergency LOA. If a student fails to provide documentation, or does not receive approval for an Emergency LOA, the student may receive failing grades for all courses for that term which may result in dismissal from the program.

If a student is unable to apply in advance for an Emergency LOA due to unforeseen circumstances, the University may grant the request if the LOA Request Form and sufficient documentation is submitted upon the student's return.

An Emergency Leave of Absence will be considered for review only if the request meets the following criteria:

1. The request is for a medical emergency (student or immediate family member) or bereavement (death of an immediate family member.) Immediate family member is defined as spouse, parent, child, sibling, grandparent, grandchild; a spouse's parent, child, sibling, grand parent, grandchild; and a child's spouse.
2. The request is for a financial hardship (job relocation, job termination, loss of housing).
3. The LOA Request Form includes the student's signature, date of request, and any supporting documentation for the request (i.e. medical documentation, obituary, eviction notice, etc.)

An Emergency LOA is limited to 180 days in one calendar year. Students requesting an Emergency LOA should keep in mind the following:

- 2 weeks or less
 - If the Emergency LOA is shorter than or equal to two weeks (14 calendar days) the student has the option to come back within the current trimester. However, it is the student's responsibility to stay in communication with the instructor(s) and to make-up any work during the Emergency LOA.
- More than 2 weeks
 - Students taking more than two weeks will be withdrawn from all courses and will be required to repeat the courses in a subsequent term. Students cannot return from an LOA longer than 2 weeks in the middle of a term.
 - The student must return at the start of a subsequent term within 180 days. Students who are unable to return within 180 days are subject to withdrawal from the program.

Planned Educational LOA:

The Planned Educational LOA is intended to provide students with an opportunity to pursue other activities outside the University related to their educational or professional goals. Students requesting a Planned Educational LOA must have a definitive objective that contributes to their educational goals. To request a Planned Educational LOA, a student must complete the LOA Request Form, located on the [myUSA](#) portal Students tab, and forward the completed form to an Advisor for Approval. Approval of a Planned Educational LOA is contingent on the following:

1. The student must be in good academic standing.
2. The student must submit the request at least one week prior to the start of the trimester. A Planned Educational LOA will not be granted if the request is submitted once the trimester has begun.
3. The student has support from the Program Director to take a Planned Educational LOA.
4. The Planned Educational LOA request is no longer than one full trimester (105 days).
5. The student includes a statement describing how the Planned Educational LOA will contribute to their educational goals.

Students who have been approved for a Planned Educational LOA must notify the Registrar in writing of their intention to return to the program as soon as possible and no later than 1 week prior to their scheduled return date for scheduling purposes. Please note: Financial aid may be delayed depending on the time frame in which the student notifies the Registrar's office of their return.

Military LOA:

Current students called to active military service will be 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 term will be refunded their tuition for that term. A Military LOA may be for the duration of military service and is not limited to the leave time frame set forth in the Emergency LOA and Planned Educational LOA guidelines.

Administrative LOA:

The University reserves the right to place students on Administrative LOA. The student must return at the start of a subsequent term within 180 days. Students who are unable to return within 180 days are subject to withdrawal from the program.

Issues to Consider Prior to Requesting a LOA

Scholarship students:

Depending on the specific scholarship guidelines, students on a Planned Educational LOA may have to forfeit their scholarship funds upon their return. Scholarships will not be affected for students who are on an Emergency LOA.

Students with private education loans:

Students with private education loans requesting an LOA of any type, must consider how it will impact their loan status. Specifically, students should consider how this will impact the grace period for repayment of the loan. Prior to requesting an LOA of any type, the University recommends 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 payment deferral as it relates to federal financial aid. The student must consult with the Financial Aid Office prior to submitting the LOA request form. If a student receiving Title IV funds is considering taking a Planned Educational LOA or an Emergency LOA lasting longer than 14 calendar days (two weeks), they must be aware of the following:

- In accordance with Federal Financial Aid regulations, the total amount of leave taken by the student must not exceed 180 days in any 12-month period. The 12-month period begins on the first day of the initial Leave of Absence.
- If a Title IV student is withdrawn from the University due to failure to return from an LOA this may affect the student's 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:

- If a student fails to return from an LOA, the student will be withdrawn from the University. The student's withdrawal date will be the date the student began the leave.
- Students who are withdrawn or dismissed for failure to return from an LOA, may reapply as a prospective student to the University of St. Augustine for Health Sciences.
- A student cannot exceed 180 days in any 12-month period. (This excludes Military LOA). The 12-month period begins on the first day of the initial LOA.
- The University reserves the right to reassess the "Essential Functions for Occupational Therapy and Physical Therapy" of any student returning from any LOA and to decline or conditionally approve his or her 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 been receiving reasonable accommodations must reapply to the Director of Disability Services to have accommodations reinstated.

myUSA Portal

myUSA is a web portal for the University of St. Augustine for Health Sciences community. It is accessible through the home page of the University website, www.usa.edu. Click on *myUSA* in the upper right hand corner of the home page. Certain tabs (sections) of the portal are accessible to all, while some require a username (student ID #) and password.

Students will 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.

If a student has *forgotten his or her password* (he or she will need to know the username) he or she must follow the instructions below:

1. Click on *myUSA* (upper left hand corner of www.usa.edu).
2. Enter the username and click the "I forgot my password" link.
3. Click on "Send new password."
 - a. A new password will be sent to the email address the University has on file. If the student does not receive the password, he or she will need to verify the email address with the Registrar's Office.
4. After receiving the new password, log on to the *myUSA* portal and click on "Personal Info." Click on the Password tab and then reset the password to something secure that is easily remembered.
5. Log in one more time to verify that the new password is working.

Please note that students should have two sets of usernames and passwords:

1. Student information *myUSA* (portal) username and password allow students to access their online courses, printable financial information for tax purposes, grade reports, unofficial transcripts, etc.
2. University of St. Augustine online library catalog username and password enables access to the library catalog only, not the online resources like full text journal articles, eBooks, and databases. Please see the information about these resources on the *myUSA* portal Library tab for details on how to access them.

If a student has misplaced his or her library catalog username and password that was issued by the library, please email library@usa.edu for assistance.

Name Change

Requests for a change in the name as it appears on the 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. The name change form may be found on the *myUSA* portal, Student Services tab, under Forms.

Nondiscrimination/Anti-Harassment Policy

It is the policy of the University of St. Augustine for Health Sciences 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, creed, color, age, disability, gender, marital status, national origin, veteran status, religion, sexual orientation, and sexual harassment, 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 Sexual Misconduct and Relationship Violence Prevention Policy in this handbook.

For disability discrimination concerns, refer to the Americans with Disabilities Act (ADA) policy in this handbook.

For all other concerns under this policy, refer to the Academic Policies and Procedures in this handbook.

Parking

The University is an independent organization, and as such, the property and parking lots are private property. The operation and/or parking of any vehicle on University of St. Augustine property is a privilege, not a right. 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.

All students complete a parking registration form at registration and must keep this information up-to-date with the University. All cars must have a University parking sticker, and it must be displayed at all times.

This decal is valid while a student is enrolled at the University. The decal must be used only by the student to whom it was issued. Replacement or additional decals can be purchased in the University Gear Store for \$10.00.

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 whenever any changes occur to their vehicle type or license tag. This can be done through the myUSA portal. 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. If a valid decal is not displayed, the automobile will be subject to ticketing, booting, or towing, and any subsequent charges will be the student's responsibility.

The University is not liable for break-ins or other damage to any vehicle, including student vehicles. Every effort will be made by University staff and personnel to ensure student safety whenever possible. Reports of damage to vehicles should be filed with local authorities, with a copy to the University Student Services Office.

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

Flex St. Augustine, Florida Campus

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

Flex Austin, Texas Campus

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

Commuter Alternatives Program

USAHS is focused on providing its students, staff and faculty with options to enhance the experiences on campus. USAHS is conscious of the 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:

1. **Carpooling** - Two or more participants who wish to ride together may enroll in CAP under the carpool option. Participants who choose this option will each receive a \$50 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 will be required to turn in the originally issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who were signed up under this option from the previous term will be required to exchange their expired CAP Parking Permit for a current permit.
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 will receive a \$50 Amazon gift card each term, in lieu of a parking permit to park on campus. Participants who choose to sign up for this option for the first time will be required to turn in the originally issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who were signed up under this option from the previous term will be required to confirm their enrollment for the current period. In addition to the \$50 gift card, participants will be entered into a drawing each month to receive a \$100 gift card.

Due to demand, CAP Permits are limited and will be handed out on a first come - first serve basis. CAP registration for incoming students will take place during orientation. CAP enrollment and re-enrollment will take place at the front reception desk Monday - Friday from 9:00 a.m. to 5:00 p.m.

As a reminder, only vehicles that display a USAHS Student Parking Permit, a CAP Parking Permit or a USAHS Staff/Faculty Permit are authorized to park on campus property. Please note, at most campuses, local ordinances restrict off-campus parking on local city streets, at local businesses and in residential neighborhoods. Vehicles that fail to properly display the required permit will be subject to citation and/or impound.

For questions about the CAP, contact Luis James at ljames@usa.edu.

St. Augustine Campus

Students are not permitted to park in the north, west, and south patient/visitor/staff/faculty parking lots from 8:00 a.m. to 5:00 p.m. EST. Students who are parked in these lots will be issued a parking citation of \$25.00. The parking citation money will go to the students' professional organization. (Note: 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. This policy is subject to change.

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.

Additional provisions of the University parking policy are as follows:

- No parking is permitted along the curbs of the student parking lot.
- No parking is permitted adjacent to University property—that is, access and side roads and other business' parking lots.
- No parking is permitted on the extreme northern facing parking spots "carved" into the Orthopaedic Associates space.
- No double-parking is 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.
- Parking in the gravel lot is permitted but may be limited due to other University functions.
- Students are not permitted to park in the parking spots 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.

San Marcos Campus

Students are not permitted to park in any of the parking spots on the perimeter of the two buildings excluding designated visitor, handicapped, or car pool spots unless the appropriate parking permit is displayed.

Currently there is no charge for parking, but the University reserves the right to begin charging for parking in the future if it is deemed necessary.

Students are responsible for any parking tickets received from the city for improperly parking on the street.

Any students who are parked in unapproved spots in the parking lot will be issued a parking citation of \$50.00 by the University. The parking citation money will go to the respective student professional association.

Additional provisions of the University parking policy include the following:

- No parking is permitted along the curbs of Windy Point Drive, Borden Road, or streets within defined neighborhoods.
- No parking is permitted at the red curbs or in handicapped or visitor spots (unless you have the necessary designation).
- No double-parking is 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.
- No overnight parking is allowed.

Because of city ordinances and traffic plans, alternative transportation is encouraged. These options include the following:

- *Carpooling:* Carpooling is strongly encouraged whenever possible. To encourage this activity, premium parking spots between the two buildings are reserved for registered carpoolers. Registration for carpooling will be announced, and a special sticker must be displayed on all vehicles used on campus. Car pool groups must re-register at the beginning of each term with the University receptionist.
- *Bike to school:* Bike racks are available for individuals biking to school. Always secure your bike with an appropriately applied chain and lock.
- *Public transportation:* 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>.

Austin Campus

Students are not permitted to park in any of the parking spots on the perimeter of the two buildings, excluding designated visitor, handicapped, or car pool spots unless the appropriate parking permit is displayed. All University of St. Augustine for Health Sciences students are responsible for any parking tickets received for improperly parking on the street. Any students who are parked in unapproved spots in the parking lot will be issued a parking citation of \$25.00 by the University. The parking citation money will go to the respective student professional association.

Additional provisions of the University parking policy are as follows:

- No parking is permitted at any time along the curbs of the student parking lot.
- No parking is permitted in handicapped or visitor spots without the appropriate designation.
- Students should not park on the streets surrounding the campus. It is important to be considerate and avoid causing problems for surrounding neighborhoods and businesses.
- No parking is permitted behind construction areas.
- No double-parking is 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 are to be observed.

Miami Campus

Ample parking is available.

Parking policies may differ by program. For more information, students should refer to their program section of the Handbook.

Photocopying/Printers

All campuses of the University of St. Augustine Library offer photocopiers, scanners, and printers for student use at a cost of \$0.10 per black and white page and \$0.35 per color page. Scanning is free. For the specific rules and procedures at your campus, please ask in the library or see the Campus Resources page on the *myUSA* portal Library tab. Refer to the University's copyright policy to avoid printing materials inappropriately.

Registration

All First Professional students will be "block" registered by the Registrar's Office prior to each term for the regularly scheduled courses. Any student not following the planned curriculum should work with his or her advisor and submit an advisor approved schedule to the Registrar's Office as early as possible for next term registration. Delay in submission of the alternate schedule may delay Financial Aid packaging.

Transitional and Post-Professional students register for coursework online. Log into the *myUSA* portal, select the Student Services tab, and then select Registrar tab, and choose Post Professional Registration. From there, students will be able to register for coursework and step-by-step instructions are provided. If assistance is required regarding registration, consult the program's Administrative Assistant.

To register for Continuing Education seminars, please go to the Continuing Education link on the University's website at www.usa.edu. If assistance is needed please call 1-800-241-1027 x1400.

Release of Student Information

The University of St. Augustine for Health Sciences 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 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.

Replacement Diploma

Replacement diplomas may be obtained by contacting the Registrar's Office. The fee is \$25.00 plus \$5.00 for shipping.

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 800-241-1027. The University of St. Augustine encourages all students, faculty, and staff to be involved in campus crime prevention.

For instances of rape/sexual misconduct, please see the Sexual Misconduct and Relationship Violence Prevention Policy in this Handbook.

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.

Emergency and Safety Procedures

The Emergency Operations Plan is available on the main website: <https://www.usa.edu/safety-security/>

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 a Student Incident Report Form found on the *myUSA* portal Students tab, and file this form, together with any other forms required, with his or her health insurance provider. A copy of the report form should also be provided to the University via fax, 904-826-0085.

Structural Emergency

Upon hearing an alarm, students will follow the posted evacuation procedures, following exit signs that are displayed. Stay a safe distance from the building until emergency services arrive.

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 cancellations or delays via email, text message, and phone calls to their cell phones. "All Clear" messages will alert the 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

given by faculty and/or staff at the time of the emergency. Information about reopening will also be given 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 an emergency, all students will be notified via the emergency communication system.
- Exterior building doors are locked and access is available only to those with appropriate card access.
- Talk-A-Phones are located throughout the parking lots and University grounds with emergency phones.
- A security guard is available on campus after 5:00 p.m. and designated weekends when the campus is open for student access.
- All faculty, staff, and students are expected to wear name tags at all times.
- All visitors must report to the administration building (or the security guard desk after hours) for permission to enter the campus, to receive a visitor's badge, and to be escorted as appropriate by a campus employee/security guard.
- Emergency contacts and evacuation plans are posted in all classrooms and student/employee meeting areas. Telephones are available in all classrooms.
- To ensure your safety on campus, 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 open);
 - not allowing non-University individuals to enter the building with you;
 - reporting lost/stolen card access name badges immediately to the University receptionist;
 - not walking to your car alone in the dark. Use the "buddy system," especially when you feel your personal safety may be threatened. Do not enter any situation or location where you feel threatened or unsafe; and
 - not leaving valuables in plain sight in your car. Lock these items in your 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 respective state, county, or federal law may be guilty of a felony, or, in some cases, a misdemeanor of the first degree, and may be subject to punishment as provided in the municipal codes. This punishment can include imprisonment, fines, forfeiture of property, and, in some cases, loss of business licenses. It should be noted that under state sentencing guidelines, punishment may become successively more severe for second and third violations.

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 termination of employment, expulsion, and referral for prosecution.

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's 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 the 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 Policy located on the *myUSA* portal, Student Services tab.

Tobacco Policy

USAHS is a smoke- and tobacco-free environment. Smoking is not permitted on any University campus. Smokeless tobacco and e-cigarettes are not permitted in any University building.

Prohibited Weapons Policy

The University of St. Augustine for Health Sciences desires to maintain a safe environment for all of its 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. 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 as to 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 on to 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 you observe suspicious behavior, report this immediately to your supervisor, program director, or campus security.

Title IX and Sexual Misconduct Grievance Reporting 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. University of St. Augustine is committed to providing a safe educational and working environment for its students, faculty, staff, and other members of the university community.

University of St. Augustine believes that all members of the University community should be free from all acts of sexual misconduct, including sexual assault, sexual harassment and discrimination, sexual exploitation, relationship violence, and stalking. 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 misconduct by any student, employee, or third party is prohibited. Any attempt to commit sexual misconduct, or to assist or willfully encourage any such act, is a violation of this Policy. Sexual misconduct is contrary to the basic values of University of St. Augustine, which include promoting a sense of community, fostering learning, instilling integrity, and achieving excellence. University of St. Augustine is committed to providing for the prompt and equitable resolution of all complaints of sexual misconduct.

This Policy applies to all complaints of sexual misconduct in University of St. Augustine's education programs and activities. It prohibits conduct that: occurs on campus or other University property; occurs in connection with University educational programs or activities, whether on or off-campus; or otherwise affects the University community. This Policy prohibits sexual misconduct by all third parties (including but not limited to visitors, guests, volunteers and contractors) on University of St. Augustine campuses and during university activities. It also applies to applicants for admission to, or employment with, the University of St. Augustine.

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. When used in this Policy the term "complainant" refers to a person claiming that a violation of this Policy occurred, and the term "respondent" refers to a person accused of violating this Policy.

1. Definitions

Consent: Consent is defined at University St. Augustine as a clear and unambiguous 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. 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.

Relationship violence: Relationship violence means a violent act committed by a person who is or has been in a social relationship of a romantic nature or intimate nature with the complainant, as determined by the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Relationship violence includes dating violence and domestic violence.

Retaliation: Retaliation means intimidating, threatening, coercing, or in any way discriminating against an individual because the individual made a report of a claim of sexual misconduct or participated in any way in the investigation or resolution of such a report or complaint, or exercised any right or responsibility under this Policy.

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 Assault: Sexual assault is non-consensual physical contact of a sexual nature. Sexual assault includes rape and any other acts using force, threat, intimidation, or coercion, or taking advantage of a victim's inability to make reasoned decisions about sexual activity. This includes:

- a. *Non-Consensual Sexual Intercourse:* Non-consensual sexual intercourse is any sexual intercourse, however slight, with any object, by one person upon another, which is without consent and/or by force. It includes vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.
- b. *Non-Consensual Sexual Contact:* Non-consensual sexual contact is any intentional sexual touching, however slight, with any object by a person upon another person that is without consent and/or by force, threat or intimidation. It includes intentional contact with the genitals, breasts, thighs, buttocks, anus, or groin, touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts, any intentional bodily contact in a sexual manner, though not involving contact with/of/by genitals, breasts, thighs, buttock, anus, groin, mouth or other orifice. It also includes attempted non-consensual intercourse.
- c. *Statutory rape:* Sexual intercourse with a person who is under the statutory age of consent in the applicable jurisdiction.

Sexual Exploitation: Sexual exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited. Examples include but are not limited to: invasion of sexual privacy, prostituting another student, non-consensual video or audio-taping or photography of sexual activity, distributing sexual or intimate information, images or recordings of another without that individual's consent, going beyond the boundaries of consent (such as allowing friends to hide in the closet watching consensual sex), voyeurism, knowingly transmitting an STD or HIV to another student, exposing one's genitals in non-consensual circumstances or inducing another to expose his/her genitals, and sexually-based bullying, including, but not limited to, through social media.

Sexual Harassment: Sexual harassment can include, but is not limited to, unwelcome sexual advances; requests for sexual favors; unwelcome physical contact of a sexual nature; e-mails containing inappropriate sexual content; obscene or harassing phone calls or jokes of a sexual nature; suggestive gestures, sounds, stares, or other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's academic progress;
- b. Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting assessment of academic progress; or
- c. Such conduct, by instructors, staff, or students, including between students, has the purpose or effect of interfering with academic performance or creating an intimidating, hostile, or offensive environment.

Sexual Misconduct: Sexual misconduct includes, but is not limited to, sexual discrimination, sexual exploitation, sexual harassment, sexual assault, relationship violence, and stalking. While the University of St. Augustine School may use different standards and definitions than state criminal codes, sexual misconduct often overlaps with crimes under applicable criminal codes.

Stalking: Stalking is engaging in a course of conduct that would cause a reasonable person to suffer substantial emotional distress or to fear for his or her safety or the safety of others. A course of conduct means two or more acts in which a person follows, monitors, observes, surveils, communicates with another person, threatens, intimidates or communicates with or about another person, or vandalizes another person's property.

2. Reporting Violations of This Policy

Students, faculty, or staff members who believe that they are a victim of sexual misconduct should contact the Title IX Coordinator. The Title IX Coordinator is responsible for receiving and processing, in a timely manner, reports from students, faculty, staff, and administrators regarding rights and responsibilities concerning sexual misconduct in violation of Title IX.

Any questions or complaints regarding Title IX may be referred to the University of St. Augustine's Title IX Coordinator and Title IX Deputy Coordinators or to the Department of Education's Office of Civil Rights – Regional Division Offices listed below.

Filing a Criminal Complaint: Students, faculty, and staff members have 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.

University of St. Augustine's Florida Campuses

Title IX Coordinator	U.S. Department of Education – Regional Office IV
Ray Toledo	61 Forsyth St. SW, Suite 19T40
Office: 760-410-5407	Atlanta, GA 30303
Email: rtoledo@usa.edu	Telephone: (404) 974-9450
	Email: OCR@ed.gov
Local Police, St. Augustine Campus:	Local Police, Miami Campus:
St. Augustine Police Department	Miami Police Department
151 King St.	400 NW 2nd Avenue
St Augustine, FL 32084	Miami, Florida 33128
Phone: (904) 825-1074	Phone: (305) 603-6640

University of St. Augustine California Campus

Deputy Title IX Coordinator	U.S. Department of Education - Regional Office IX
Ray Toledo	50 Beale Street, Room 9700
Office: 760-410-5407	San Francisco, CA 94105
Email: rtoledo@usa.edu	Telephone: (415) 486-5700 Email: OCR@ed.gov
Local Police:	
San Marcos Police Department	
182 Santar Pl, San Marcos, CA 92069	
Phone: (760) 510-5200	

University of St. Augustine Texas Campus

Deputy Title IX Coordinator	U.S. Department of Education - Regional Office VI
Ray Toledo	1999 Bryan Street, Suite 1620
Office:760-410-5407	Dallas, Texas 75201-6810
Email: rtoledo@usa.edu	Telephone: (404) 974-9450 Email: OCR@ed.gov
Local Police: Austin Police Department	
Telephone: 512-974-5037	

Students, faculty, and staff members must report an incident of alleged discrimination to a "Responsible Employee." For the purposes of this policy, the "Responsible Employees" are the Title IX Coordinator, Deputy Title IX Coordinator, the Executive Director of Student Affairs, and the Program Director. For complaints

where both the complainant and respondent are employees, "Responsible Employees" is the Human Resources Campus Manager.

University of St. Augustine takes all reports of sexual misconduct 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.

A complainant who contacts the Title IX Coordinator or Responsible Employee with an allegation of Sexual Misconduct will be notified of his or her right to confidentiality and his or her right to remain anonymous and how that may affect the University's ability to conduct an investigation. Please note that there are certain situations where the University may not be able to guarantee confidentiality or anonymity. If the complainant wishes to move forward with the process, 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 Misconduct or Discrimination Complaint Incident Report* is available from the Title IX Coordinator or by downloading here: [Sexual Misconduct or Discrimination Complaint Incident Report](#). In certain circumstances, it may be necessary for the complaint to go forward even if the complainant does not consent to that course of action.

University of St. Augustine strongly supports the complainant's right to confidentiality in cases involving sexual misconduct. Complainants have the right to ask that their names not be disclosed to the alleged perpetrators. However, there are limited situations in which the university must override a complainant's request for confidentiality in order to meet the institution's legal obligations under Title IX. In these situations, the information will only be shared with individuals who are responsible for handling the University's response to incidents of sexual violence. Given the sensitive nature of reports of sexual violence, the University shall ensure that the information is maintained in a secure manner. If the complainant requests that his or her name not be revealed to the alleged perpetrator or if complainant asks the university not to investigate or seek action against the alleged perpetrator, the University of St. Augustine will be limited in its ability to respond fully to the incident, including taking disciplinary action against the alleged perpetrator. If the complainant still requests that his or her name not be disclosed to the alleged perpetrator, or that the university not investigate or seek action against the alleged perpetrator, the Title IX Coordinator will need to determine whether or not the institution can honor such a request while providing a safe and nondiscriminatory environment for all students, faculty, and staff.

3. Determination of interim measures

Upon notification of an incident of sexual misconduct, University of St. Augustine shall take steps to ensure equal access to its education programs and activities and protect the complainant as necessary, including taking interim measures before the final outcome of an investigation. 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 misconduct, 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, interim measures shall be implemented.

4. Student Amnesty Policy and Bystander Intervention

University of St. Augustine encourages the reporting of sexual misconduct. Sometimes, students may be reluctant to come forward and report an incident of sexual misconduct, or serve as a witness, because they are concerned that they may be charged with violating other campus policies, such as University of St. Augustine's alcohol or drug policy. In order to encourage reporting of sexual misconduct, students who report an incident of sexual misconduct, or who serve as witnesses to an incident of sexual misconduct, will not face disciplinary sanctions for their own personal consumption of drugs or alcohol related to the incident as long as any such violations did not place the health or safety of any other person at risk.

5. Advisors

For complaints of sexual misconduct where the complainant or respondent is a student, the complainant and the respondent may be accompanied throughout the investigation and appeal process by an advisor of their choice. Advisors should be from the University community, unless otherwise approved, and must agree to keep the matter confidential. However, the advisor may not be a witness or possible witness in the case, a person involved in the University's disciplinary process, or a complainant or a respondent in the case. The purpose of the advisor is to provide advice to the student in a manner that is not disruptive to the proceedings. The advisor may accompany the party to any meeting or hearing held pursuant to this Policy. The advisor may not provide verbal, written, or other input during the investigation or appeal process other than to the student being advised; the advisor may not speak on the party's behalf or otherwise participate or address or question the investigator, Resolution Officer, or other parties or witnesses.

6. Informal Resolution

If the complainant and respondent agree, certain cases may be resolved informally, including through mediation in appropriate cases. Cases involving allegations of sexual assault are not 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 University of St. Augustine'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 resolution process will proceed to formal investigation. At any point in the process, either the complainant or the respondent may elect to end the informal process in favor of proceeding with a formal investigation.

7. Investigations

If informal resolution is inappropriate, unsuccessful, or not desired by the complainant and the respondent, a formal investigation will be conducted. The investigation of a report of sexual misconduct will begin promptly. Notice will be provided simultaneously to the complainant and the respondent in writing that a complaint has been received by University of St. Augustine and will be investigated under this Policy. The notice shall specify any interim measures that have been implemented.

University of St. Augustine 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 their 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 University of St. Augustine and may not be recorded by others. The complainant and the respondent are afforded equal procedural rights during the investigation. No expert witnesses shall be permitted.

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 misconduct 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.

8. Preparation of Investigation Report

Upon completion of the investigation, the investigator(s) will prepare a report summarizing the interviews conducted and the evidence reviewed. The report will include the investigator's finding of fact, an assessment of the credibility of the parties and witnesses when appropriate, and a recommended determination as to whether a violation of this Policy has occurred. In reaching this conclusion, the investigator shall use the preponderance of evidence standard.

9. Resolution Procedures

I. **Cases involving allegations of employee violations**

If the Respondent is a non-student employee, the Title IX Coordinator or designee will report his or her findings to University Human Resources and Leadership. If Leadership determines, based on the contents of the report, that no violation of University Policy has occurred, the incident will be closed.

If Leadership determines, based on the contents of the report that a violation of University Policy has or may have occurred, University Leadership will determine an appropriate resolution including remedial and/or disciplinary action up to and including termination of the employee. University Leadership will determine if a hearing is appropriate prior to the determination of the sanctions based on the particular facts presented, including but not limited to the identity of the complainant (student or employee), the nature and/or severity of the offense, and the evidence presented by the investigative report. Resolution, sanctions and appeals will be governed by the procedures in University's personnel policies or Faculty Handbook, if applicable, in accordance with the requirements of Title IX.

II. **Cases involving allegations of student violations**

Sexual misconduct complaints involving student respondents will be governed by the following process. Upon the completion of the investigation, the Title IX Coordinator shall present the investigative report to University leadership which may include, as appropriate, the Executive Director of Student Services, the Chief Academic Officer, or the Student Life Manager. The individual or individuals charged with making a determination as to the resolution of the complaint, and sanction, and any remedies for the complainant shall be referred to herein as the "Resolution Officer," although more than one individual may be charged with resolving the complaint. The Resolution Officer shall then determine the appropriate resolution to the complaint, considering factors including but not limited to the identity of the complainant (student or employee), the nature and/or severity of the offense, and the evidence presented by the investigative report. The Resolution Officer shall determine whether a hearing is appropriate prior to imposition of any sanction. Generally, a hearing will be provided if the probable sanction to be imposed is suspension or expulsion if the respondent is a student, or termination of employment if the respondent is an employee.

The Resolution Officer shall provide written notice to both the complainant and the respondent of the process to be used to resolve the complaint. If no hearing is to be held, both complainant and respondent may make a written submission to the Resolution Officer if they choose. If a hearing is held, the proceedings shall be closed. The complainant and respondent and their respective advisors may be present for all or any portion of the hearing. Either the complainant or respondent may request, or be asked, to hear or view the proceedings via audio or video transmission from a separate room. Any witnesses may only be present in the hearing room when being questioned by the Resolution Officer.

Neither party shall be permitted to ask questions at the hearing, although either party may submit to the Resolution Officer requested questions for the other party or witnesses. It shall be in the discretion of the Resolution Officer whether or not to ask the submitted questions, in whole or in part.

The Resolution Officer shall provide both parties with written notice of its findings and the reasons for such findings. The Resolution Officer 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.

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 interim 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.

10. Appeals

Appeals for sexual misconduct complaints involving non-student employee respondents will be governed by the procedures in University personnel policies or Faculty Handbook, as applicable. If any right of appeal is granted through those policies, both the complainant and the respondent shall have equal rights of appeal.

In cases involving student respondents, both parties have the right to appeal the Resolution Officer's finding of responsibility and/or imposition of sanctions. Any appeal must be filed in writing within five (5) days from 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 Resolution Officer. The sole grounds for appeal are: (1) a procedural error that substantially impacted the determination or sanction; (2) new information that was not available at the time of the investigation or hearing and that could reasonably have had a substantial impact on the determination or sanction; and (3) excessiveness or insufficiency of the sanction. The sanction may be increased only if the complainant appeals on the ground that the sanction was insufficient, and may only be decreased if the respondent appeals on the ground that the sanction was excessive.

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 below, 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.

Retaliation: Title IX includes protections against retaliation. The University of St. Augustine will take immediate and appropriate steps to investigate or otherwise determine if retaliation due to the reporting of sexual misconduct or discrimination occurs.

Training: All individuals with responsibilities under this Policy shall have appropriate training in this Policy and in the requirements of Title IX and related laws. Training shall include training relating to sexual misconduct, including sexual assault, relationship violence, and stalking as defined in this Policy.

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 60 days from the time the complaint is reported to notice of resolution, exclusive of any appeals.

Sources of Counseling, Advocacy, and Support: Victims of Sexual Misconduct can receive assistance immediately by calling the local police department (911, if emergency) and local counseling resources listed by campus below. University of St. Augustine employees may contact the Employee Assistance Program (EAP) by contacting Business Health Services (BHS) at 800-765-3277 or online: at www.bhsonline.com (user name: Laureate). EAP is free, "Confidential Resources" at University of St. Augustine 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. University of St. Augustine 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 University of St. Augustine Florida Campuses: The Betty Griffin House 24-hour crisis hotlines, Telephone: (904) 824-1555. For students at the University St. Augustine California Campus: North County Family Violence Center Prevention Services, 330 Rancheros Dr. San Marcos, CA, Telephone: (760) 798-2835. For students at the University of St. Augustine Texas Campus: Victim Services Resources: 24-hour crisis hotlines, Telephone: 512-472-4357.

Status Change—Withdrawal or Leave of Absence (LOA)

Students who find it necessary to withdraw from the program or take an LOA must notify the Advisor in writing and complete the required documentation. Withdrawal or Leave of Absence forms are available on the *myUSA* portal Student Services tab under Forms.

Student Loans

The University is concerned about the financial well-being of its students. The cost of attendance varies per program and possible accumulation of student loan debt could exceed \$150,000 to complete the program. 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.

Termination of Enrollment (Texas)

The school shall terminate the enrollment of a student who accumulates the lesser of the following amounts of absences:

- More than 10 consecutive school days
- More than 20% of the total course-time hours in a program with course time of more than 200 hours
- More than 25% of the total course-time hours in a program or individual class with course time of 41 to 200 hours
- More than 25% of the total course-time hours for seminars, individual classes, or programs with course time of 40 hours or less
- Any number of days if the student fails to return as scheduled from an approved leave of absence

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 booklist to incoming, first-term First Professional students prior to the start of classes.

Transcripts

To ensure confidentiality of student records, the University issues official transcripts of academic information only by written or electronic signature by the student or graduate using TranscriptsPlus. Students will pay a \$3.00 convenience fee for each request submitted and an additional \$2.25 fee for each paper transcript requested. For electronic transcript delivery only, the \$3.00 convenience fee is charged. Transcripts as well as grade reports will not be issued for any student with an outstanding obligation to the University, financial or otherwise. For more information on ordering transcripts please visit the *myUSA* portal My Info tab.

Transferability of Course Credit

The transferability of credits students earn at the University of St. Augustine for Health Sciences is at the complete discretion of an institution to which the student may seek to transfer. Acceptance of the degree earned at the University of St. Augustine for Health Sciences 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, the student should make certain that his or her attendance at this institution will meet his or her educational goals. This may include contacting an institution to which the student may seek transfer after attending the University of St. Augustine for Health Sciences 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.

Tuition

Students may pay tuition and fees for each trimester either by personal check, cash, or major credit card (VISA and/or MasterCard). Checks can either be mailed to the attention of the student's campus Bursar or brought in to the Bursar's Office in person. For credit card payments, students should always attempt online payment first before contacting the Bursar. Log into the student portal at *myUSA*, My Info tab. Select Student Accounting, then "My Account Balances," then "Make a Payment." Only if the online payment attempt does not work should the student contact the Business Office Bursar. Questions regarding the student's account, where to remit payment, Higher One cards, etc., should be directed to the student's campus Business Office Bursar.

San Marcos CA Campus: Checks can be made payable to University of St. Augustine and sent to 700 Windy Point Dr, San Marcos CA 92069, Attn: Kristin Hitchcock, Business Office Bursar. The San Marcos CA bursar can be reached at 760-591-3012, ext. 2456, or khitchcock@usa.edu.

Saint Augustine FL Campus: Checks can be made payable to University of St. Augustine and sent to 1 University Blvd, St. Augustine FL 32086, Attn: Susan Jones, Business Office Bursar. The St. Augustine FL bursar can be reached at 904-826-0084, ext. 1240, or sjones@usa.edu.

Miami FL Campus: Checks can be made payable to University of St. Augustine and sent to 1 University Blvd, St. Augustine FL 32086, Attn: Susan Jones, Business Office Bursar. The Miami FL bursar can be reached at 904-826-0084, ext. 1240, or sjones@usa.edu.

Austin TX Campus: Check can be made payable to University of St. Augustine and sent to 5401 La Crosse Ave, Austin TX 78739, Attn: Candice Salazar, Business Office Bursar. The Austin TX bursar can be reached at 512-394-9766, ext. 3108, or csalazar@usa.edu.

Loan disbursements for existing loan programs are also accepted. The use of credit cards to pay for tuition while receiving loans will only be accepted when a current loan disbursement does not pay the account in full. All tuition is payable in full on the registration date established for the applicable trimester. If the student has a loan coming that won't pay what is owed to the school in full, then subtract the amount of the loan from the total balance, and pay that self-pay portion by the registration date established for the applicable trimester. If the student has loan(s) pending that will pay the balance in full, then students do not have to pay anything themselves.

Late accounts can be assessed a 10% late fee. When the account becomes past due the student will be "blocked." If the account is blocked, students are unable to register for the next term, unable to request transcripts, and unable to graduate. Removal from classes can also occur. Reminder: if there are loans pending that will pay the tuition in full, the account won't be considered past due or receive a block. If students have a loan pending that will partially pay the account, the student is responsible for paying the self-pay portion by the registration date established for the applicable trimester or risk receiving a late fee and/or block.

One more important item for new students—if the student hasn't already, he or she should be receiving by U.S. mail enrollment information for Higher One. Higher One processes USAHS's student refunds. It will arrive in a bright green envelope. As soon as the information is received students should enroll and choose the method for future refunds. Students may use a Higher One account or receive direct deposit to his or her own bank. Even if the student does not anticipate a refund, he or she should enroll to direct a refund from a dropped course.

All personal checks accepted in payment of tuition may be processed twice, once upon receipt, and, if not cleared, once more. If such check is not approved for payment by the bank because of insufficient funds or other circumstances that do not allow clearance, it will be returned to the issuer along with a \$30.00 service charge imposed by the University to cover handling and service fees. This service charge will be imposed each time the check is not approved for payment by the bank. *There are no exceptions to this policy.* Any subsequent tuition payments made by the student for the trimester/term in question must be made in the form of a certified check or bank money order before acceptance by the University.

Special Tuition Payment for Students Performing Clinical Internships

A special tuition payment policy applies for those students who will be performing clinical internships for the immediately upcoming trimester. These students are required to remit tuition and fee payments no later than a period of 2 weeks prior to the beginning date of their clinical internship. In the case of those students receiving loans, a letter from the servicing agency indicating actual disbursement date is required on or before a period of 3 weeks prior to the beginning date of their clinical internship. (Note: The tuition payment date for those students who will be pursuing clinical internships in any given trimester will be provided in a separate memorandum to students as well as listed on the Academic Calendar). Students may direct questions regarding payment of tuition to the Bursar's Office.

Post Professional Student

Students may pay tuition for each trimester/term either by personal check or major credit card. All tuition is payable in full by the registration date established for the applicable trimester/term. Students will not be allowed to begin a course

without paying for it in full, even though a loan might be disbursing at some future point. Any loan disbursements received will then be refunded to the student.

Tuition Refund Policy for First Professional Programs

Cancellation and Tuition Refund Policy

University of Saint Augustine for Health Sciences 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

Students must notify the University in writing of 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 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment. If cancellation occurs after 1 week (7 days) from the signing of the University's Enrollment Agreement, all application and registration fees in excess of \$100 are refunded.

\$500 Deposit Refund Policy First Professional Programs

Refund of Tuition Deposit for Withdrawal Within the First Seven Days: If notification of withdrawal from the University is submitted within seven days of submission of the tuition deposit, a full refund of the tuition deposit will be returned to the student.

Refund of Tuition Deposit for Withdrawal After the First Seven Days But Before the Start of the Trimester: If notification of withdrawal from the University is submitted after seven days of submission of the tuition deposit up to the start of the trimester courses, a partial refund of \$400 (the University retains \$100 as an admissions fee) will be returned to the student.

Tuition Refund Policy First Professional Programs

The University of Saint Augustine for Health Sciences has an established add/drop period that is the first week (7 days) of each semester. All tuition and fees will be refunded to students or to student loans who withdraw 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 will be refunded to the student and/or to the loan. For students who withdraw from ALL classes after day 7 but before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and return the refund to the student and/or to the loan. If more than 60% of the term has elapsed, there will be no refund.

Withdrawing from a Course - Students withdrawing from 1 or more course(s), but not the program, will 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 over 60%, then no refund is due.

Step 2: Determine the amount of tuition earned by school by multiplying the total tuition/fee charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by school to the amount received by the school. If more funds were received by the school than tuition earned by school, determine the amount of funds that must be returned by subtracting the tuition earned by school amount from the amount received by the school.

Step 4: Distribute this calculated amount as a refund to the student or to student loan.

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 on or before 60% of the term has elapsed, a portion of your tuition will be returned to your lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for First Professional Programs for Iowa Residents

Cancellation and Tuition Refund Policy First Professional Programs

University of Saint Augustine for Health Sciences' 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 First Professional Programs

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials and kits which are not returnable from use are refunded if cancellation occurs after signing the University's Enrollment Agreement and making an initial payment. All monies Iowa residents pre-pay to the University for tuition including the \$500 tuition deposit 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 First Professional Programs

The University of St. Augustine for Health Sciences has an established add/drop period that is the first week (seven days) of each semester. All tuition and fees will be refunded to students or to the source of their student loans, if students withdraw 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 day 1 – 7 of the trimester (Add/Drop period), 100% of tuition/fees will be refunded to student and/or to their loan. After day 7 for students who withdraw from ALL classes but before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and return the refund to the student and/or to the student loan. If more than 60% of the term has elapsed, there will be no refund.

Withdrawing from a Course-Students withdrawing from 1 or more course(s), but not the program, will have their refund 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 the date of withdrawal (incomplete days divided by total days in the period). If over 60%, then no refund is due.

Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fee 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 student loan.

For Iowa resident distance education students who withdrawal due to physical incapacity and have provided official documentation that physical incapacity is the reason he or she is not able to complete the course, the student will be refunded by the amount of tuition earned by school by multiplying the total tuition/fee charged by the percentage of time (calendar days) the student failed to complete in the period for which he/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 who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, a portion of your tuition will be returned to your lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Transitional and Post-Professional Programs

Student's Right to Cancel

Students may withdraw from a degree program at any time. Contact the director of the degree program to request withdrawal from the program. To withdraw from an individual seminar, contact the Continuing Education Office by phone at 1-800-241-1027, ext. 1400.

Cancellation and Tuition Refund Policy for Post-Professional Programs

University of Saint Augustine for Health Sciences 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 Post-Professional Programs

Students must notify the University in writing of 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 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment.

Tuition Refund Policy

The University of Saint Augustine for Health Sciences has an established add/drop period that is the first week (7 days) of each semester. All tuition, excluding the application fee, will be 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 on or before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and return the refund to the student. Students dropping form coursework (not the program) will be calculated under the same percentage formula. If more than 60% of the term has elapsed, there will be 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 school by multiplying the total tuition/fee charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by school to the amount received by the school. If more funds were received by the school than tuition earned by school, determine the amount of funds that must be returned by subtracting the tuition earned by 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 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 will be returned to the student's lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Transitional and Post Professional Programs for Iowa Residents

Student's Right to Cancel Post-Professional Programs

Students may withdraw from a degree program at any time. Contact the director of the degree program to request withdrawal from the program. 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 Post-Professional Programs

University of Saint Augustine for Health Sciences 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 Post-Professional Programs

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials and kits which are not returnable from use are refunded if cancellation occurs within one week (seven-days) after signing the University's Enrollment Agreement and making an initial payment. All monies Iowa residents pre-pay 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 Post-Professional Programs

The University of St. Augustine for Health Sciences has an established add/drop period that is the first week (seven days) of each semester. All tuition and fees will be refunded to student 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 Charges after the Start of Trimester Courses: For students who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and reduce the student's tuition charges accordingly. Students dropping from coursework (not the program) will be calculated under the same percentage formula. If more than 60% of the term has elapsed, there will be no refund.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as the date of withdrawal (incomplete days divided by total days in the period). If over 60%, then no refund is due.

Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fee 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.

For Iowa resident distance education students who withdrawal due to physical incapacity and have provided official documentation that physical incapacity is the reason he or she is not able to complete the course, the student will be refund by the amount of tuition earned by school by multiplying the total tuition/fee charged by the percentage of time (calendar days) the student failed to complete in the period for which he/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 who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, a portion of your tuition will be returned to your lender. Please see the University's R2T4 policy for further information.

Continuing Education Seminar Fee Refund Policy

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.

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:

- Withdraw from the student's 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 and fees 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.

A "dependent child" is defined as someone who was claimed by a qualified military person on the qualified military person's internal revenue service tax filing for the previous tax year. Students may be required to submit additional documentation, as requested by the university, to support the military leave of absence considerations listed above.

Tuition Refund Policy for Maryland Residents (All programs)

For students residing in Maryland, USAHS complies with the state of Maryland's refund policy. This policy will supersede USAHS's refund policy, unless USAHS's policy is more beneficial for the Maryland student. The minimum refund that USAHS shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term with the applicable billing period is as follows:

Proportion of Total Course, Program, or Term 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

Continuing Education Seminar Fee Refund Policy

A \$100 non-refundable deposit must accompany the registration form. The balance of the fee is due 30 days prior to the starting date of the seminar; unpaid balances may be subject to forfeited registration. The balance may be transferred or refunded with a two-week notice prior to the start date of the seminar. Cancellation up to three working days prior to the start of the seminar will result in 50% of the balance being refunded. With three working days' notice, no portion of the seminar fee will be refunded; however, the fee may be transferred to another seminar of the student's choosing or placed in a "funds on hold" account. Transfer of funds is limited to two seminars. After the seminar begins, no refunds are issued or transfer of funds permitted. If a student misses any portion of a seminar, a certificate of completion will not be issued until such portion is made up. A student can attend a subsequently scheduled seminar at no cost to make up the time and then receive his or her certificate upon successful completion. For online continuing education unit (CEU) seminars please refer to the Academic Credit Refund policy.

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 fee.

Wellness Centers (St. Augustine, San Marcos, Austin)

Mission Statement

The mission of the University of St. Augustine for Health Sciences Wellness Center is to provide an environment that promotes and facilitates a healthy and productive lifestyle in our students, faculty, staff, and ultimately our clients and local community. This will be achieved by (a) development of programs that will allow the University philosophy on health and wellness to become a reality and (b) providing a state of the art wellness facility that will include wellness-related testing/screening and quality instruction in the various domains of wellness.

Students must complete a liability waiver prior to utilizing the Wellness Center and must complete a mandatory orientation prior to utilizing the Obstacle Course on the St. Augustine Campus.

For more information, including access and policies, go to *myUSA*, Student Services tab and then Wellness Center.

For Accreditation Purposes ONLY

Academic Policies and Procedures

Academic Freedom

Academic freedom is a cherished principle in higher education. At the University, 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 they are measured against the intellectual standards of relevant professional disciplines. It should be remembered that the content of courses often builds upon itself and this course content is coordinated to achieve the desired goal of meeting professional accreditation and national licensure subject matter. Faculty have the freedom in the classroom to discuss academic subjects, selecting instructional materials, and determining grades. Likewise, students should have the opportunity to study a wide spectrum of ideas so they may acquire critical thinking skills. We must never lose sight that our students are seeking guidance, not confusion. While they wish to know what to do in every single circumstance, we know they are better prepared if we teach them the skills and give them 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 different 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 this University and the professions we represent. 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 public displeasure of University philosophies or practices has no place in our organization.

If a faculty member, staff, or student perceives an infringement on his or her academic freedom, the individual should follow the complaint policy and refer the issue to the appropriate Program Director, supervisor, and/or Dean. If the issue is not resolved in a satisfactory manner, the individual may submit a written grievance to the University's Grievance Committee at 1 University Blvd., St. Augustine, FL 32086, where the issue will be handled according to established time lines and processes.

Attendance

Class Attendance

Students are expected to be (1) in the classroom or lab on time, (2) prepared to begin 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 call their course instructor; see course syllabus for contact information.

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

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 3 days must be supported by physician'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 a 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 (two times), the student will receive a warning letter with a copy of that letter placed in his or her file. 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.
- Clinical fieldwork/internship students should refer to the Clinical Education Handbook.

Online Education Attendance

If enrolled in a course that is purely online (no face-to-face lab associated with it) then a student may be moving through his or her coursework with a cohort group. This means the student will have weekly attendance and assignments due along with fellow classmates. Check 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.

Course faculty are required to report student absences (lack of online course interaction) in an online course. However, it is the prerogative of the faculty member to determine if work submitted after the day of deadline will or will not receive any points or credit. Be advised that course facilitators 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).

Flex Program Additional Information

- *Laboratory Attendance*
 - Because of the amount of material covered in each lab session, absences from even 2 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 misses more than 20% of the total lab hours in a course, the student must repeat the course. If the

accumulated absence occurs before the time to withdraw, the student may withdraw from the course.

- *Excused Absences*
 - *Planned absences must be approved in advance by the Program Administrator.*
 - In the event of an occurrence or emergency that necessitates missing any part of a Flex weekend lab, the procedure is as follows:
 - First contact should be the Program Director, coordinator, or manager. If the director, coordinator, or manager gives 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 which 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.

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.

Clinical Education

Please refer to the Clinical Education Handbook in this handbook.

Complaints

The University of St. Augustine 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 encourages informal conciliation, facilitates early resolution, and maintains individual privacy and confidentiality.

This policy *covers* general types of complaints.

This policy *does not* cover complaints about incidents related to harassment. Complaints of this nature should be directed to the Director of Human Resources. Students with complaints regarding Sexual Misconduct should refer to the Title IX and Sexual Misconduct Grievance Reporting Policy and Procedures in this handbook.

Student Complaints

- **Types of Student Complaints**

Students should utilize the following procedure for complaints about service, support, or assistance provided by academic, administrative, or support departments of the University. Student complaints include academic issues such as instruction methodology, grading, testing, assignments, or nonacademic matters such as IT support, University services, facilities, policies, financial matters, etc. The following procedure is not for complaints regarding academic or nonacademic appeals policies and procedures. Please refer to the Academic Evaluation and Right of Appeal section of this Handbook for information on the appeals processes.
- **Confidentiality**

All information submitted as part of a student complaint will be treated as confidential and will only be available 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. Where a complaint is in reference to a specific individual, the complaint cannot be investigated if the student does not wish the allegation to be made known to that individual. Anonymous complaints will not be considered.
- **Student Complaints Procedures**

A student should discuss his or her concerns with the person(s) who is directly responsible (course instructor, staff member, etc.) in order to resolve the issue. Depending on the severity of the issue, a written record may or may not be drafted and placed in the student's permanent record.

 1. If the complaint cannot be resolved to the satisfaction of the student, the student should discuss the issue with his or her Program Director. The Program Director will consider the complaint and attempt to bring the issue to a satisfactory resolution.
 - a. In certain situations, the Program Director may refer the complaint to an appropriate University committee. The respective committee will consider the complaint and provide a written recommendation to the Program Director.
 - b. The Program Director will consider the committee recommendation and notify the student in writing of the decision.
 - c. Written documentation regarding the resolution will be placed in the student's file and maintained for 6 years past the student's last date of attendance.
 2. After following the steps above, the student may submit a formal written complaint to the Grievance Committee.
 - a. The complaint will be investigated by the Grievance Committee and a written response will be provided to the student.
 - b. The original written complaint, a copy of the response, and a description of any actions taken as a result of the complaint will be maintained on file for 6 years past the student's last date of attendance.

Unresolved Complaints

If a complaint cannot be resolved after following the procedures above, the following agencies can be contacted directly. This information will be 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 contacting the WSCUC at www.wscuc.org by reviewing the Policy on Complaints and Third-Party Comments to ascertain the appropriate means to communicate comments and complaints.
- Commission on Accreditation in Physical Therapy Education (CAPTE)
 - Complaints about the Physical Therapy program can be submitted to CAPTE by requesting the Procedures for Handling Complaints about an Accredited or Developing Physical Therapy Program.

- This document can be obtained by writing to CAPTE at 1111 N. Fairfax Street, Alexandria, VA 22314, by telephone 703-706-3245, or visit <http://www.capteonline.org/Complaints/>.
- American Occupational Therapy Association (AOTA)
 - Complaints about the Occupational Therapy program are handled as part of the Code of Conduct and Ethics Guidelines for AOTA.
 - For more information on this process please visit <http://www.aota.org/About-Occupational-Therapy/Ethics.aspx>.
- American Speech-Language Hearing Association
 - **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.
- 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 <http://www.fldoe.org/cie/complaint.asp>.
- In Texas
 - For more information on making a complaint to the Texas Higher Education Coordinating Board go to <http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>
- Additional States
 - The University of St. Augustine has taken the necessary steps to apply and/or receive authorization to deliver education, to market, and to affiliate with clinical education sites in all fifty (50) states. For information on a specific state, or to file a complaint go to: <http://www.usa.edu/p54-226-Complaints.aspx>

Course Withdrawal

First Professional

Students wishing to withdraw from a course should submit the Course Withdrawal Form available on *myUSA*, Student Services tab, under Forms. The withdrawal period is 1 week after classes begin until 3 weeks before the last day of class. A student may not have more than one W in any course. After two program Ws the student will be notified by the Registrar. A third program W must be approved by the instructor and the Faculty Advisor. A student requesting a fourth W will only be approved under extenuating circumstances by the Academic Progression and Retention Committee (APRC) and the Program Director. Students need to be in contact with the Financial Aid Office when withdrawing from a course. All appeals throughout the course withdrawal process will be heard by the Academic Appeals Committee (AAC).

Transitional and Post-Professional

Students wishing to withdraw from a course should submit the Course Withdrawal Form available on *myUSA*, Student Services tab, under Forms. A student may drop a course up until the first complete week. The withdrawal date is 1

week after the course has started. A student cannot have more than one W in any course, after three program W's a student will be referred to the Academic Progression and Retention Committee.

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 fiscal 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/she wishes to graduate;
- The student must attend at least one approved professional conference (first professional programs only).

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 will sign an acknowledgement regarding participation in the ceremony. The candidate will be "hooded" during the ceremony, but will not receive a diploma. If the coursework is completed within the first 7 days of the subsequent term, the diploma and transcript notation will reflect the cohort's conferral date. Should the coursework be completed after the first 7 days of the subsequent term, the diplomas will be issued and the transcript notation will be 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 will not be 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 as noted on the Academic Calendar.

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 into 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 the degree.

Distance/Online Education

Purpose of Distance/Online Education

It is the intention of this University to offer online coursework that will parallel the mission and philosophies of the University's programs. USAHS aims to provide a program that is unique to the health care education while at the same time maintaining uniformity in content and presentation.

Philosophy of Distance/Online Education

The University intends to provide a delivery method of education that not only excels in quality, but is unique in performance. USAHS aims to provide an education that facilitates rich learning environments and that includes opportunities for acquiring basic and advanced skills, knowledge, conceptual understanding, and relevance to the health and clinical sciences. The education provided should not function as an isolated dimension of intellectual activity but as

a contribution to learners' development of strong identities as individual learners and participants in meaningful social and educational practice.

Methods for Delivery of Online Education Courses

The University will offer a variety of formats in educational delivery. Below is a summary of such offerings:

- *Pure Online Course* - This course format offers content that is delivered purely online. Most often the student will have scheduled interaction with an experienced faculty member as well as other classmates. Occasionally a pure online course may offer the opportunity to work self-paced and interact only with the assigned faculty member.
- *Combination Laboratory/Online Course* - This course format offers lecture-type materials in an online format with weekend laboratory sessions in a face-to-face (traditional) format. In many cases the online course materials will be reviewed prior to attending the weekend laboratory sessions.
- *Traditional Lecture/Laboratory* - A course may be delivered in an exclusively live format (not online).
- *Seminar/Online* - The student will need to first attend a seminar. 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 attended. These courses are 10 weeks long.
- *Residency* - These courses require the student to be on site.
- *Blended Learning* - This format offers materials in both online and face to face (traditional) format.

Extra Credit

As a graduate-level institution preparing health care professionals, the University is opposed to faculty offering extra credit or bonus points in courses. Student 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.

Grading System

Academic degree programs use a 4.0 scale to calculate grade point averages (GPAs).

Letter Grade	Grading Scale	Quality Points
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

The First Professional curriculum is divided into Foundational Sciences Courses (anatomy, neuroscience, and pharmacology), and Professional Courses (all other courses).

The written portion of all courses (both Foundational and Professional) in the First Professional programs use the same scale for grading.

The laboratory portions of the First Professional courses are graded on the same scale from a minimum of 80% to a maximum of 100%.

A First Professional student must earn at least an 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.

First Professional MS-SLP

- **Clinical I:** Clinical skills assessment is included in the Clinical I course grade (SimuCase simulation cases). A minimum grade of 90% on all virtual therapy cases is required. If clinical experiences are provided a minimum of 80% must be achieved on evaluation tools to pass.
- **Clinicals II-V:** Students must earn 80% minimum on a combination of mid-term and final evaluations of clinical skills to pass each course.

The actual weighting of the percent of the final course grade based upon the written and practical portions is at the discretion of the instructor in the First Professional programs. The weighting of the written and practical portions will be printed in the course syllabus.

Some courses in the First Professional programs (for example, internships, practicum, and seminars) are given Pass/Fail designations as determined by the instructor.

The quality of work done by students is indicated on the transcript by the letter of the alphabet as follows:

AU	Audit	NG	No Grade Reported
F	Fail	P	Pass
I	Incomplete	W	Withdraw

The grade of I (Incomplete) is used if, for reasons acceptable to the instructor(s), a student has not completed required work within a course by the end of a term. The length of time granted for the completion of the requirements of the course is one additional trimester (15 weeks) after which the I grade will be changed to an F if the coursework has not been completed. Upon successful completion of the requirements, the student will be assigned a letter grade by the instructor. If the I is assigned a grade of D or F the appropriate action will be taken per present written policy on academic standing.

The grade of W (Withdraw) is used only to denote that a student withdrew (or was withdrawn) from a course. Refer to the Repetition of a Course Policy in this handbook for more information.

The grade of NG (No Grade) is used only in the case of internship/fieldwork/rotation not completed. If a student is removed from internship/fieldwork/rotation after the final withdraw date, the grade of NG may be applied at the discretion of the Academic Coordinator of Clinical Education (ACCE) / Academic Fieldwork Coordinator (AFWC), in place of a grade of F.

Rounding of Grades

No grades are to be rounded until the final grade.

If the final percentage is less than a whole number, the following rules are applied to determine the score by a 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%)

Grade Changes

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 will record 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.

If the instructor denies an appeal for a grade change, the student may make an appeal to the Program Director within 2 business days of the instructor's decision. The Program Director will research and render a decision within 5 business days.

If the student is not satisfied with the Program Director's response, he or she may appeal to the President or designee within 2 business days of the Program Director's decision. After investigating the issue, the President (or designee) has 10 business days to either render a verdict on the issue or redirect the issue to the Academic Appeals Committee (AAC). (See Academic Evaluation and Right of Appeal).

If a grade change is initiated due to an administrative error in posting of the grade, a Grade Change Form must be completed with documentation as to the nature of the error and submitted to the respective Program Director. Upon the Program Director's approval, the Registrar will record 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.

Grade Posting

Grades are not publicly posted. Students will 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 record system and become a permanent part of the student's transcript. Grades cannot be given out via email or telephone. This posting of grades follows the Family Educational Rights and Privacy Act (FERPA). Students are responsible for monitoring their final grades through the *myUSA* portal, My Info tab and not the online gradebook in the course platform.

Accessing Grades

Through 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 of their current course information. Students are required to keep this information safe and secure and personal information up to date.

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 of those subjects and keep them from harmful procedures. All students participating in research projects that involve human subjects (including Case Reports) are required to submit the appropriate IRB documentation. The IRB committee meets once each month. Dates are posted on the USAHS website for each campus. For IRB policies, procedures, and forms see the Student Services tab on myUSA.

Privacy Policy

The University of St. Augustine for Health Sciences is committed to respecting students' privacy. The Privacy Policy located at <http://www.usa.edu/privacy.aspx> describes what information we collect 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 info@usa.edu.

Professional Conference Attendance

All First Professional program students are required to attend a minimum of 2 full days of one professional conference or 1 full day of two professional conferences during their program enrollment. The value of this required attendance is greater if full-time students wait until they are in the third trimester or later, and if Flex students wait until they are in the fifth trimester or later. Dual-degree seeking students are required to attend one physical therapy (PT) and one occupational therapy (OT) professional conference during their curriculum: an OT conference while in the MOT or OTD program and a PT conference while in the DPT program. Full-time DPT students should complete the conference requirement before the seventh trimester due to full time attendance required while on internships. 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 2 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 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 others as approved by the Program Director.

Professional Misconduct

Disciplinary Action

A student, faculty member, or any other member of the community of interest may initiate complaints against a student possibly warranting disciplinary action for professional misconduct. Referrals for student misconduct are sent to the Professional Misconduct Committee (PMC). The PMC is comprised of Program Directors who handle complaints where students may be dismissed or their academic progression affected.

Professional behavior is expected at all times. At the faculty's discretion an incidence of professional misconduct may result in a final grade course reduction of 10%. Repeated or egregious incidences of professional misconduct should be referred to the Professional Misconduct Committee (PMC).

Although not inclusive, the following list of misconduct behaviors provides examples of acts that may be subject to disciplinary action:

- Level III 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.
- Repeated Level I or II academic dishonesty
- 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 University property, or property leased or controlled by the University
- Violation of the Internet Acceptable Use Policy
- Violence, hazing, or the threat of violence including possession or use of firearms, fireworks, explosives, incendiary devices, or other weapons of any description, including 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 while on internship, fieldwork, clinical rotation, or practicum, or any off-campus activity when representing the University.

Professional Misconduct Committee Procedures

The University has established a Professional Misconduct Committee (PMC) to hear each complaint. A student may be required to appear before the PMC or in certain circumstances be allowed to speak to the committee via telephone or webinar conference.

At least 5 business days in advance of the hearing, a student shall be given written notice of the allegations against him or her and of the opportunity to respond. Hearings before the PMC shall be informal. The allegations and evidence against a student shall be presented by the chair of the PMC. The student then will be given an opportunity to present his or her version of events, facts, and evidence in his or her defense. Formal rules of evidence do not apply. Documentary evidence and hearsay shall be admissible, but the PMC shall determine the proper weight to be accorded to hearsay evidence.

1. If the PMC finds that the facts do not support the allegation(s), a recommendation to dismiss charges will be made. The chair of the PMC will transmit the committee's recommendation that charges be dismissed and as applicable, any preventative recommendation(s) in writing to the student's Program Director within 4 business days following the conclusion of the hearing. The Program Director will review the PMC recommendations and provide a written response to the student within 2 business days outlining his or her decision on the matter.
2. If the PMC finds that the facts support the allegation(s) against the student, the student shall be found guilty, and the PMC will recommend disciplinary action(s), which can range from a written warning to dismissal from the program.
3. A student referred to the PMC may not withdraw from the University until the findings of the PMC have been made and the student has been informed of the decision.

The PMC record of the case shall be maintained by the Program Director's Administrative Assistant apart from the student's academic record for 5 years following the student's last date of attendance.

Student's Right of Appeal

Each student has the right to appeal the decisions of the Program Director. The student may continue to participate in academic and co-curricular activities until a final determination is made, including any appeal, except where immediate suspension is reasonably required for the safety and welfare of students, faculty, staff, or University property. If the decision the student is appealing includes program dismissal, the student may continue to attend classes (excluding internship or fieldwork courses) during the appeal process, but he or she is not considered an enrolled student and is therefore not eligible for financial aid.

To request an appeal, the student must provide to the Registrar a completed PMC Appeal Request Form (available with procedures on *myUSA*, Students tab) along with a written statement of the basis for his or her appeal within 10 business days from the date the decision letter is emailed or mailed to the student's last known address.

An appeal may be based only on the grounds that

1. the PMC failed to comply with the procedural requirements outlined herein and/or elsewhere in this handbook;
2. there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the PMC; or
3. the evidence presented at the PMC hearing was not sufficiently substantial to justify the final decision.

If the Registrar has not received the completed form and written statement (email or letter is acceptable) within the specified time frame, the decision of the Program Director will be final and no further appeals are available to the student.

If an appeal is filed, the Registrar will, within 10 business days, forward to the Dean of the division in which the student is enrolled, or the Dean's 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 Program Director.

The Dean has 10 business days* to consider the appeal request. The Dean may deny the appeal for failure to allege facts that, if true, would be sufficient to constitute grounds for appeal. The Dean may also modify the decision or approve the appeal request. Should the Dean deny the appeal, the decision of the PMC and Program Director will stand affirmed. The student will be notified in writing of the Dean's decision regarding the appeal.

The student can appeal the decision of the Dean to the University President. The appeal must be submitted in writing to the President within 5 business days from the date of mailing of the Dean's decision letter. If the decision of the President includes suspension or dismissal, the student will no longer be permitted to remain in any course. The decision of the President shall be final.

Refer to the Forms list on the Student Services tab of *myUSA* for procedures associated with the nonacademic appeal process.

The Program Director's Administrative Assistant will maintain all records included in an appeal apart from the student's academic record for 5 years following the student's last date of attendance.

*Should the Dean, or the Dean's designee, receive an appeal request during the last 15 days of the term or during the trimester break, as indicated on the Academic Calendar, it will be considered during the first 10 business days following the first day of class of the subsequent term.

Permanent Record

Records of the following will be maintained.

1. Records of the sanctions of the Academic Appeals Committee and the Professional Misconduct Committee will be maintained permanently.
2. Records of all other sanctions will be maintained for 5 years from the last day of the academic year in which the incident occurred.
3. A copy of any warning or disciplinary action that is placed on a student's record will be given to the student.

Religious Accommodation

It is the policy of the University of St. Augustine for Health Sciences that an instructor will make a reasonable attempt to accommodate student needs in the case of serious incompatibility between a student's religious creed and a scheduled test or examination. This requirement will not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. Undue hardship occurs when granting a requested accommodation would require significant expense or difficulty for the University or other students in the class, or would result in the inability of the student to perform the essential functions of his or her course/program of study. The determination of undue hardship is dependent on the facts of each individual situation.

Accommodation for alternative examination dates will be worked out directly and on an individual basis between the student and the instructor involved.

Students must provide reasonable notice of their need for an accommodation by making such requests of the instructor during the first 2 weeks of an academic term, or as soon as possible after a particular examination date is announced by the instructor. The timing of the request may be considered in determining whether the accommodation would create an undue hardship.

For all degree programs, there will be times when students will be required to attend weekend and/or evening activities. A student should contact the instructor to request a religious accommodation if testing will occur during these times.

If the student and instructor are unable to come to a resolution, the student should bring the matter to the Program Director, who will make a final determination.

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.

A student who receives a D in any course (or an F and has been readmitted), must repeat that course in its entirety. The student will be 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 (full-time) and 8 credit hours (Flex Program).

A student who takes a leave of absence incurring grades of W, will be registered in the same courses upon return from leave (providing courses are offered).

Students who must repeat a course should not expect to graduate with their entering cohort.

Please note, course schedules that are considered less than half time in the program may affect a student's eligibility for federal student loans. Students should contact the Financial Aid Office with any questions.

Student Code of Conduct

Admittance to the University of St. Augustine for Health Sciences carries with it an obligation and responsibility to abide by federal, state, and local law, 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 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.
- Use of profane language is not acceptable.
- Weapons are not permitted.
- 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;
 - 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 work or present another person's 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 successful completion of studies at the University and to excel as health care 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 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 institution 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.

Student Conduct Policies (Specific)

Classroom and Laboratory Conduct and Standards

Students are expected to arrive to lecture and lab sessions on time and with the appropriate clothing and equipment.

The following behaviors are also expected in all lecture and lab session:

- No food or drinks (except in spill-proof containers) are permitted in the lecture or lab areas. Gum chewing is only allowed during written examinations. No bubbles may be blown.
- Students are expected to assist the instructors in the pre- and post-lab organization of equipment.
- Students will operate lab equipment in a safe and respectful manner.
- Shoes must be removed 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 next term's lab schedule approximately 2 months before the start of the term.

Professional Dress and Appearance Code

University of St. Augustine for Health Sciences 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 professions of physical therapy and occupational therapy. 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 daily appearance in the future as a health professional and as an ambassador for our 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, lobby, and library. The University is a 7-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 your 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, in the case of both men and women, will not be excessively long. Nails *must* be groomed to ¼" or less with neutral polish only (no artificial nails). Men *must* be cleanly shaven or well groomed; beards or mustaches are acceptable. No heavy makeup, perfume, cologne, or aftershave.
- *Accessories, Jewelry, Body Piercing, 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. Dark glasses, sunglasses, hats, caps, visors, and other head coverings shall not be worn indoors. No tattoos may be visible.
 - *Unacceptable for men*: Earrings or other body piercing jewelry are prohibited on campus.
 - *Unacceptable for women*: Body piercing jewelry other than lobe earrings (maximum of two earrings per lobe) is prohibited on campus.
- *Swimsuit*: Recreational and instructional swimsuit attire must not be disruptive or distracting. For women, one-piece swimsuits are preferred. Suits *must* fully cover the chest and buttocks. For men, mid-thigh swimsuits are preferred. All swimsuits must remain nontransparent when wet. Any swimsuit not appropriate will require shorts and shirt.

All students must maintain high standards as individuals in order to uphold the reputation of our 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 for men: Collared shirts only (button-down oxford or polo-type) are permitted. Shirts *must* be of a length that can be tucked into and remain in the pants. If you can do three full-extension jumping jacks without your shirt becoming untucked, your shirt is acceptable. Dress or walking shorts (just above the knee) or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Dress sandals (Teva or Birkenstocks), clean tennis or running shoes, or any other closed-toed shoe with socks are acceptable.

Unacceptable attire for men: Shirts without collars, t-shirts, tank tops, sleeveless tops, low-cut shirts, "grunge look" pants, and bib overalls, are not acceptable; nor are thong-type, "beach casual," or flip-flop sandals. Underwear is not permitted to show outside or through the clothing. No exposure of gluteal fold is permitted.

- Acceptable attire for women: Shirts should have 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. If you can do three full-extension jumping jacks without your shirt becoming untucked, your shirt is acceptable. Dress or walking shorts (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 for women: 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 for men is a business suit including jacket, dress shirt, and a tie, or a blazer and dress pants with a dress shirt and tie. Appropriate business attire for women is a business suit (skirt or pants) including jacket and blouse. Skirts may not be unreasonably short for this professional health care environment (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 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.

- 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 official University of St. Augustine 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" or less with neutral polish only (no artificial nails).
 - Scrubs, to include matching tops and bottoms, are acceptable for certain labs (Anatomy dissection and Neuroscience for example) as defined by class syllabi.
 - For many labs, women will need to wear a sports bra, halter-top, or a bathing suit top that exposes the scapulae and may be unfastened at the back.
- Unacceptable attire for both men and women: Jean shorts, cargo-style, 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 dress and appearance code, must have the approval of their respective Program Director.

Clinical Affiliation Attire

Please refer the Clinical Education Handbook in this handbook.

Student Information and Records

Notification of Rights under FERPA

Student educational records at the University of St. Augustine for Health Sciences 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:

- The right to inspect and review the student's education records within 45 days after the day the University receives a request for access. A student should submit to the Registrar, Dean, head of the academic department, or other 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.
- The right to request the amendment of the student's education records that the student believes are 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 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.
- 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 University 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 the University of St. Augustine 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 the University.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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 of freedom from indignity of any type.
- 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 which 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 of freedom of expression and peaceful assembly as defined by the Constitution of the United States and laws of the States of Florida, California, and 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 of 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, Student Handbook, and other published policies and procedures.

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 in most cases be approved 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 5 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 will expect a maximum of 3 years preceding admission (see First Professional Division reenrollment timelines below).

- The course should have been completed with a grade of B or better. Courses having a B- or below will not be transferred.
- The course must be listed on an official transcript sent directly to the Registrar by the issuing institution.
- 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.
- 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.
- Undergraduate work is not accepted for 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 5000 or 6000 level). 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.
- Final approval for a transfer request is based upon review and authorization by the Program Director and will be based on assessment of whether a transfer of credit will allow the student to meet all program and course learning outcomes.
- If students are utilizing a variety of methods in transferring credits (from outside institutions, from another USAHS program, or from advanced standing), a maximum of 50% of the degree program total credits can be awarded. The remaining 50% of the total credits needs to be completed within the desired USAHS program.
- The Registrar is responsible for ensuring consistency of transfer credit practice and procedure between the different campus locations.

The process for requesting transfer credits is as follows:

- The student completes a Request for Acceptance of Transfer Credit Form found on the *myUSA* portal, Student Services tab and submits this to the Registrar. A course syllabus is required. It is the responsibility of the student to provide sufficient documentation to show equivalency to USAHS coursework.
- Requests for approval of transfer credits may be submitted within the first 4 months after acceptance into the program or at least 2 months before the start of classes for the trimester.
- The Program Director, in consultation with the appropriate course instructor(s), will review the transfer course syllabus to verify that its contents match those of the program's course, considering the nature, content, quality, appropriateness, and applicability of the credit earned. The Program Director will then notify the Registrar of the decision.
- The Registrar will notify the student if the request for transfer credit is approved and will post any transferred credit to the permanent academic record at that time.
- Students have a right to appeal the Program Director's decision to deny a course transfer. Such appeals will be forwarded to the Dean of the division who has final authority in the transfer determination.

Transfer of Credits from One USAHS Program to Another USAHS Program

Transfer of credits may take place from one USAHS program to another. Should a student wish to transfer credits from one program to another, the following guidelines will apply:

- Students may request 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 if those credits meet the program learning outcomes for the intended degree.
- Courses taught in a master's level program that include 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.

The process for requesting transfer credits is as follows:

- The student completes a Request for Acceptance of Transfer Credit Form found on the *myUSA* portal Student Services tab and submits this to the Registrar.
- Requests for approval of transfer credits should be submitted 2 months before the start of classes for the trimester.
- The Registrar will notify the student if the request for transfer credit is approved and will post any transferred credit to the permanent academic record at that time.

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 the first part of January, May, and September.

For Accreditation Purposes ONLY

First Professional Programs Policies and Procedures

Contact Information

Regular meetings will be scheduled with student body representatives, but if you have any questions regarding our Student Handbook, Catalog, or any other activities, please do not hesitate to email, call, or make an appointment to stop by our offices.

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Academic Evaluation and Right of Appeal

Students sign an acknowledgement of the appeals procedure as part of the orientation process.

The responsibility for academic evaluation will rest with the instructor. For minor appeal issues, which are decisions that would not result in probation or dismissal, the student appeals to the faculty member 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 3 business days of the instructor's decision. The Program Director then has 5 business days to research the issue and render a decision.

If the student is not satisfied with the Program Director's response, the student can appeal the issue to the President in writing within 5 business days after the Program Director's response. After hearing the issue, the President or designee has 2 business days to either render a verdict on the issue or redirect the issue at that point to the Academic Appeals Committee (AAC).

Any student who has been dismissed must formally appeal this decision in writing to the Registrar with a copy to the respective Program Director within 2 business days from receipt of the notification. If the student does not meet the stated deadline, the appeal may not be considered. In extenuating circumstances, the student may request an extension from his or her respective Program Director or Program Director designee (i.e., Registrar); however, this request must be made within the above stated deadline.

Appeal letters should address

- the rationale behind the appeal and why he or she believes the appeal is warranted, and
- future circumstances that will permit the student to rectify previous poor academic performance.

The Program Director will forward the student's appeal to the AAC within 2 business days. After discussion between the AAC and the Program Director, a decision is rendered. The Program Director will convey the AAC's decision to the student.

The AAC will meet six scheduled times per calendar year (see Academic Calendar). These meetings will convene 2 days prior to the first day of classes of each trimester and at midterm of each trimester. Procedures for the meetings are as follows:

Prior to Trimester Meetings

The AAC will convene within 2 days prior to the first day of classes of the next trimester or at the earliest convenience for both the student and the committee members. The student must appear personally before the AAC at its convenience. A written decision will be given to the Program Director within 2 business days of adjourning the meeting with the student.

Academic Progression During the Appeal Process

The First Professional student will be allowed to attend scheduled classes throughout the entire appeal process.

In the best interest of the student and clinical site, a student will not be allowed to 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 re-admittance contract and be required to remediate to meet all course requirements before entering a clinical education experience.

Midterm Meetings

The AAC will convene on or about midterm of each trimester or at the earliest convenient time for both the committee and the student. The student must appear personally before the AAC. The AAC will give a written decision to the Program Director within 2 business days of adjourning the meeting with the student.

In the event of extenuating circumstances, if a student is unable to meet at the University's designated AAC meeting times, the student may request an alternate meeting time. This request must be submitted to the chair of the AAC in writing with detailed rationale supporting the need for an alternate time.

Students geographically distant from the University campus may be allowed to appear before the AAC meeting via phone conference solely at the discretion of the AAC.

Should the student not agree to the decision of the Program Director, the student has the right of an appeal to the President or appointed designee. The appeal must be submitted, in writing, within 5 business days to the President. Upon request, the President or designee will review pertinent records, including a review of the process to ensure that it was correctly followed, and may meet with the AAC and the student. The President or designee will follow the process as established in this Handbook. If the final decision by the President results in dismissal, the student will no longer be permitted to remain in any course.

Dismissal policies will be implemented as fairly and equitably as possible considering all extenuating circumstances.

Once a final appeal decision on academic dismissal has been rendered, the student does not have access to the appeal process for this same issue again.

Advanced Course Standing by Examination

Based on previous academic coursework earned from another accredited degree granting institution or another program within the University and/or work experiences, a student may be granted advanced standing 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 advance standing by examination is independent of the granting of transfer credit.

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

- 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.
- Passing a challenge examination to verify competency in the 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 under Forms 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 2 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 time and date will be set up for each challenge exam. If the Program Director with 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.

Advisors

Academic Advisors

The University of St. Augustine for Health Sciences is committed to student success. With this in mind students are connected to an Academic Advisor. An Academic Advisor is available to support students in many ways during the days leading up to the first class and throughout the duration of the academic program.

Academic Advisors are on the front lines of student services and are always willing to answer questions and provide support. They 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. Academic Advisors also have access to resources that can assist students with study strategies, time and stress management techniques, and organizational tips.

Faculty Advisors

A Faculty Advisor will be appointed for each student. Faculty Advisors are core faculty from the student's program who work with students to help them achieve their academic and professional goals. This advisor will serve in two primary capacities. The first is to advise the student on academic matters as they progress through their program, and the second is to guide the student in their professional development. Faculty advisors are available to students during their schedule office hours or by appointment. Students may request a change in faculty advisor by contacting their Program Director.

Awards

Outstanding OT, PT, MS-SLP and Flex Student Awards

Each of the First Professional degree programs recognizes an outstanding student of the respective graduating class. This award is based upon the criteria listed below and is given to the graduating student whose characteristics most support either the OT, PT, or MS-SLP program mission statement. The outstanding OT or MS-SLP student award is 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 health care team and to be involved in the advancement of occupational therapy, physical therapy, or orthopaedic assistant.
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 orthopaedic assistant profession.
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 in recognition of excellence in spinal and extremity manual therapy in professional physical therapy education to a First Professional PT graduate.

Scholastic Achievement Award

The Scholastic Achievement Award—named for the founding Program Director on each campus—is presented to the First Professional PT, OT, and MS-SLP graduate who has achieved the highest cumulative grade point average (GPA). Grades from both foundational science courses and professional courses are included in the cumulative grade point computation.

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 1 year of clinical mentoring as well as didactic learning.

Campus Location Change

Students who wish to change to another campus location must submit a Campus Location Change Request Form, available on the myUSA portal, Student Services tab under Forms, to their current Program Director by midterm of the trimester prior to the requested change. Such requests will be considered on an individual basis and are contingent on space availability and student must be in good academic standing. The student will be notified of the outcome of the location change request via email by the Registrar's Office. Please note: Program completion dates of students who change campus locations may be extended.

Campus Exchange Program

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.

At this time Dual students in the DPT program and OTD students are not able to participate.

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, 6 (due to internships, scheduling, graduation, and other factors). Flex DPT students should consult with the Program Manager to discuss options.
- An OT student must be willing to exchange in Term 3, 4, or 5 (due to fieldwork experiences, scheduling, graduation and other factors). Flex OT 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 consider contacting the other campus's student association leaders to see which students at the other campus may have room occupancies due to internships or other factors).

A student who believes he or she meets the criteria must follow 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 under Forms.
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 approval (students should note that just because they meet the criteria, they may not be approved based on classroom seat availability or other factors).

For students who do exchange, the following apply:

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

Continuing Education

Students will not be excused from campus-based classes or Internship I/Level I Fieldwork to attend Continuing Education classes. Students participating in Level II Fieldwork or Internships II and III may request to participate in continuing education approved by the facility, the Academic Coordinator of Clinical Education or Academic Fieldwork Coordinator, and the Program Director.

Counseling

In partnership with ComPsych (a Student Assistance Program provider), USAHS offers free counseling services and online resources whenever and wherever needed.

24/7 Confidential Support

Students (and members of the same household) may call **844-819-4777** (toll free) and be connected to a free and confidential highly trained master's or doctoral level clinician via phone. This licensed counselor can help with anxiety, depression, stress, grief, relationship conflict, substance abuse, or any other personal issue students may be experiencing. If needed, the counselor will also be able to refer students to meet with an in-person counselor for up to three complimentary sessions.

Online Resources

Student and household members will 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 "Ask the Expert" to receive personal responses to questions.

Dual Degree Option

Dual-degree-option students who elect not to return to the University to pursue the DPT portion of the program immediately after earning the MOT degree must submit a Program Withdrawal Form to the Registrar's Office by midterm of the last trimester of the MOT program.

Dual-degree-option students who want to complete the DPT portion of the program through the Flex DPT program must submit a Program Change Request Form to the Registrar's Office by midterm of the last trimester of the MOT program. This form is located on the myUSA portal, Student Services tab under Forms.

Employment

Outside employment is strongly discouraged for full-time First Professional 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 www.usa.edu, Employment Opportunities, for more information and application.

Examination and Proctoring

Each course syllabus describes the types of exams given, exam dates, 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 15th (final) week of the term unless approved by the Program Director.

For First Professional students: Special early examinations given to individual students or groups of students as substitutes for final examinations are prohibited. Final examinations 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. When a final examination is given, each student is required to take the examination.

- All Examinations that are a significant contribution to the final grade calculation will be proctored.
 - If an exam is given solely for the purpose of helping the student determine their comprehension and is not weighted toward the course grade, they do not need to be proctored.
- Examinations will begin and end promptly as scheduled.

Campus Program:

- For face-to-face exams, after the start of the examination, any student who wishes to leave the examination room will turn in his or her examination and will not be permitted to reenter unless there are extenuating circumstances. In the online environment, if a student leaves the exam window the exam will be closed and will not be reopened unless the student can verify, in writing, that there was an interruption in online service.
- If the faculty member permits work paper to be used, it will be distributed during the examination period with face-to-face exams. All work paper will be returned with the examination.
- Books, other study material, 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 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. Students are not permitted to use cell phones, Apple watches, Google glasses, etc. and should turn any ringers or alerts off.

Flex and MS-SLP Program:

- Dates for Online proctored exams in the Flex or MS-SLP Program will be identified in the syllabus so students can schedule the proctoring service in time to avoid late scheduling fees. Faculty will also schedule all online proctored exams for Flex or MS-SLP students with ProctorU (the exclusive proctoring service). Flex or MS-SLP students who are uncertain how to schedule, should request assistance from the program administrative assistant. All Flex or MS-SLP students should complete the tutorial provided by ProctorU before scheduling an online exam using ProctorU services. Effective Fall 2017 trimester, all online proctoring will be conducted utilizing ProctorU.
- In the online environment for Flex or MS-SLP students, the exam window will be approximately twice as long as the length allowed for the examination. For example – if the exam is two hours long, the window to take the exam should be 4 hours. This allows students a period of time to verify their identity with the proctoring service and log into the exam. The exam window will only be open during the scheduled time period.
- Faculty will be available for student issues during the time period that the exam window is open.
- As a general practice faculty will alter the day and time of the examinations in a course so that students who have conflicts are not unduly penalized for exams always falling on the same day and time.
- Faculty will be conscious of lab weekends for Flex or MS-SLP students and avoid giving an exam on a weekend they are on campus or on the days immediately before and after lab weekends.

- In the online environment, work paper will be scanned by the proctor before the test begins and will be destroyed at conclusion - and verified by the proctor. Faculty may provide laminated USAHS letter head to use as scratch paper, or require the use of a white board that is erased at the end of the exam – and verified by the proctor.
- No electronic devices are allowed. Students are not permitted to use cell phones, Apple watches, Google glasses, etc. and should turn any ringers or alerts off.
- ProctorU provides a post-exam report including any incidents that may have occurred. The administrative assistant for the program receives post exam reports on all exams and notifies faculty if anything is flagged as suspicious.

EXAMINATION REVIEWS

- As a general rule, students will not be allowed access to review an exam upon its completion. An exception to this rule would be in the case where the examination will not be used a second time – on any campus or any program.
- Best practice suggests a follow up exam review, in person, as a chat room, SKYPE, discussion board, or other method of interaction with the students to review frequently missed topics/content – with further instruction in areas of weak class performance. Specific questions will not be discussed in these review sessions, unless it is understood by all course faculty that those questions reviewed are omitted from future exams – on all campuses, in all programs.
- If a student requests to review an exam question(s) they should make an office appointment and 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
A review is to advance learning and is not a mechanism to obtain a higher grade. All written examinations will be reviewed at the earliest possible opportunity with the review mechanism at the discretion of the course instructor.
- Final Examination Review
An opportunity to review a final examination is up to the course instructor. The course syllabus should state whether the final exam can be reviewed. The mechanism used to review final exams will be determined by the course instructor. The review of final exams must be completed prior to the second Friday of the following new trimester. Review of final exams is to advance learning. It is not a mechanism to obtain a higher grade.
- Practical Examination Policy for University Courses
A minimum of 80% proficiency is required on all clinically related practical examinations. Safety requirements must be met at a 100% competency level. The practical examinations require the student to meet both safety and technical skill performance competencies. If a student does not perform in a safe manner, the student will receive an F grade for the practical examination; if the student earns less than 80% on the technical skill performance, the student will likewise receive an F grade for the practical examination. In either case, the student must retake the practical examination. The student must meet both safety (100%) and technical skill performance competencies (80%) to pass the practical retake.

First Retake Practical Examination Process

1. It is the student's responsibility to contact the faculty instructor within 1 to 2 business days of failing the exam to receive instructions on how to write a plan of remediation.

2. The student is required to submit a written plan of remediation to the faculty instructor that will effectively prepare the student for their first retake practical examination.
3. The faculty instructor will review and approve (via email or written signature) the student's remediation plan and administer the first retake practical examination.
4. The highest grade awarded for passing the first retake practical examination will be 75%. The faculty instructor will notify the student's advisor regarding his or her current status and academic remediation plan.
5. A student who receives an F on the first retake practical examination is required to follow the second retake practical examination process below.

Second Retake Practical Examination

1. The student will contact the faculty instructor within 1 to 2 business days of failing the first retake practical exam to determine a revised remediation plan.
2. The student is required to submit to the faculty instructor a written revised remediation plan that will effectively prepare the student for their second retake practical examination.
3. If the student remediation plan is not approved by the faculty instructor and the student's progress could affect the Clinical Education Office, the faculty instructor will notify the Clinical Education Office.
4. The faculty instructor will review and approve (via email or written signature) the student's revised remediation plan.
5. The student will then submit the approved remediation plans (both the original remediation plan and the new revised remediation plan) to the Academic Progression and Retention Committee (APRC). (FL campus students submit to Sue Nordlund, Administrative Assistant, snordlund@usa.edu; CA and TX campuses students should submit their material to the chair of the APRC.)
6. The APRC will gather appropriate past academic data that could help provide insight for the approval process.
7. The APRC will review and approve that the student's remediation process (following steps 1, 2, 3, and 4 above for both retakes) has been met.
8. The APRC will review and approve that the faculty's remediation process (following steps 1, 2, 3, and 4, above for both retakes) has been met.
9. If the APRC approves the remediation process, the APRC chairperson will send an approved email to the student, faculty instructor, and Faculty Advisor for progressing forward with the second practical exam retake.
10. When the remediation plan and process have been approved, the practical retake exam is required to be taken before the next scheduled exam of the course or before the last day of final exams (unless otherwise permitted by the faculty instructor).
11. If the APRC does not approve the remediation process, the APRC chairperson will send a rejection email to the student, faculty instructor, Faculty Advisor, and Program Director. This rejection email will include the APRC criteria for disapproval, and the APRC requirements for remediation process approval. The student should resubmit his or her remediation plan to the APRC recorder, respective Program Director, Faculty Advisor, and faculty instructor after the remediation process has been met.
12. The second retake exam will not be allowed until the remediation plan is approved by the faculty and the remediation process is approved by the APRC.
13. If the student takes the second retake practical examination and receives an F on this second retake, the student will receive a D or F for that course.
14. If the student passes the second retake practical exam (100% safety, 80% technical skill performance), the highest grade awarded on the second retake practical examination is 70%. All practical exams must be completed by the date grades are due as published on the First Professional Programs Academic Calendar.
15. If the student has any concerns about the remediation process or plan, he or she can contact the chairperson of the Academic Progression and Retention Committee for counsel.

This policy does not apply to DPT Exit Exam Courses. Please see individual syllabi regarding retake policies for the Exit Exam.

- Make-Up 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 make-up examination or excuse the student from the examination without penalty.
- Absences from an examination due to non-medical 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 this 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.

Expected and Maximum Completion Time Frames

There are three program options with expected completion time frames for First Professional students.

- Full-time DPT/MOT/OTD/MS-SLP
 - DPT (old curriculum) expected completion is 7 terms.
 - DPT (new curriculum beginning 2016-17) expected completion is 8 terms.
 - MOT expected completion is 6 terms.
 - OTD expected completion is 8 terms.
 - MS-SLP expected completion is 5 terms.
- Flex DPT/MOT
 - DPT expected completion is 12 terms.
 - MOT expected completion is 9 terms.
- Dual Full-time MOT/DPT
 - Expected completion is 10 terms.

When a student's regular completion time frame changes due to academic or personal reasons, the following maximum time frames for completion apply:

- Full-time DPT maximum completion is 11 terms.
- Full-time DPT new curriculum beginning 2016-17 maximum completion is 12 terms.
- Flex DPT maximum completion is 18 terms.
- Full-time MOT maximum completion is 9 terms.
- Flex MOT maximum completion is 14 terms.
- Full-time OTD maximum completion is 13 terms.
- Dual MOT/DPT maximum completion is 15 terms.
- Full-time MS-SLP maximum completion is 8 terms.

Note: Only under extenuating circumstances approved by the Program Director will a student be allowed to transition to part-time status in which the following maximum time frames to complete the graduation requirements apply:

- Part-time DPT maximum completion is 14 terms.
- Part-time MOT maximum completion is 12 terms.
- Part-time OTD maximum completion is 16 terms.
- Part-time MS-SLP maximum completion is 10 terms.

Fingerprints and Criminal Record

Students acknowledge that their fingerprint results and criminal arrest/conviction record may limit internship placement availability and that internship placement is a requirement for graduation from USAHS. In addition, graduation from USAHS does not guarantee licensure or employment. A student's arrest/conviction record may also affect eligibility for licensure as requirements vary from state to state. It is the student's responsibility for understanding the licensure requirements for the state(s) in which he or she intends to seek licensure.

Enrollment at USAHS is at the student's own risk and is not a guarantee of graduation, licensure, or employment.

Good Academic Standing, Academic Progression Warning, Academic Progression Probation, Dismissal

Good Academic Standing

Prior to completion of 30 credits for MS-SLP, 59 credits for OT and 61 for DPT, it is expected that a student will meet the following minimum criteria:

- Complete at least 75% of all credits attempted each trimester
- At the completion of the first trimester (or 10 credits for MS-SLP, 17 credit hours for OT and DPT) have a GPA of 2.0
- At the completion of the second trimester (or 20 credits for MS-SLP, 38 credit hours for OT and DPT) have a GPA of 2.3

Failure to meet any of the above criteria will result in the following actions:

- Students will be issued an Academic Warning and will be required to meet with their Faculty Advisors to develop a plan to improve their academic study. If a student fails to meet the satisfactory academic progress criteria for 2 consecutive trimesters, they will be placed on Academic Progress Probation and will be required to meet with the Academic Progression and Retention Committee (APRC).

The University requires that all students enrolled in the professional education programs have a 2.50 GPA after the completion of the third (full-time) trimester, or 30 credits for MS-SLP, 59 credits for OT and 61 credits for DPT, in the academic curriculum to continue in the respective program. If a student does not achieve this cumulative GPA he or she is dismissed from the program.

Academic Progression Warning

- An emailed letter of academic concern will be issued to any student who has a grade at midterm below a C level. The intent of the concern letter is to notify the student of less than satisfactory academic progress and the potential for course failure. A student receiving an academic concern email letter at midterm must first contact—by phone, email, or in person—the instructor(s) for the course(s) within 1 week of receipt of the concern letter. The student and course instructor(s) will discuss the student's performance, and the student will develop a plan, approved by the instructor, to improve future performance. The student must then inform his or her Faculty Advisor of the plan. If a student does not contact his or her course instructor and advisor, a note will be placed in the student's academic file noting the failure to comply with this policy.

- An Academic Warning will be given to any student who is not in academic good standing at the conclusion of any trimester. The intent of the academic warning is to notify the student of less than satisfactory academic progress. A student receiving an academic warning at the end of the trimester must contact his or her Faculty Advisor during the first week of the subsequent trimester and develop a plan, approved by the student's advisor, to improve future performance.

Academic Progression Probation

- A student who makes a grade below a C in any course will be placed on Academic Progress Probation and must undergo remediation and repeat the course for credit. Such students will be made aware in writing that they are at risk for failure to complete the program.
 - A student who is no longer in good academic standing must meet with the instructor and his or her Faculty Advisor to develop a plan for remediation and monitoring. The plan may allow him or her to take additional coursework with the approval of the Program Director.
 - The student must receive a grade of C or better on the course retake to progress academically.
 - If the student receives a grade of C or better, the student will be taken off academic probation.
 - If the student receives a grade below C when retaking a course, the student will be 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 the national board exams.
- Any student who does not successfully complete the coursework necessary to exit probation may be at risk of being denied federal financial aid due to not maintaining satisfactory academic progress.

Dismissal

- A student will be dismissed from the program if
 - an F is received in any course;
 - two grades of D are received;
 - a student receiving a failing grade during fieldwork/internship is also subject to this policy (See the Clinical Education Handbook); or
 - after the completion of 30 credits for MS-SLP, 58 credits, the student has a grade point average below 2.5.
- The Registrar notifies the APRC and the Program Director of any students who are being recommended for academic dismissal. The student will be notified of his or her dismissal by the Registrar.
- A student may appeal the dismissal to the Academic Appeals Committee/Program Director (see Academic Evaluation and Right of Appeal). 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. Readmission agreements can only be appealed if there are mitigating circumstances and an appeal can be made only to the University President.
- When a student is suspended for academic probation or for professional misconduct he or she will turn in his or her student ID badge to the Registrar and remain off campus. Students may visit a campus if they have made an appointment by phone with their Faculty Advisor or Registrar and restrict their activities to that appointment.

Health Records

Each student is required to provide a completed Student Medical Record Form to be kept on file by the Clinical Education Office. Failure to submit the Student Medical Record Form will prevent the student's participation in practicum, internship, and fieldwork clinical experiences. Detailed instructions regarding required medical records are

sent to new students prior to registration. Required medical forms are due to the Clinical Education Office by the date provided each term.

Health Services

All students are required to carry health insurance. Proof of health insurance must be provided to the Clinical Education Office each trimester.

The University is not licensed to provide health care services.

- St. Augustine campus
Flagler Hospital has a 24-hour emergency service. For non-emergency care, the University contracts with a family practice physician to provide services:

Dr. James Connor
1851 Old Moultrie Road
St. Augustine, FL 32086
904-824-8088

Additionally, there are local walk-in clinics that are equipped to provide emergency and non-emergency care.

- San Marcos campus
Emergency services are available at the following locations:

Palomar Medical Center
555 E. Valley Parkway
Escondido, CA 92025

Tri-City Medical Center
4002 Vista Way
Oceanside, CA 92056

- Austin campus
Emergency and non-emergency medical services are available at the following Austin locations:

St. David's Urgent Care
5700 West Slaughter Lane
Austin, TX 78749
512-394-0020

Nextcare Urgent Care
6001 West William Cannon Drive #302
Austin, TX 78749
512-288-3627

Austin Immediate Care
5000 West Slaughter Lane #100
Austin, TX 78749
512-282-2273

St. Davis South Austin Medical Center
901 West Ben White Boulevard
Austin, TX 78704
512-447-2211

Seton Southwest Hospital
7900 Farm to Market 1826
Austin, TX 78737
512-324-9000

University Medical Center at Brackenridge
601 East 15th Street
Austin, TX 78701
512-324-7000

- Miami campus
Emergency and non-emergency medical services are available at the following Miami locations:

Kendall Regional Medical Center
11750 SW 40Th St

Baptist Health Medical Plaza at Doral Urgent Care
9915 NW 41st St

Miami FL 33175
305-223-3000

Doral FL 33178
786-586-3830

Liability Release and Claim Waiver

Upon acceptance, students are asked to sign a general Waiver of Liability Form on behalf of the University prior to their participation in any athletic or extracurricular event while in residence. A copy of this form is located on the myUSA portal Students tab. These forms are placed in the student's file for record keeping purposes.

Licensure Exams

DPT students will not be given permission to sit for a licensure exam that is scheduled prior to all degree requirements being met.

Lockers

On the St. Augustine, San Marcos, and Austin 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 are located 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

Orientation

All new First Professional students are required to attend in-person orientation as well as complete an online orientation. Orientation activities include payment of tuition, submission of vehicle registration information required for parking decals, introduction to University departments, and a review of the Student Handbook.

Program Change

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

Incoming Students

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 6 weeks prior to the start of the trimester. To be considered, the student must have successfully completed all of the required prerequisites for the program to which he or she is requesting change. The Director of Admissions will notify the student via email of the outcome of the request. Please note: The start and completion dates of students who change degree programs may be extended.

First Term Students

Program Change Request Forms must be submitted to the student's current Program Director by midterm of the first trimester. Program change requests not received by the midterm deadline will be considered during the subsequent trimester. To be considered, the student must have successfully completed all of the required prerequisites for the program to which he or she is requesting to change.

Second Term (and Beyond) Students

Program Change Request Forms must be submitted to the student's current Program Director by midterm of the current trimester.

Program Change Request Process for Current Students

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 will not be 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 approved leave of absence will be considered;
- complete the Program Change Request Form located on the myUSA portal, Student Services tab under Forms and submit the completed form to:
 - his or her Program Director,
 - the Program Director of the degree program to which the student is seeking to change, and
 - the Director of Admissions (The Director of Admissions will approve only if the student has successfully completed all of the required prerequisites for the program to which he or she is requesting to change);

Once the Program Change Request Form has been considered by all applicable administrators, the student will be notified of the outcome via email by the University Registrar. **USAHS scholarships are not transferable from one program to another.** Changing programs may extend the degree completion date.

Reenrollment Timelines

A USAHS First Professional program graduate who decides to seek admission to another USAHS First Professional degree program must enroll within 3 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 First Professional degree program, a USAHS graduate must submit to the Admissions Office a completed application for admission; however, transcripts and GRE score reports do not need to be resubmitted with the new application.

Dual-degree students who delay beginning the DPT portion of the program after receiving the MOT degree must reenroll in the DPT program within -3 calendar years or they may be required to complete additional foundational coursework and/or internships in order to complete the second degree. To reenroll, a returning Dual student must notify the University Registrar in writing (email is acceptable) of his or her intent to resume classes at least 6 weeks before the start of the trimester.

Student Membership in Professional Associations

All University of St. Augustine students must be members of their respective national professional associations (American Physical Therapy Association [APTA], American Occupational Therapy Association [AOTA], National Student Speech Language Hearing Association [NSSLHA]). Dual students will be members of both professional associations (MOT during first 6 trimesters; DPT during last 4 trimesters). Current students will be asked to show proof of membership as part of the practicum or physical therapist practice courses. OT students will also need to provide evidence of a state membership.

Student Associations

The first trimester students will be assessed a one-time mandatory student activity fee of \$20.00. This fee is subject to change.

Examples of activities covered by the student association fee include but are not limited to

- authorized University functions,
- community awareness programs, and
- miscellaneous preapproved events.

This fee is allocated for campus-based student professional associations. Physical therapy students will be members in SPTA. Occupational therapy students will be members in SOTA. Speech-Language Pathology students will be members of SSLPA. Dual degree students will be members of SOTA in the first half of the Dual Degree program and SPTA in the second half. Student representatives from all classes and programs meet monthly with Program Directors to share information and discuss concerns.

All student events are to be coordinated through these associations with all allocated monies to be controlled by the SPTA, SOTA, and SSLPA organizations. All functions/events involving the University or the use of its name require prior review and written approval by (1) the respective Program Director and (2) the University's Director of Marketing. 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 was used. Any requests to use the University logo on clothing, etc. requires the same approval as listed above.

The SPTA, SOTA, and SSLPA organizations operate independently; however, financial support may be provided upon agreement of the supporting organization. Any use of funds requires two signatures from current officers of the respective organizations.

Student Retention Program: Tutoring

Based on availability, students who have a documented need (course average below 75%) for assistance in a class may request tutoring. This request for a tutor needs to be signed by the student's instructor who verifies the at-risk need by signing the Tutor Request Form. Students obtain the form and return it signed by the instructor to the Faculty Advisor, Administrative Assistant, or Academic Advisor in charge of the Tutor Program. Availability of tutors is not guaranteed.

The Tutor Program Manager will indicate the name and phone number of a recommended tutor on the bottom of the form and explain that it is the responsibility of the student to contact the tutor directly to arrange a mutually convenient schedule.

Refer to catalog.usa.edu for current document

If the student is requesting a tutor before there is a grade to verify a course average below 75%, the student may receive tutoring with faculty permission until midterm. At midterm, the tutoring need will be reevaluated.

For Accreditation Purposes ONLY

Refer to catalog.usa.edu for current document

Post-Professional Programs Policies and Procedures

Contact Information

A student should contact the University when he or she requires guidance or assistance with the online education degree programs, but only after consulting this Handbook.

Students may receive information about their degree program from staff, faculty, administration or by utilizing the myUSA portal. Official letters will be sent to students after any review of academic progress or other actions critical to the progression in the academic program. Students will be able to access course grades and final grades online through Blackboard Learning Management System (for course grades) or through myUSA for overall grades and unofficial transcripts. Each student is issued a user name and password to access grade information on the myUSA portal, My Info tab. Post-professional students are encouraged to review the Post-Professional tab on myUSA for forms, program updates or staff contact information.

Correspondence

All correspondence should be emailed to the Academic Program Coordinator or Program Director listed below.

Telephone—Please have the Student Handbook available when calling:
Main Number: 904-826-0084 or 800-241-1027

- Ask for the Academic Program Coordinator
- If the coordinator is unable to answer the question, the student may be directed to contact the Program Director or Academic Advisor

Master of Health Science

Jordan Utley, PhD, LAT, ATC
MHS Program Director
jutley@usa.edu 214-250-0349

Elinora (Nori) Formica, Academic Program Coordinator
eformica@usa.edu 904-770-3629

Sherrie Jensen, Academic Advisor

sjensen@usa.edu 904-770-3654

Doctor of Health Science and Doctor of Education

Cindy Mathena, PhD, OTR/L

Interim Program Director
Dean of Post-Professional Studies
cmathena@usa.edu

Gloria Doherty, Sr. Academic Program Coordinator
gdoherty@usa.edu 904-770-3583

Frank Bennett, Academic Advisor

fbennett@usa.edu 904-770-3525

Transitional Doctor of Physical Therapy

Chris Brownworth, Academic Program Coordinator

cbrownworth@usa.edu 904-7703597

Frank Bennett, Academic Advisor

fbennett@usa.edu 904-770-3525

Post Professional Doctor of Occupational Therapy

Karen Snyder, PhD, OTR/L
Post-Professional OTD Program Director
ksnyder@usa.edu ext. 1343

Chris Brownworth, Academic Program Coordinator

cbrownworth@usa.edu 904-770-3597

Frank Bennett, Academic Advisor

fbennett@usa.edu 904-770-3525

Master of Science in Nursing/Doctor of Nursing Practice

Robin Dennison, DNP, APRN, CCNS, CNE, NEA-BC
MSN and DNP Program Director
rdennison@usa.edu ext. 1310

Ivonne Colon, Academic Program Director
icolon@usa.edu 904-770-3611

Sherrie Jensen, Academic Advisor

sjensen@usa.edu 904-770-3654

Master of Health Administration

Kathy H. Wood, PhD, FHFMA, CAHME Fellow
MHA Program Director
kwood@usa.edu ext. 1289

Elinora (Nori) Formica, Academic Program Coordinator
eformica@usa.edu 904-770-3629

Sherrie Jensen, Academic Advisor
sjensen@usa.edu 904-770-3654

Dean of Post-Professional Programs

Cindy Mathena, Dean of Post-Professional Studies
cmathena@usa.edu

Being Prepared

A student's success in this program is partially based on his or her ability to use technology. If at any time a student finds him or herself lost or with questions, try one of the following options:

- Check the myUSA portal Blackboard tab for problem-solving advice.
- Technical Support techhelp@usa.edu

Computer Equipment

Online students will be required to have their own computer or have access to a computer. Check the myUSA portal, Tech Support tab, under IT Document Library for the most updated software requirements. Some software is provided at no charge to the student as a part of the technology fee paid every term. This software may include End Note, SPSS, Neehr Perfect, Learnscapes and other applications.

Course Availability (for Distance Learning and Electives)

It is the student's responsibility to work with an Academic Advisor to verify the availability of a course and to make scheduling adjustments if he or she finds he or she must take the course during a particular trimester to continue on a path to completion.

Course Schedules

It is the student's responsibility to check the syllabus for due dates for assignments or dates for examinations. If an online course is self-paced (accelerated), a student may complete assignments as he or she is ready. However, the

student will be provided with a time frame or due date for completion of the course. It is the student's responsibility to check the syllabus (and confer with faculty) for complete information on schedules, assignments, and due dates.

Degree Completion

Once all coursework has been completed, the Academic Program Coordinator will provide the student with a link to the graduation application. The application must be completed by the established date for the term.

The Program Director, in conjunction with the Registrar, will perform a degree audit to verify completion of the minimum number of credits and the overall GPA as follows:

- MHA - 3.0
- MHS – 3.0
- MSN – 3.0
- tDPT – 3.0 (or 2.50 for students admitted into the program prior to January 1, 2018)
- DHSc – 3.0
- EdD – 3.0
- PPOTD– 3.0
- DNP – 3.0

The Bursar's Office will assure that all fiscal obligations to the University or its subsidiaries have been met in full.

Commencement ceremonies are held three times per year in April, August, and December. See the Academic Calendar in this Handbook or the myUSA Student Services tab for exact dates.

For more information on completion requirements, refer to Academic Policies and Procedures in this Handbook.

Good Academic Standing, Academic Progression, Retention, Warning, and Probation

The role of the Post-Professional Progression Committee (PPPC), in conjunction with the Registrar's Office, is to monitor each student's academic progress throughout the curriculum. At the end of each trimester, grades are submitted to the Registrar. The Registrar will notify 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, or DNP programs, the student must maintain

- active status or approved leave of absence status, and
- good academic standing.

Active Status

A student is in active status if the student

- registers and begins a course within 12 weeks after official acceptance into the program; and
- completes a course within 6 months of acceptance into the program; and
- maintains timely and effective communication with the program representatives.

Leave of Absence

See Leave of Absence Policy under University Policies and Procedures

Inactive Status

A student will be placed on inactive status when failing to complete the minimum number of program credits within a 12-month period based on the date of admission to the program. The student will receive a letter from the Registrar notifying him or her of this status change.

When the student completes the minimum number of program credits within 1 calendar year, he or she will be placed back on active status. (Note: seminars alone do not count toward academic credit and meeting this requirement.)

If the student does not complete at least the minimum number of program credits within 1 year of being placed on inactive status, he or she will be referred to the Progression Committee for possible dismissal from the program. A student may be placed on inactive status only once during enrollment in DE programs. The student will be dismissed from the program if he or she fails to meet the yearly requirements for coursework progression a second time.

Good Academic Standing

To remain in good academic standing a student must

- maintain 3.0 GPA (see Probation information below);
- not earn a grade below a C (see Dismissal section); and
- comply with the University Academic Integrity Policy, which stipulates that all academic work represents the individual work of the stated author. Input and assistance from others must always be appropriate and fully acknowledged.

Probation

A student who receives a D in any course (or an F and has been readmitted), must repeat that course in its entirety and will be placed on Academic Probation. A remediation plan must be developed by the student and will be monitored by the Advisor.

- When retaking the course, the student must receive a grade of C or above in order to progress academically.
- If the student receives a grade below a C on retake, the student will be dismissed.
- When the grade of C or above is achieved on retake, the student will be taken off academic probation if his or her GPA is above his or her program level.

If the GPA of a student falls below the acceptable program level, the student will be placed on academic probation by the Program Director.

Following being placed on probation, the student will be required to submit an academic study plan to the Academic Advisor to explain how he or she plans to elevate the GPA to the program's acceptable level. The Post-Professional Progression Committee will review all study plans. The student will be expected to elevate his or her GPA to the acceptable program level or above within 1 calendar year. If a student fails to elevate his or her GPA, the student's record will be referred to the Post-Professional Progression Committee for review and possible dismissal from the program.

A student will not be 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.

Withdrawal of Acceptance into the Program

If a student does not register for one course within 12 weeks after official acceptance into the program, the Program Director will notify the Registrar to send the student a notice of withdrawal of program acceptance. Typically students will be auto-registered for IPE 7000 Introduction to Interprofessional Scholarly Studies, a required course for all post-professional students.

Dismissal

Based on recommendations of the Post-Professional Progression Committee, the student may be dismissed from a Post-Professional Program when a student

- fails to maintain active status;
- does not return to active status after an approved leave of absence period;
- receives a grade of F in any course;
- receives a grade below a C when retaking any course;
- while on probation, a student does not improve academic performance to program-level GPA within the prescribed calendar year;
- does not complete the minimum program credit hours within 1 year after being placed on inactive status;
- has more than one "W" in any course or three withdrawals total during the program;
- fails to comply with the University Academic Integrity Policy; or
- 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 will present the request to the Post-Professional Progression Committee for review. If the Progression Committee approves the extension, the student will pay the prescribed trimester extension fee by the due date upon being billed by the accounting department. If the extension fee is delinquent by 2 weeks, the student may be dismissed.

Upon dismissal, the student will receive a letter from the University's Registrar via USA email.

Right of Appeal

Any student who has been dismissed from the program may formally appeal this decision in writing to the director within 2 business days from receipt of the notification. If the student does not meet the stated deadline, the appeal may not be considered. In extenuating circumstances, the student may request an extension from the Program Director; however, this request must be made within the above stated deadline.

The appeal letter should address the following:

- The rationale behind the appeal and why the student believes the appeal is warranted.
- Future circumstances that will permit the student to rectify previous poor academic performance or deficient course activity.

The Program Director will notify the Academic Appeals Committee (AAC) of the appeal within 2 working days. The AAC will convene at the earliest convenient time.

The AAC will provide a recommendation to the Program Director within 2 business days following their meeting.

The Program Director will inform the student, the AAC, the Post-Professional Progression Committee, and the Registrar in writing of his or her decision regarding the appeal at the earliest convenient time for all parties involved.

Should a student not agree to the decision of the AAC, the student has the right of an appeal to the President or his or her appointed designee. The appeal must be submitted, in writing, within 5 business days to the President. Upon request, the President or his or her designee will review pertinent records, at his or her discretion, including a review of the process to ensure that it was correctly followed, and may meet with the AAC and the student. The President or his or her designee will follow the process as established in this Handbook and ensure that the process was followed.

Dismissal policies will be implemented as fairly and equitably as possible considering all extenuating circumstances.

The Right of Petition

A student may petition the University for an exception, exemption, waiver, or special consideration of any policy. All petitions must be submitted in writing, preferably limited to one page, and accompanied by supporting documentation. Petitions should be addressed to the Program Director who, in consultation with appropriate administration and faculty, will decide the outcome. Petitions are accepted for purposes such as

- reconsideration of a rejected applicant for admission to the University,
- extending the course of study to complete the program,
- transfer of credit when the initial transfer request was denied,
- permission to continue in the program after being counseled out, or
- appealing a grade or dismissal from the program.

The Program Director's decision may be appealed to an arbitration committee, whose decision is final. Each petition is a case unto itself and does not create a precedent for any cases to follow.

Orientation

Prior to beginning online courses, each student will receive a username, password, and directions for logging into the course platform. Students should sign into the myUSA portal Post Professional tab and view a short tutorial on navigating the Blackboard learning portal. This will provide the student with some general information about online learning and assist in navigating the platform software used to complete online courses. Information about the Student Readiness Orientation and preparatory materials will be sent to the student by the Academic Advisor.

Registering for Coursework Online

To register, a student must sign into his or her myUSA portal account, click on the Student Services tab, then Registrar and select the Post Professional Registration link located on the left menu column.

If a student is registering for a seminar or certification they should call the Continuing Education Office at 1-800-241-1027, ext. 1400.

Reinstatement

Students that voluntarily withdraw from the program in good standing may be reinstated into the program. These students will be permitted to bypass the normal application process and submit a one-page re-admittance application if it has been no more than 1 year since withdrawal from the program. Any student seeking reacceptance after the 1-year period must follow the normal application process.

Time Limit

MHA

It is required that MHA students complete all program requirements within 6 trimesters or 2 years. An extension of up to 1 year may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

MHS

It is required that MHS students complete all program requirements within 6 trimesters or 2 years. An extension of up to 1 year may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

MSN

It is required that MSN students in Nurse Educator, Nurse Executive, or Nurse Informaticist role specialties complete all program requirements within two (2) years (6 terms). It is required that MSN students in Family Nurse Practitioner role specialty complete all program requirements within 2 years and 8 months (8 terms). An extension of up to 1 year may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

DNP

It is required that BSN-entry DNP students complete all program requirements within 3 years, 4 months (10 terms). It is required that MSN-entry DNP students complete all program requirements within 2 years, 4 months (7 terms). An extension of up to 2 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

PPOTD

It is required that PPOTD students complete all program requirements within 4 years. An extension of up to 2 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

tDPT

Students are expected to complete the transitional DPT program in 4 years. An extension of up to 2 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester. The maximum time to complete the degree is 6 years.

DHSc

It is required that students complete all degree requirements within 5 years. An extension of up to 2 1/2 years may be requested. If approved by the Program Director, there is an extension fee of \$333.00 per trimester.

EdD

It is required that students complete all degree requirements within 4 years. An extension of up to 2 years may be requested. If approved by the Program Director, there is an extension fee of \$333.00 per trimester.

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 pre-requisite requirements. When credentialing/licensure is required, it will be noted as a pre-requisite requirement in the course catalogue.

Students in NDS status are required to submit an application to take courses at USAHS. The NDS application can be received by contacting nondegree@usa.edu or 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 into 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 2 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 Student Handbook.

Credits earned by students in NDS status at USAHS may be transferred into 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 in from courses completed as a student in NDS status.

** Exception - students taking SLP levelling courses or foreign-trained PT's 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 are 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

Students in NDS status are also eligible to secure access to on-campus Wellness Centers by paying the term-based fee.

For Accreditation Purposes ONLY

Clinical Education Handbooks - PT, OT

Introduction

This handbook provides guidelines for the Clinical Education components for the curriculum of the Program in Occupational Therapy, Physical Therapy, and Speech and Language Pathology at the University of St. Augustine for Health Sciences (USAHS). This serves as a reference for the University's faculty, Department Head of Clinical Education, the affiliated sites' Fieldwork Educators (FWE), Academic Coordinator of Clinical Education (ACCE), Clinical Faculty Coordinators (CFC), and students in the development of learning experiences for our students/interns and the evaluation of their clinical performance. Other information included are regarding rights, responsibilities, and risk management, such as the orientation of clinical faculty and students, communication requirements, and student policies. The handbook is reviewed and updated as necessary by the Clinical Education Committee (CEC).

Mission

The University of St Augustine's for Health Sciences prepares dedicated students for successful employment in Clinical Health Care fields through exceptional training, real-world experiences, and student-centered support and collaboration.

Philosophy

The University of St. Augustine for Health Sciences is committed to the idea that professional education requires a sound academic preparation in conjunction with practical clinical experience. To this end, the Clinical Education program seeks to provide a variety of stimulating environments to further the student's professional development.

The University is also committed to providing each student an opportunity to meet their educational goals by providing the highest level of education in a variety of areas of patient care that is reinforced and built upon in the clinic. Students are expected to actively participate, question, explore, teach, and motivate during their interactions with the clinical community to reinforce their learning experiences, enhancing their education. The clinical experience exposes the student to realistic environments to allow practice in interdisciplinary communication, documentation, supervision of support personnel and problem-solving as well as the ethical, medico-legal aspects of patient care.

Clinical educational sites stimulate the student to look beyond the information learned in the classroom to discover further meanings and relationships within the profession. Sites are selected for their ability to create learning situations that encourage the student to expand their knowledge, abilities, and skills. Sites also provide the students with an awareness of fiscal responsibility as it impacts their clients and institutions.

Core Values

The six core values of USAHS

- Student First
- Professionalism
- Promoting Excellence and Innovation in Education
- Integrity
- Health and Wellness
- Collaboration

- Responsiveness
- Creative and Critical Thinking

Site Recruitment

Sites that meet the standards and the needs of the University and USAHS students will be invited to become a Clinical Education site. The relationship between the site and academic program is formalized through the student clinical experience contractual agreement. Students will be placed only in those site locations that have a duly executed contractual agreement with the University.

Contact with potential Clinical Education sites may occur by:

- A member of the CEC contacting the facility directly
- Through direct contact with the Clinical Site Development Representatives who are based on each campus
- The facility contacting the University directly
- The facility being recommended to the CEC by a member of the Advisory Committee, another program, a student, a faculty member, or an alumnus of the program

Due to contractual agreements, it is University policy that all contact with clinical sites be coordinated through the Clinical Education Department. Students wishing to establish a contract with potential clinical sites must submit their request in writing to the CE department in accordance with the timeline.

Students are not permitted to contact sites unless directed by the clinical education faculty or other member of the clinical education department.

The following criteria are most important to USAHS in establishing a contractual agreement with a Clinical Education Site:

- Clinical instructors (CI) or Fieldwork Educators (FWE) providing supervision for students must have at least one year of practice experience.
- The therapy services at the Clinical Education site provide an active, stimulating environment appropriate for the learning needs of the students.
- The Clinical Education site has a variety of learning experiences available to students.
- The therapy staff practices within the ethical and legal scope of their professions.
- The Clinical Education site's philosophy and objectives for patient care and clinical education are compatible with those of USAHS.
- The CI and the CCCE or the FWE and AFWC have developed appropriate objectives and learning experiences in collaboration with USAHS to reflect learning outcomes that are realistic and feasible - specific objectives to be developed within the first week.
- The CI or FWE has release time from patient care to plan for and work with the student on a regular basis.
- The patient's treatment program and goals are based on examination and assessments conducted by the therapist.
- The atmosphere of the department is conducive to staff and student interaction.
- Students are given a reasonable length of time to work with their assigned patients, have quality, direct supervision at all times by an appropriately credentialed professional and are not considered to be supplemental staff.
- The administration of the Clinical Education site is willing to provide and is supportive of clinical education and a student program.

- The Clinical Education site is willing to complete all forms and reports appropriately and in a timely manner.
- The CCCE or FWE represents the Clinical Education site and attends meetings and continuing education as deemed necessary by USAHS.
- The Clinical Education site is committed to the principle of Equal Opportunity and Affirmative Action as required by federal legislation.

Contracts and Memorandums of Understanding

A copy of the duly executed active contract/memorandum of understanding (MOU) must be on file in the Clinical Education department prior to student involvement in patient/client contact. The contracts administrator will initiate the renewal process prior to the contracts expiration.

USAHS maintains a medical malpractice plan. A copy of this policy is furnished with initial contracts, with annual Clinical Education Request Form (CERF) and upon request.

A CERF is forwarded annually to each of the Clinical Education sites indicating the University's scheduled Internship time periods. Clinical Education sites are requested to complete and return the form to the University indicating the time periods they can host a student.

Medical Malpractice Insurance

USAHS maintains a medical malpractice plan. A copy of this policy is furnished with initial contracts, with annual Clinical Education Request Form (CERF) and upon request.

Clinical/Fieldwork Site Selection

A CERF is forwarded annually to each of the Clinical Education sites indicating the University's scheduled Internship time periods. Clinical Education sites are requested to complete and return the form to the University indicating the time periods they can host a student.

International Clinical Requests

Students who would like to be considered for an international clinical experience must complete the following process:

1. Maintain a 3.0 GPA.
2. Make an initial request to their ACCE or AFWC.
3. Attend the International Clinical Experience meeting organized by their ACCE or AFWC.
4. Submit completed International Clinical Experience Application to the Clinical Education Office by the designated date.

Criteria for international requests:

1. The CI or FWE at the site must speak fluent English.

2. Students must be proficient in the professional language of the country.
3. Students may need to purchase additional professional liability insurance.

Note: Final decisions are at the discretion of the Clinical Education Department.

Site Changes/Cancellations

Due to changes in healthcare and clinical supervisors, students may be reassigned to a different facility at any time prior to or during a scheduled internship or fieldwork rotation.

If a clinical site cancels an available affiliation after a student is placed and confirmed, the student will be notified via email within 48 hours of the site notifying USAHS. The ACCE or AFWC will reassign the student based on the practice setting and attempt to place in proximity to the original assignment.

Students MAY NOT cancel internships or fieldwork. Placements for Clinical Education are considered firm commitments.

Assignment of Clinical Sites

The ACCE or AFWC shall have ultimate authority in determining a student's clinical placements. Students must be placed in settings that facilitate experiences with a variety of populations, in accordance with CAPTE or AOTA guidelines. Clinical experiences cannot begin until all prerequisite curriculum coursework has been successfully completed. All clinical experiences must be successfully completed to be eligible for graduation.

Clinical experiences are assigned by the ACCE or AFWC with consideration given to students' request for placements. Since the clinical experience is an extension of the academic education and training, the number one priority is the quality of the learning experience. The clinical experience gives the student an opportunity to develop and refine knowledge and skills that were initiated in the classroom, and laboratory. Clinical placement sites are assigned based on current availability and collaboration with the facility to provide education which supports the curriculum. Level II Fieldwork cannot begin until all curriculum coursework has been successfully completed. Both Level II fieldwork experiences must be successfully completed to be eligible for graduation.

The ACCE or AFWC is responsible for making clinical placements. Students may make suggestions, but the clinical education department will make all contacts. Students should not request to be placed in facilities where there may be a conflict of interest. Students should not request sites where they are currently employed, have a contingent employment opportunity, or have previously been employed in any capacity. Students will not be placed in the same facility with persons who are related to the student either as a physical therapist or another professional employee. It is the student's responsibility to notify the ACCE or AFWC about relatives employed at assigned facilities.

Reassignment of Clinical Sites

Students may request a reassignment of the site during an internship or fieldwork under the following circumstances:

- The occurrence of unethical or illegal practices;
- The designated CI or FWE possesses inadequate credentials or experience to as a mentor;
- It is an inappropriate type of experience needed by the student to achieve academic objectives;
- There is an inadequate patient load or a variety of patient diagnoses/experiences.

The process of reassignment should be initiated by the student as soon as a problem is identified. The student should contact the ACCE or AFWC for instructions on how to handle the situation. The ACCE AFWC and the Department Head will handle all requests for reassignment on a case-by-case basis. Students may be required to submit written documentation of their complaints before the request is considered.

A Clinical Education site reserves the right to request that a student is removed from the site for assorted reasons. These will be dealt with on an individual basis with possible reassignments made at the discretion of the ACCE or AFWC based upon the nature of the site's request.

All efforts will be made to salvage the experience through student and CI or FWE counseling and education. When a reassignment is approved, the ACCE or AFWC and student will work in collaboration to find another suitable site. Requests for leave for any other personal or professional reason will be handled on a case-by-case basis.

The ACCE or AFWC has the right to reassign a student based on any of the above circumstances.

Please note - If at any time a clinical site terminates the clinical experience due to poor performance, the student will receive a failing grade for that clinical experience.

Hardships

Students may submit for a hardship for clinical placement. Requests are considered based on extraordinary circumstances beyond expected difficulties inherent in a clinical education assignment and are not guaranteed. It is essential for students to familiarize themselves with the requirements of the program including travel and financial costs associated with clinical education and plan accordingly. Placements are granted for a specific location, not site and students may be placed within 75 miles of the three locations provided. Specific criteria include: sole caregiver for a family member, military spouse on overseas deployment, and children 1 year and younger during time of clinical rotation. Official supporting documentation is required at the time of submission and may include a note from the student's physician or spouse's commanding officer. Completed requests are reviewed and final decisions are determined by a cross discipline committee referred to as the Hardship Committee.

If granted, the ACCE or AFWC will attempt to find a clinical site that accommodates the requested location based on currently affiliated agreements and/or current placement offers. The request by the student to be placed in a specific location may delay the student's progression through the program and commencement (graduation) date.

If a hardship is not granted, students can meet with their ACCE or AFWC and consider a Leave of Absence. Academic requirements relating to clinical education will always take precedence with placements.

Incomplete/Withdrawal Failure

Students who:

- Receive an "Incomplete" while on a clinical experience will not be allowed to progress in the program or in any advanced study programs until the grade is remediated to a grade of "Pass".
- Receive an "Incomplete" while on a clinical experience will not be eligible for the Program's Outstanding Student Award.
- Receive a "Withdrawal" from any clinical experience is subject to USAHS' Grading Policy as described in the Student Handbook. Students must meet with the ACCE or AFWC to establish a remediation plan.
- "Fail" a clinical experience will be dismissed as per USAHS' Grading Policy described in the Student Handbook. The student has the right to engage in the appeals process for failed clinical experiences as outlined in the Student Handbook.

Student Clinical Education Site Files

The Clinical Education Office maintains files and information regarding Clinical Education sites for student review. The files include the information below:

- Clinical Site Information Form (CSIF) or Fieldwork Data Form (FWDF AOTA form): Form that provides general information about the facility and its staff, training programs, patient/client population, dress code, housing, work days, hours, stipends, parking, transportation, and meals.
- Physical Therapy Student Evaluation (PTSE) Form or Student Fieldwork Evaluation Form: Online form completed by the student(s) that previously completed an internship at the facility
- Miscellaneous: Additional information such as maps, brochures, pamphlets, community events, tourist information, etc. may be provided by some sites

Outstanding Financial Obligations

Students are required to be in good financial standing with the USAHS at the start of the clinical experiment. A student with any outstanding financial obligations to USAHS will not be allowed to participate in their clinical experience and any future clinical experiences until the financial obligation is satisfied.

Health Policy

USAHS' policy is that medical records are required to be submitted to the Clinical Education office upon registration and prior to arrival on campus. In addition, these documents are required by USAHS for students to remain in compliance with contracted clinical facilities and prior to students being considered for clinical placements. Students are required to remain current with all required documentation to maintain enrollment in USAHS as well as to successfully complete the Clinical Education coursework; therefore, all requirements must be updated prior to attending all clinical experiences and cannot be due to expire while out on clinical rotations. Completion of these documents is required and the responsibility of the student. USAHS sets guidelines and monitors student medical data at matriculation and during the student's enrollment. Students are responsible for all associated costs.

Note: A facility may request additional physical examination criteria for a student to participate in an internship at their facility. It is the student's responsibility to comply with the requesting sites' policy. Due to confidentiality, records will not be released to any third party by the Clinical Education Department.

Failure by the student to comply with any health policy will preclude participation in clinical education activities and the possibility of a referral to the PMC.

Required health information includes:

- A copy of the student's medical insurance coverage (must be kept current while enrolled)
- Proof of a comprehensive health examination (annually)
- Current 2 step PPD or chest x-ray if PPD positive (annually)
- Proof of immunization or immunity to Measles, Mumps, Rubella, and Varicella
- Proof of immunization and immunity to Hepatitis B or physician signed declination form*
- Proof of immunization to Tdap (every ten years)
- Proof of immunization to Bacterial Meningitis on Texas campus

- Flu shot (annually)
- A copy of the student's current American Heart Association (AHA) First Aid and BLS cards (expire every two years)
- A copy of a certificate of completion for training in OSHA, HIPAA, and Elderly Abuse

* A facility has the right to refuse any student who has not completed the required medical documents including an incomplete Hepatitis B series.

Criminal Background Checks, Drug Screen and Fingerprint Reports

Students are required to complete a criminal background check, drug screen, and fingerprint report prior to the deadline set forward by the Admissions Department. Failure to complete these required documents will preclude students from being considered for placement in the clinical setting. Costs associated with these tests are the responsibility of the student. Results will not be provided to anyone by the Clinical Education Department. Clinical sites will only be provided verification of completion and attestation to the absence of disqualifying offenses.

Note: Students have a continued obligation to report any criminal arrests or convictions to the Department Head of Clinical Education within 30 days of its occurrence.

Medical Insurance

Certification of current health insurance (including hospitalization) is required while enrolled at USAHS. Students are responsible for all costs associated with maintaining this coverage.

Emergency Medical Care

Each student is personally responsible for all expenses that result from emergency care during clinical practice. Should a student suffer an accident or injury while out on a clinical education experience, appropriate emergency action should be taken and the ACCE is to be notified. Students should alert the CCCE of any potential medical problems and activities that may become necessary because of an existing condition. Policies and Procedures concerning exposure to communicable illness or Blood-borne pathogens must be in place in every clinical facility. Students should know the policy and procedure in each assigned clinical facility and carefully comply with all requirements should an exposure or injury occur. In the event of an exposure to blood or other potentially infectious bodily fluids, the student should immediately notify the CCCE or FWE and ACCE or AFWC.

Attendance Policy

USAHS requires 100% clinical attendance and students are expected to work a minimum of 40 hours per week per the facility operating schedule for the entire length of the internship or fieldwork (12 weeks) . Students shall follow the schedule of the CI or FWE and clinic including holidays. Students must submit written requests to the CI or FWE and ACCE or AFWC for any days off, prior to the requested time during their internship or fieldwork experience. Students are further expected to be prompt to each scheduled clinical experience and are encouraged to arrive early. Students who expect to be tardy are to call the CI or FWE to notify them prior to the start time and should communicate an expected arrival time.

Students are required to make up any excused absence(s); these absences require supporting documentation and are required to be approved by the ACCE or AFWC and CI or FWE prior to taking time off. Students must submit a written plan to the ACCE and CI FWE documenting how they will make up the missed time that is to be completed prior to completion of the clinical experience. Unexcused absences are not permitted. Violations of this policy will result in referral to the PMC.

Students who are habitually tardy or attempt to depart early (before all patient care and documentation are completed) are subject to failure on professional indicators, with excessive tardiness and absenteeism putting them at risk of failing the clinical education course.

Illness

If the student is ill and unable to attend the clinical education experience, the CI or FWE and the ACCE or AFWC must be notified prior to the expected arrival time of the student for that day. Students with symptoms or illness that may be communicable to patients or staff should not have contact with patients. If students are unsure whether they are healthy enough to be in contact with patients, they should seek medical advice for an evaluation of their medical condition. Students must comply with the center's policies and procedures for evidence of medical release to return to work. Persons with the following conditions should not be allowed patient contact without a medical clearance:

- Active chicken pox, measles, German measles, herpes zoster (shingles), hepatitis A, hepatitis B, hepatitis C, or tuberculosis
- Diarrhea lasting over three days or accompanied by fever or bloody stools
- Conjunctivitis
- Draining or infected skin lesions
- Group A Strep infection (Strep Throat) until after 24 hours of treatment has occurred

Students will be readmitted to the clinical area after illness at the discretion of the CI or FWE and the ACCE or AFWC.

Travel between Internship placements

Students are not permitted to change the start or end dates of their internships to accommodate travel without written permission from the ACCE or AFWC and the CI or FWE. If additional days are necessary, students are to complete a written request on the Clinical Education Attendance Form and submit to the ACCE or AFWC prior to starting the internship. The student will receive written permission from the ACCE or AFWC regarding which experience the additional travel days will be allotted, the number of days allotted, and how this time will be made up. Approval will be dependent upon the following: the student's clinical performance at the time of the scheduled absence, the opportunities available to make up the time missed, and any hardship the absence places on the clinical facility to provide the time off.

Holidays

Students will follow the holiday schedule established by the clinical site, NOT the academic calendar of USAHS. The student must notify the ACCE or AFWC in writing regarding the scheduled holidays during their clinical education experience. If a student needs to observe a religious holiday, a written request must be submitted to the ACCE or AFWC and CI or FWE a minimum of three days prior to the holiday and approval will be based on clinical site policy.

Clinical Dress Code and Appearance

Students are expected to maintain a professional appearance always. The student should follow the dress code of the clinical facility and adhere to the following standards:

- ID Badges (Student ID and hospital badge, if required) are to be worn always.
- Students are to always be neat and well groomed. No heavy make-up, cologne, perfume, or aftershave is allowed and scented lotions should be avoided.
- Hair must be tied back away from the face. Beards and mustaches are permitted, provided they are neatly trimmed.
- Artificial nails are prohibited in the clinical setting. Natural nails are to be groomed to no longer than ¼" and be free of dirt and debris. Polish should not be cracked or chipping and must be neutral in color.
- Jewelry should be kept to a minimum. Watches and wedding rings are permitted but may need to be removed to protect the patient when performing certain treatments. Facial jewelry is NOT allowed in the clinical setting.
- Clothing should be pressed, clean, and free of stains or holes. Fabrics that do not wrinkle are strongly encouraged.
- Shoes should be closed toe and closed heel, have a rubber sole no more than 1" tall and be clean and solid neutral in color. Socks or stockings must be worn.
- Shirts must be tucked in and be of sufficient length as to remain tucked in during treatment activity.
- Appropriate undergarments should always be worn and should never be visible.
- Tattoos, body piercing, and other body adornments must be covered or removed during clinical practice.
- Lab coats are required unless against the clinical facility's dress code.
Women: To be worn: khaki (tan slacks) pants with USAHS polo shirt; shirts are to be tucked in. NOT to be worn: hip-huggers, capri pants, jeans, cargo pants, shorts, dresses, skirts, tank tops, sleeveless tops, or low cut blouses/shirts. Clothing should be modest in nature and be of a length and style to protect the student's modesty during treatment – undergarments are not permitted to show.

Men: To be worn: khaki (tan slacks) pants with USAHS polo shirt; shirts are to be tucked in. NOT to be worn: jeans, cargo pants, shorts, tank tops, sleeveless tops or low-cut shirts – undergarments are not permitted to show. Cleanly shaved or well-groomed beards/mustaches are acceptable.

Students are required to follow the uniform standard or dress code of the individual facility where they are assigned. In some cases, scrubs may be required. Failure to adhere to the clinical dress code while on clinical affiliation experiences will be considered an act of professional misconduct and will result in subsequent referral to the PMC.

Standards of Professional Behavior

Students are expected to abide by the Code of Ethics of their respective Associations.

The Code of Ethics for the Physical Therapist

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf

The Occupational Therapy Code of Ethics <https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

Students demonstrating unprofessional behavior will fail the clinical education experience regardless of their performance in other skill areas. Specific skills and criteria related to professionalism upon which the student will be evaluated are detailed in the course syllabus, assignments and evaluation forms for each internship.

Students are required to be familiar with the state practice act in the state where they will be practicing as student occupational/physical therapists. For most states, this information is available through the state board's website.

Students are to avoid engaging in personal activities while at the clinical site. Students will refrain from personal phone calls or other communication during clinical education. Students are not permitted to have personal cell phones, beepers or other devices activated while in clinical practice, and texting is not allowed. Preparation for other academic work that interferes with patient care is not permitted. Students should use their own evening and weekend time to complete assignments.

Disruption of Center Operations

The CI or FWE may send a student away from the center at any time the student's behavior or unsafe practice places the student or others at risk. These situations will be addressed immediately. The CI or FWE must contact the ACCE or AFWC to determine a course of action, which may include:

- Evidence of remediation, so that the student no longer poses a risk to self or others before returning to the center.
- Termination of the clinical education experience.

An effort will be made to salvage the clinical experience through student and clinical instructor counseling and education.

Student Liability Insurance

Students are provided protection against general and professional liability claims by the University of St. Augustine for Health Sciences. A certificate of this protection is submitted to each clinical site with the agreement for affiliation. Should a clinical site require additional evidence of insurance on an individual student, it is the responsibility of the student to provide that information. Students may contact the Office of Clinical Education for more information.

Travel and Living Expenses

Students should expect to travel outside of the immediate area of their home campus for their full-time internship. All expenses associated with completion of the internship or fieldwork are the responsibility of the student, including but not limited to transportation, housing, and other living expenses. In some cases, the CCCE or AFWC or CI or FWE may be able to assist the student in locating suitable housing. Students are expected to plan for and meet all financial obligations while on internship or fieldwork.

Employment

Students should not plan to hold outside employment while doing full-time clinical experiences. To do so, seriously jeopardizes a student's chance of success due to distractions and fatigue. Employment is not considered a hardship by the Clinical Education office and no effort will be made to try and place a student in a location that would allow the student to work.

Physical Therapy

Accreditation

Regional Accreditation

WSUC Accreditation The University of St. Augustine for Health Sciences is accredited by the WASC Senior College and University Commission. 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) 985 Atlantic Avenue, #100 Alameda, CA 94501 / 510-748-9001 / www.wascenior.org

Programmatic Accreditation

CAPTE Accreditation - The University of St. Augustine for Health Sciences has two types of programmatic accreditation. All its first-professional physical therapy programs are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Graduates 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 attain state licensure. Additional information regarding this accreditation is available by contacting: Commission on Accreditation in Physical Therapy Education American Physical Therapy Association 1111 North Fairfax Street Alexandria, VA 22314 800-999-2782 ext.3240 www.capteonline.org Complaints about the program may be submitted to CAPTE by requesting the Procedures for Handling Complaints about an accredited or developing physical therapy program. This document can be obtained by writing to CAPTE, calling 703-706-3245, or by visiting www.apta.org.

Student Outcomes

Graduation, exam and employment rates

The mission of USAHS' DPT program is to graduate competent, versatile, reflective, empathetic and autonomous practitioners who by their critical thinking and active learning skills, clinical experience, diagnostic proficiency, ethical and behavioral standards, and commitment to professionalism, will be prepared to assist and direct the patient or client in achieving optimum function. These practitioners will contribute to their practice and society through continued professional growth and personal example of a healthy and productive lifestyle.

Trimester I

HSC 5120C Gross Anatomy I Hours: 4

Covers fundamentals of the structure, function, and interrelationship of major body systems and regions (upper extremity, thorax, head, and neck). Microscopic anatomy is included.

HSC 5125C Applied Anatomy I Hours: 1

Applies 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 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 Hours: 3

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.

HSC 5130C Patient/Client Care Management I Hours: 3

Introduces principles and techniques of basic patient care, therapeutic communication and touch, and inter-professional collaboration skills.

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 medico-legal aspects of massage are covered.

HSC 5135 Evidence-informed Practice I Hours: 2

Combines instruction in clinical problem solving and critical thinking to introduce evidence-informed skills of practice: logic, problem synthesis, hypothesis generation, reflective-practice, and decision making. Includes an analysis of evidence and research design.

Trimester II

PHT 5220C Gross Anatomy II Hours: 4

Covers fundamentals of the structure, function, and interrelationship of major body systems and regions (lower extremity, back, abdomen, and pelvis). Microscopic anatomy is included.

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.

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.

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.

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.

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.

Trimester III

HSC 5310C Clinical Neuroscience Hours: 4

Clinical neuroscience is a five-credit lecture and lab course in which students receive the neuroanatomical and neurophysiological foundations for understanding the normal function, dysfunction, and clinical interventions. There is an emphasis on the neuroscience related to posture, movement, cognition, and sensory functions. Cadavers and models are used to enhance the students' three dimensional understanding of the material.

The neuropathology component of the course uses a case study format to strengthen the students' knowledge of the etiology and clinical features of the neurological conditions that they are most likely to treat in clinical practice.

PHT 5315C Neuromuscular I: Concepts and Evaluation Hours: 3

This course will examine the theoretical basis for evaluation and treatment of neurologic disorders. Historical perspectives will be explored with emphasis on current theories of motor control, motor learning, and skill acquisition. Neurologic evaluation techniques will be taught and practiced as well as specific assessment techniques for balance, mobility, and gait.

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.

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.

PHT 5360 Differential Diagnosis Hours: 2

Introduces clinical reasoning as it relates to patient screening and differential diagnosis within the patient/client management model. Focuses 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.

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.

Trimester IV

PHT 5420C Cardiovascular and Pulmonary Physical Therapy Hours: 3

Focuses on the role of the physical therapist as part of the inter-professional 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.

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.

PHT 5440 Physical Therapy for the Integumentary and 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.

PHT 5455 Physical Therapist Practice II Hours: 3

This course expands on instruction from PHT 5802, Physical Therapist Practice I, in the areas of patient/client management, PT documentation, and jurisprudence. Reimbursement issues, communication with other healthcare professionals, supervision, patient screening, and risk management across practice settings will be presented. Application of the concepts of patient-practitioner interaction, discharge planning, and standardized outcome measures will be provided. The roles of various healthcare practitioners will be discussed.

PHT 5430C Patient Care Management II Hours: 3

Emphasizes an inter-professional approach to the physical therapy management of patients with medical and surgical conditions in acute and post-acute care settings with the application of clinical reasoning and the patient/client management model using case-based learning.

PHT 5450CMusculoskeletal 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.

PHT 5415C Neuromuscular II: Evidence in Interventions Hours: 3

This course expands on previous knowledge learned in the Neuromuscular I course taught in trimester 3. The emphasis of this course is on learning treatment techniques for the resulting impairments and disabilities of the patient with a neurologic injury. Emphasis will be placed on contemporary models of motor control, task analysis, and skill acquisition. Within this framework, specific treatment approaches including proprioceptive neuromuscular facilitation (PNF), Neurodevelopmental Treatment (NDT), Motor Relearning Program, and the task-oriented approaches will be taught. Management of the patient with spinal cord injury will also be a focus of this course.

Trimester V

PHT 5813 Internship I 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.

PHT 5530C Patient Care Management III Hours: 3

Emphasizes an inter-professional approach to the physical therapy management of patients with conditions limiting activity and participation in outpatient and community-based settings with the application of clinical reasoning and the patient/client management model using case-based learning.

PHT 5525C Prosthetics, Orthotics, and Assistive Technology Hours: 3

Examines the physical therapist's role on an inter-professional team member to determine patient need, prescribe, fabricate, obtain, train in use of, and evaluate the effectiveness of orthotics, prosthetics, and assistive technology. Emphasizes physical therapy management of patients/clients with lower extremity amputation.

PHT 5535 Evidence-Informed Practice II Hours: 2

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.

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.

Trimester VI

PHT 5650C Musculoskeletal IV: Clinical Reasoning Hours: 3

Course material emphasizes the development of the clinical knowledge and skill necessary to complete a differential spine examination and to plan and carry out effective interventions for spinal impairments. General principles of spinal functional anatomy, tissue, and spinal joint biomechanics, and pathology are presented as well. Spine examination procedures covered in this course include structural assessment, active range of motion, palpation for the position, condition and mobility (PIVM), neurovascular screening, and history taking and interpretation. This course will focus on the principles and techniques necessary to perform a competent physical therapy examination and intervention program for all spinal regions (except upper cervical spine), including thrust and non-thrust manipulations. When students return from their sixth trimester full-time clinical internships, the seventh-trimester curriculum will continue to review and include more advanced physical therapy manipulation (thrust and non-thrust) technique options.

PHT 5610C Pediatric Physical Therapy Hours: 3

The normal development of gross motor skills will be reviewed and contrasted with abnormal development that occurs in the presence of various conditions and pathologies. The etiology and clinical features of common pediatric disorders not previously covered will be discussed. Basic methods of evaluation, assessment, clinical decision making, goal setting, and treatment in a variety of settings will be discussed. This course will include videotape patient analysis and laboratory experiences.

PHT 5620C Geriatric Physical Therapy Hours: 3

Covers the role of the physical therapist within the inter-professional 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.

HSC 5670 Administration and Management in Rehabilitation Services Hours: 3

The application of managerial and administrative principles to rehabilitation services within a changing healthcare 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.

HSC 5665 Wellness and Health Promotion Hours: 3

Focuses on ways to promote health and wellness through behavioral change and identification of barriers to change. Health promotion planning will include individual, group, and population-based interventions. Examines 17 risk behaviors that can compromise health throughout the lifespan. Applications to clinic/home/community situations and participation in selected complementary and alternative health interventions are included.

PHT 5615C Neuromuscular III: Advanced Examination and Intervention Hours: 3

This 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.

Trimester VII

PHT 5780 Knowledge Translation for Clinical Practice Hours: 1

Focuses on the review and synthesis of all DPT program courses to sharpen clinical problem solving and clinical reasoning ability in preparation for final internships.

PHT 5770 Internship II Hours: 11

12 weeks 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.

Trimester VIII

PHT 5870 Internship III Hours: 11

12 weeks 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.

PHT 5835 Evidence Informed Practice III Hours: 1

Includes development of a written case report of a patient from Internship II or III integrating the principles of scholarly inquiry covered in Evidence-Informed Practice I and II.

Clinical Experiences

Students will participate in three internships as part of the Doctor of Physical Therapy program. These internships will provide students with a variety of clinical experiences.

Internship I is a six-week rotation and students are typically assigned to either an acute care hospital or an acute care/outpatient mix facility.

Internships II and III are twelve-week rotations and students are typically assigned to an outpatient or neurological experience in a rehabilitation hospital, outpatient or pediatric setting.

Communication

Communication between the clinical education site and the University is encouraged to discuss student's progress, develop learning objectives, handle conflict resolution, and receive support and to discuss any questions or concerns on behalf of the clinical education site.

A faculty representative may visit clinical education faculties during student internship experiences with appropriate notice and planning with the clinic.

Evaluation of Internships

Completed by Students:

- Student Update Form - this form provides the University with current contact information for students
- Physical Therapy Student Evaluation (PTSE) - students will complete this at the end of the internship and review with the CI

Completed by CI:

- CPI Web - the evaluation tool used by the University that is completed at the end of the student's rotation. This serves as the Final Clinical Evaluation
- In-Service Evaluation Form - each student is required to conduct at least one in-service during their internships
- Student Preparedness Survey – evaluates student preparation and results are used for curriculum development

Occupational Therapy

Regional Accreditation

WSCUC Accreditation - The University of St. Augustine for Health Sciences is accredited by the WASC Senior College and University Commission. 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) 985 Atlantic Avenue, #100 Alameda, CA 94501 510-748-9001 www.wascsenior.org

Programmatic Accreditation

ACOTE Accreditation - The entry-level St. Augustine, Florida Occupational Therapy program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and re-accredited in April 2009. The flex format was added in St Augustine in May 2012 with full approval from ACOTE. The California MOT program received accreditation from ACOTE in the fall of 2010. The Texas MOT program received accreditation from ACOTE in fall 2015. The flex format will begin in Texas in the fall of 2017, pending ACOTE approval to admit the first cohort. The entry-level OTD program was added to the Texas and California campuses in spring of 2017 and is currently in candidacy status pending accreditation review. Graduates of all entry-level programs take the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam the individual will be an Occupational Therapist (OTR). In addition, all states require licensure to practice. State licenses are based on this NBCOT certification. A felony charge and or conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure. For more information about the occupational therapy accreditation process, contact the Accreditation Council for Occupational Therapy Education (ACOTE) at ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814- 3449, Telephone: 301-652-2682 or visit www.acoteonline.org. Complaints about the program can be submitted to ACOTE at the above address.

Miami Campus MOT / Flex MOT Achieves Applicant Status

The entry-level occupational therapy master's degree program at our Miami, FL Campus has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814- 3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates 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.

IACET Accreditation - The University of St. Augustine for Health Sciences has been accredited as an Accredited Provider by the International Association for Continuing Education and Training (IACET). In obtaining this

accreditation, the university has demonstrated that it complies with the ANSI/IACET Standard which is recognized internationally as a standard of good practice. Because of the Accredited Provider status, the University of St. Augustine for Health Sciences is authorized to offer IACET CEUs for programs that qualify under the ANSI/IACET Standard.

For more information: www.iacet.org

Student Outcomes

Graduation rates and NBCOT exam pass rate

Master of Occupational Therapy Curriculum

The mission of USAHS' Master OT 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 whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards and professionalism.

The OT curriculum at USAHS is organized around a three phase process for the development of clinical reasoning as an occupational therapist: attainment, conversion, and integration of knowledge. The attainment courses provide foundation knowledge necessary for OT practice and are generally considered the basic science courses. The conversion courses require the ability to convert and combine the attained basic science foundation with the knowledge of occupational therapy process. Occupational Therapy theory, evaluation, interpretation, treatment planning, and treatment intervention for all populations are emphasized. The integration courses allow the student to further examine and apply the OT process through the fieldwork experience.

Trimester I

HSC 5130C Patient/Client Care Management I Hours: 3

Introduces principles and techniques of basic patient care, therapeutic communication and touch, and inter-professional collaboration skills

HSC 5135 Evidence-Informed Practice I Hours: 2

Combines instruction in clinical problem solving and critical thinking to introduce evidence- informed skills of practice: logic, problem synthesis, hypothesis generation, reflective-practice, and decision making. Includes analysis of evidence and research design.

OCT 5135C Anatomy Applied to Occupation Hours: 5

Applies knowledge of human anatomy to occupational performance. Covers assessments related to palpation, muscle testing, and goniometry with a focus on analyzing the impact of dysfunction to occupational performance.

OCT 5140 Domains of OT Hours: 3

Examines the historical foundation and philosophical base of occupational therapy. The profession's core values and code of ethics are introduced. The Occupational Practice Framework is examined 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. Explores the importance of lifelong learning in developing professional behavior and communication skills.

OCT 5145 Occupational Engagement Hours: 3

Introduces typical occupational activities that individuals and groups engage in throughout the lifespan. Topics include discussion of developmental stages and how occupations are influenced by changes, normal and atypical.

Trimester II

HSC 5310C Clinical Neuroscience Hours: 4

Focuses on foundations of neuroanatomy and neurophysiology and their applications to neurological conditions seen in clinical practice.

OCT 5210 Scholarly Design Hours: 2

Focuses on the development of writing and reasoning skills related to research planning and design. Skills progress through an evaluation of existing research to developing a scholarly project/study, inclusive of understanding the components of an IRB proposal and sound research plan.

OCT 5215C Human Movement of 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.

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 in varied community settings is included.

OCT 5230C Conditions Impacting Occupational Performance Hours: 4

Selected medical conditions throughout the lifespan and how they impact occupational performance are discussed. Diagnosis, clinical features, and medical treatment including pharmacology are reviewed. Case studies, student presentations of evidence-based articles on medical management, and hands-on practice of appropriate diagnostic assessments are included

Trimester III

HSC 5665 Wellness and Health Promotion Hours: 3

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. They will design a personalized wellness program. The course includes participation in selected complementary and alternative health interventions.

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 therapists use of technology to assist and prepare a client for independence in occupational engagement and performance.

OCT 5335C Clinical Applications in Psychosocial and Community 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, life-style redesign, and therapeutic use of self. Level I fieldwork experiences enable students to observe, integrate, and apply concepts of the course in clinical situations. Participation in a doctoral seminar is required for OTD students.

OCT 5340 Scholarly Implementation 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.

OCT 5355C Clinical Applications 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 it applies to early lifespan development. Applies pediatric frames of reference to specific problems, including: gross, fine and oral-motor skills; behavioral and social issues; handwriting; sensory integrative; visual; cognitive; and psychosocial problems within the framework of the multicultural family. Fieldwork Level I experiences integrate course content and clinical application. Participation in a doctoral seminar is required for OTD students.

Trimester IV

HSC 5670 Administration and Management Hours: 3

Focuses on the application of administrative, management and leadership principles to the profession of occupational therapy. Organizational structures, supervision, quality assurance, fiscal management, human resources, and marketing are covered. Specific practice settings are explored in relation to their unique challenges and opportunities from a management perspective.

OCT 5410C Clinical Applications in Adulthood Hours: 5

Presents the theory and rationale of evidence based assessment and intervention for physical, developmental, perceptual/cognitive, and psychosocial and neurological dysfunctions as it applies to middle lifespan. Fieldwork Level I experiences will integrate course content and clinical application. Participation in a doctoral seminar is required for OTD students.

OCT 5425C Clinical Applications in Gerontology Hours: 5

Presents the theory, rationale, and evidence supporting assessments and interventions with aging adults, including physical, perceptual/cognitive, and psychosocial dysfunctions as it applies to late lifespan. Fieldwork Level I experiences integrate course content with clinical application. Participation in a doctoral seminar is required for OTD students.

OCT 5430 Scholarly Dissemination Hours: 2

Enhances professional writing and reasoning skills by completing an application for grant funding to assist with implementation of the scholarly project that was developed in the Scholarly Design course. Identifies potential avenues for the dissemination of the results of the project. Directions for future career research and potential resources will be identified.

OCT 5445C OT Methods: 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

Trimester V

OCT 5550 Fieldwork IIA Hours: 11

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.

OCT 5510 MOT Seminar 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.

Trimester VI

OCT 5660 Fieldwork IIB Hours: 11

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. Includes weekly online interaction with faculty to facilitate student learning through reflective practice.

OCT 5625 MOT Seminar 2

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.

Fieldwork Level I

Level I fieldwork consists of experiential learning opportunities integrated into the curriculum to bridge didactic coursework and clinical practice. Experiences in multiple OT settings, including psychosocial, pediatrics/adolescents, community, adulthood and gerontology allow the observation of clients across the lifespan with a variety of conditions impacting engagement in occupations. Emphasis is placed on developing professional behavior, communication, basic clinical skill competencies and appropriate documentation skills through observation and hands on experiences.

Student Evaluation

Students will be evaluated on their performance by the FWE completing the Level I Evaluation of Student Performance. Students receive fieldwork performance feedback from the FWE via the Level I Evaluation of Student Performance document. Students will be required to provide feedback on the experience by completing the Fieldwork I Student Evaluation of Fieldwork.

Fieldwork Level II

Level II fieldwork are two 12-week experiences. These clinical experiences integrate and build upon the expectations required in Level I experiences and are designed to provide students with ample opportunity to put skills into practice. Students should be able to demonstrate the integration of previous academic and fieldwork experiences into the current clinical practice setting. They should be building on the constructive feedback received into their performance while continuing to develop and demonstrate more mature professional knowledge, skills, and attitudes.

- Level II fieldwork can be completed on a part time or full-time basis.

- Part time experiences will be at least 20 hours per week and full-time experiences are to the equivalent of at least 40 hours per week.
- Both Level IIA and IIB must be completed within 24 months following academic preparation.
- Settings for the Level II experience include traditional hospital settings, rehabilitation facilities, inpatient and outpatient clinics, schools, and nursing centers.
- Level II fieldwork can be completed in a minimum of one site and up to four sites. For one site to be deemed appropriate it must provide a variety of learning experiences for students.

Level II

Fieldwork IIA	480
Fieldwork IIB	480
Total Hours	960

Fieldwork Supervision

Students will initially be supervised by the FWE with gradual independence granted, taking into consideration the severity of the client's condition and the student's abilities. The FWE or a suitable designee must be available to the student during working hours.

Communication

Communication between the clinical center and the AFWC is encouraged to discuss the student's progress, answer questions, or solve issues that may arise. University faculty may visit the clinical site with appropriate notice during the fieldwork experience when requested by the University, the student or the clinical education site.

Student Evaluation

To facilitate communication during the fieldwork experience and to ensure that the student is making adequate progress, the following documentation will be turned in to the University: Week 1 Form, Week 3 Form, Week 9 Form, Student Evaluation of the Fieldwork Experience (SEFWE), and AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE). The student and FWE should meet regularly to discuss areas where improvement is needed. If a student is not meeting expectations, the FWE should note this when identified and at the midterm review and formulate an action plan targeting weaknesses. If a student is at risk for failure of the fieldwork experience, the FWE should notify the AFWC immediately.

Fieldwork Level II Process

Level II fieldwork consists of two 12-week rotations during fifth and sixth for campus, and eighth and ninth for Flex.

1. The AFWC and CEA will meet with students to discuss the placement process and provide them with appropriate resources.
 - a. **Level II Timeline** – Outlines the selection process for each cohort. Below are options that may be included in the placement process. Students are to follow the process as outlined on their class specific Timeline.
 - **New Site Requests (NSR)** – This process is optional. NSR are for sites not currently contracted (confirmed by the Map of Affiliation in Exxat). AFWC approved sites are pursued for a contract.
 - **Site Inquiry Process** – This process is optional. Site Inquiries are sites that are currently contracted (confirmed by Map of Affiliation in EXXAT) but have not provided a placement offer (confirmed by Sites Not Responded List).

- Sites Not Responded List can be found in EXXAT under Student Packet.

Within timeline dates, once the site is contracted and agrees to host a student, the student will be assigned to that site in EXXAT.

- **Hardship** – This process is optional. A request for a specific area for placement due to extraordinary circumstances. Supporting documentation is required for consideration. Submitted forms are reviewed by the Hardship Committee for final decisions.
 - Hardship criteria – see Hardship Section.
 - Hardships are not a guarantee of a specific placement or location.
 - Hardships can be placed prior to or during the Wishlist. Those placed prior to Wishlist will not complete a Wishlist for that particular FW experience.
 - Students are required to refer to the Clinical Education Handbook regarding hardships prior to submitting a request.
 - **Pre-WishList offers** – This process is optional. As sites provide offers, students are given the opportunity to submit interest in these sites. AFWC approved placements are pursued for confirmation.
 - If the offer is confirmed, the student will be linked to that site in EXXAT and will not complete a WishList for that particular Fieldwork.
 - If the offer is not confirmed, students can show interest in another Pre-WishList offer until the process has ended.
2. Wishlist opens for students who are not placed and is a required process unless the student chooses to be placed randomly.
- Each student selects a specified number (indicated on Timeline) of slots on each Wish List from the available offers.
 - Students with a confirmed placement from previous process will be linked to that site and will not complete a WishList for that particular rotation.
 - At the close of the WishList, students will be linked based on site selections, using the auto-placement feature in Exxat.
 - AFWCs review placements for final approval.
 - The CEA links and publishes placements to the student view according to TimeLine dates.
3. Term 4 campus/5 flex - By the end of this term, most students should be confirmed. The AFWCs and CEAs will provide students with the appropriate resources to compose an introductory email to their assigned sites. The AFWCs and CEAs meet with students to discuss the email writing process and site compliance.
- Students will review contact and compliance information in Exxat.
 - Each student will write two emails for their experiences, one for IIA and one for IIB (these emails will include their Personal Data Sheets as an attachment).
4. Term 5/8 – Students start FWIIA. Before their start date, the AFWC and CEA will meet with students to go over their student packets.
Students will receive:
- A copy of the Level II Fieldwork Syllabus
 - A sample copy of the AOTA Fieldwork Performance Evaluation
 - A sample copy of the Student Evaluation of the Fieldwork Experience
 - Timeline of weekly assignment due dates
 - Instructions for how to submit Week One, Three, and Nine Documents through both Exxat and Blackboard and SEFWE online via Exxat
- CEAs will send FWE packets via email prior to the beginning of the rotation. The email will include: syllabus, timeline with due dates, letter with link to Clinical Education handbook, and sample AOTA FWPE document.
5. Term 6/9 – This is the FWIIB rotation. Like FWIIA, students are required to submit Weekly forms. Because students are set to graduate immediately following their FWIIB they must be sure all required assignments and documentation are submitted prior to graduation.

Educational Goals and Outcomes

Upon completion of the Master's Degree Level Occupational Therapy Program at USAHS, the graduate will be competent in the clinical reasoning process necessary to provide ethical, evidence-based, client-centered occupational therapy that falls within the confines of the occupational therapy practice framework. Through a combination of academic and fieldwork education, the graduate will possess the basic skills that will allow for the assumption of OT roles, including direct care provider, consultant, educator, manager, researcher, or advocate for the consumer and the profession.

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Upon completion of the program, the graduate will be prepared to:

1. Conduct an occupational therapy evaluation, including the interview, assessment, and analysis.
 1. Develop an occupational profile based upon the client's report of issues concerning the ability to engage in occupations
 2. Select appropriate assessment tools to evaluate the client, considering appropriate frames of reference, models of delivery, cultural influences, and issues relating to diversity.
 3. Competently administer standardized and non-standardized procedures to evaluate and analyze the client's ability to participate in the desired occupations.
 4. Document results and analysis of the occupation based assessment
2. Develop, implement and review client-centered, occupation based intervention plans.
 1. Use science driven, evidence-based practice in the development of the intervention plan.
 2. Provide competency-based occupational therapy services.
 3. Document outcomes of OT interventions.
 4. Review and adapt occupationally-oriented intervention goals and plans
3. Critically analyze outcomes to improve future effectiveness.
 1. Critically analyze individual client outcomes that are a result of participation in OT.
 2. Relate the outcomes to emerging and different occupational therapy settings and contexts
4. Uphold the ethical and professional standards of the Occupational therapy profession.
 1. Demonstrate communication techniques and actions that establish therapeutic relationships.
 2. Uphold the standards of AOTA Code of Ethics and the values of the OT profession.
 3. In the supervisory process, can relate appropriate responsibilities to the OTA and OT.
5. Contribute to the profession of occupational therapy and to those who receive services.
 1. Demonstrate self-directed learning skills in preparation to become a life-long learner.
 2. Be an effective consumer of the latest research and knowledge bases.
 3. Contribute to the body of professional knowledge.
 4. Advocate for the profession of occupational therapy and for the recipients of service.

Program Learning Outcomes

Upon completion of the Master of Occupational Therapy program, graduates will demonstrate the ability to:

- exhibit the skills of a professional occupational therapist through a commitment to lifelong learning,
- advocate for the profession of occupational therapy while collaborating with other members of a health care team,
- practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings,
- order to provide optimal interventions for client problems in varied settings,
- ensure optimal and culturally competent verbal and written communication of occupational therapy services,
- implement principles of ethical and professional behavior in the delivery of occupational therapy services,
- use effective leadership skills to advance the role of occupational therapy, and

Refer to catalog.usa.edu for current document

- evaluate evidence-based information by accessing resources and interpreting information for competent interventions

For Accreditation Purposes ONLY

Refer to catalog.usa.edu for current document

What's New This Term

Campus Policies and Procedures changed to University Policies and Procedures

Student Signature on Email in University Policies and Procedures

Professional Misconduct Committee in Academic Policies and Procedures

Career Services in Student Services

Writing Center in Student Services

Financial Aid SAP Policies Updated in University Policies and Procedures

For Accreditation Purposes ONLY