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UNIVERSITY OF ST.
AUGUSTINE FOR HEALTH
SCIENCES 2018-2019
CATALOG

Current on 08/06/2018

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September 6, 2018—September 1, 2019

Notice of Nondiscriminatory Policy

The University of St. Augustine for Health Sciences is owned by University of St. Augustine for Health Sciences, LLC, which is owned by Exeter Holdings, LLC (a subsidiary of Laureate Education, Inc.). The University of St. Augustine for Health Sciences has an open admission policy and does not discriminate on the basis of race, color, religion, sex, age, disability, national or ethnic origin, or marital status in administration of its educational policies, scholarship and loan programs, or any other school-administered programs.

The University of St. Augustine for Health Sciences, LLC (aka the University of St. Augustine for Health Sciences; the University of St. Augustine; the University; USAHS; USA) is a private, independent, postsecondary university approved by the Bureau for Private Postsecondary Education in California and licensed by the Commission for Independent Education, the Florida Department of Education in Florida, and the Texas Higher Education Coordinating Board.

Subject to Change Without Notice

Clinical Excellence Through Graduate Education

The University of St. Augustine for Health Sciences is a private, independent, postsecondary university approved by the California Bureau for Private Postsecondary Education and licensed by the Commission for Independent Education, the Florida Department of Education, and the Texas Higher Education Coordinating Board.

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Campuses

San Marcos, California, Campus

700 Windy Point Drive
San Marcos, CA 92069
United States of America

St. Augustine, Florida, Campus

1 University Boulevard
St. Augustine, FL 32086
United States of America

Miami, Florida, Campus

11410 N.W. 20th Street
Miami, FL 33172
United States of America

Miami, Florida, Campus Effective Fall 2018

800 S Douglas Rd
Coral Gables (Miami), FL
33134 United States of
America

Austin, Texas, Campus

5401 La Crosse Ave.
Austin, TX 78739
United States of America

General Inquiries: 904-826-0084

Fax: 904-826-0085

Registrations: 800-241-1027

Website: www.usa.edu

E-mail: marketing@usa.edu

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Message from the President

Welcome to our University Catalog 2018–2019. This document outlines our admission requirements, academic policies, and educational programs.

This University prides itself on providing contemporary, evidence-informed programs that present students with many engaging and interprofessional learning opportunities designed to meet their professional development goals. Graduates from our programs are known for their dedication to professionalism and lifelong learning that promotes their respective professions.

Our faculty is varied and passionate about their chosen professions. Many faculty members have release time to practice clinically and are encouraged to pursue scholarship in their respective specialty areas to better provide evidence in the courses and influence current practice standards.

We offer flexible approaches to educational delivery that can meet the needs of the adult learner utilizing Web-based, classroom, simulation, and laboratory learning activities. With four campus locations in the United States and use of online course delivery, we are able to offer access and flexible options in many of our degree programs. We attract students from across the country and internationally, which gives our programs a global perspective in health care delivery.

The University achieves its values by keeping our attention on student success in meeting expected learning outcomes, current trends in health care and education, and leadership in our professions—all while achieving an innovative, compassionate learning environment.

Thank you for taking the time to learn about the University of St. Augustine for Health Sciences and all that it has to offer.

Divina Grossman, PhD, RN, FAAN
President/Chief Academic Officer

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General Information

State Licensure, Approvals, and Authorizations

The University's approval to operate as a private, postsecondary institution in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8), which became effective January 1, 2010. The Bureau for Private Postsecondary Education approves the University of St. Augustine for Health Sciences' San Marcos, California, campus. Information regarding the San Marcos programs or any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916-431-6959, or www.bppe.ca.gov. A student or any member of the public may file a complaint about the University with the Bureau for Private Postsecondary Education.

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

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

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

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

The Texas Higher Education Coordinating Board approved the University of St. Augustine for Health Sciences to offer the Doctor of Physical Therapy (DPT) degree, Flex Doctor of Physical Therapy (Flex DPT) degree, Master of Science in Speech-Language Pathology (MS-SLP), Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Master of Science in

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Nursing (MSN) and Doctor of Nursing Practice (DNP) degree programs on the Austin, Texas, campus.

The University of St. Augustine for Health Sciences is licensed by the Alabama Department of Postsecondary Education and approved by the Alabama Commission on Higher Education.

The University of St. Augustine for Health Sciences has been granted a provisional license by the District of Columbia Higher Education Licensure Commission, 810 First Street, NE, 2nd Floor, Washington, DC 20002, (202) 727-6436 to offer the following online degree programs in the District of Columbia, Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Doctor of Physical Therapy (DPT), Master of Health Administration (MHA), Master of the Health Sciences (MHS), Doctor of Occupational Therapy, Post Professional (OTD), Transitional Doctor of Physical Therapy (DPT), Doctor of Health Science (DHSc) and Doctor of Education (EdD).

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

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

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

The University of St. Augustine for Health Sciences is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every 2 years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, or signify that programs are certifiable by any professional agency or organization.

The University of St. Augustine for Health Sciences is registered with the Maryland Higher Education Commission for its Doctor of Physical Therapy (DPT), Master of Occupational Therapy (MOT), Post Professional Doctor of Occupational Therapy, (PPOTD), transitional Doctor of Physical Therapy (tDPT), Doctor of Health Science (DHSc), and Doctor of Education (EdD) degree programs.

The University of St. Augustine for Health Sciences is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact the Office at Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, www.ohc.state.mn.us, 651-642-0533.

The University of St. Augustine for Health Sciences is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the University of St. Augustine for

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Health Sciences to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at PO Box 43430, Olympia, WA 98504-3430.

Accreditations and Approvals

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

The Commission on Accreditation in Physical Therapy Education (CAPTE) accredited the first professional Physical Therapy program in October 1996 and reaccredited the program in April 2001 and in November 2011. The part-time Flexible Doctor of Physical Therapy (Flex DPT) program in St. Augustine, Florida, was accredited by CAPTE in October 2004 and reaccredited in November 2011. The Doctor of Physical Therapy (DPT) program (both the full-time and part-time Flexible programs) in San Marcos, California, was approved in April 2007 and reaccredited in November 2011. The full-time DPT program in Austin, Texas, was approved in November 2011 and the Flex DPT program in 2013. The full-time DPT program in Miami, Florida, was approved in May 2016. Graduates take the national licensing examination administered by the Federation of State Boards of Physical Therapy (FSBPT). In addition, all states require licensure to practice. After successful completion of the national exam and receiving state licensure, the individual will be a physical therapist (PT). A felony conviction may affect a graduate's ability to sit for the FSBPT examination or to attain state licensure. Additional information regarding this accreditation is available by contacting the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, 800-999-2782, ext. 3240, email: accreditation@apta.org; or website: www.capteonline.org. If needing to contact the program/institution directly, please call or email the Chair of the Institute of Physical Therapy at 904-826-0084 x1230 or jliphart@usa.edu.

The first professional St. Augustine, Florida Master of Occupational Therapy program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and reaccredited in April 2009. The flex format was added in St. Augustine, Florida in May 2012 with full approval from ACOTE. The California MOT program received accreditation from ACOTE in the fall of 2010. The Austin, Texas, MOT program received accreditation from ACOTE in the fall of 2015. The flex format was approved by ACOTE December 2016 and began in Texas in the fall of 2017. The Miami, Florida MOT/Flex MOT programs have been granted Candidacy Status pending preaccreditation review and began in the fall of 2017. The entry-level Doctor of Occupational Therapy program (OTD) was added to the Austin, Texas, St. Augustine, Florida and San Marcos, California campuses in spring 2017 and is currently in Candidacy Status pending preaccreditation review. The Miami, Florida OTD program has been granted Candidacy Status pending preaccreditation review and will begin in the fall of 2018. Programs that have been granted Candidacy Status must have a preaccreditation review, complete an on-site evaluation,

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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 taken by graduates of all entry-level programs, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice. State licenses are usually based on this NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT examination or to attain state licensure. For more information about the occupational therapy accreditation process, contact the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, 301-652-2682 or visit www.acoteonline.org. Complaints about the program can be submitted to ACOTE at the above address.

The Master of Science in Speech-Language Pathology at the University of St. Augustine for Health Sciences is a Candidate for Accreditation 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. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

The University of St. Augustine has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. In obtaining this approval, the University of St. Augustine has demonstrated that it complies with the ANSI/IACET Standard, which is widely recognized as the standard of good practice internationally. As a result of their Authorized Provider accreditation status, the University of St. Augustine is authorized to offer IACET continuing education units (CEUs) for its programs that qualify under the ANSI/IACET Standard.

The Orthopaedic Manual Physical Therapy Fellowship was accredited by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) in 2013 and the Clinical Orthopaedic Residency program was accredited by ABPTRFE in 2016. The Orthopaedic Manual Physical Therapy Fellowship program is not under the purview of the Commission for Independent Education.

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

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Mission Statement of the University

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.

Core Values

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

Institutional Learning Outcomes

As a result of their educational experiences at the University of St. Augustine, graduates will achieve the following:

- Employ the skills necessary to engage in lifelong learning through intellectual inquiry
 - Promote the value of lifelong learning
 - Demonstrate information literacy
 - Analyze knowledge and skills to formulate a plan for self-improvement
 - Teach and mentor others
- Apply an interdisciplinary approach to solving problems
 - Foster respect in the values and roles of interdisciplinary professionals
 - Determine the need for interdisciplinary collaboration
 - Practice interdisciplinary teamwork and communication
 - Recognize self-limitations and the need for referral
- Utilize effective practice based on foundational knowledge and professional skills
 - Perform safe and competent skills as a clinician/researcher/educator
 - Apply the evidence to decision making across various aspects of practice
 - Promote the use of evidence in the workplace
 - Seek knowledge to stay current with practice standards
- Use effective professional communication
 - Appreciate the value of professional communication in daily interactions
 - Demonstrate professional communication across diverse groups and varied situations
 - Evaluate appropriate communication strategies
 - Build rapport with all types of people
- Exhibit professionalism, integrity, and ethical standards

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- Reflect on the value of professionalism in daily interactions
- Demonstrate appropriate ethical and moral choices (in practice settings) that are in the best interest of the client
- Apply a nonjudgmental approach in decision making by respecting values and beliefs of people from a variety of backgrounds
- Display leadership skills in a given profession
 - Define the role of leadership in professional advocacy
 - Promote the profession and one's abilities in a positive, constructive manner
 - Exhibit personal leadership development
 - Use effective organization and time management for efficient practice
- Apply evidence to decision making across various aspects of practice
 - Utilize critical thinking, logic, and sound reasoning when making decisions
 - Practice intellectual independence
 - Evaluate the problems, solutions, and consequences of current practice issues
 - Use flexible and creative thinking to solve problems

Financial Resources

The University of St. Augustine for Health Sciences has no pending petition in bankruptcy nor operates as a debtor in possession. The University has not filed a petition within the preceding 5 years, nor has the University had a petition in bankruptcy filed against it within the preceding 5 years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Degrees Offered

The University awards the following first professional degrees:

The Master of Science in Speech Language Pathology (MS-SLP) degree program is offered as a full-time, 5-trimester program (1 year, 8 months) to complete that combines online courses with weekend labs.

The Master of Occupational Therapy (MOT) degree program is offered in two formats: (1) a full-time, 6-trimester program that takes 2 years to complete, and (2) a 9-trimester (3 years) flexible program that combines online courses with weekend labs.

The Doctor of Occupational Therapy (OTD) degree program is offered as a full-time 8-trimester program that takes 2 years and 8 months to complete.

The Doctor of Physical Therapy (DPT) program is offered in two formats: (1) a full-time, 8-trimester program that takes 2 years and 8 months to complete, and (2) a 12-trimester (4 years) flexible program that combines online courses with weekend labs.

These degrees are offered on the following campuses:

San Marcos, California

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

Austin, Texas

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

St. Augustine, Florida

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

Miami, Florida

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

Post Professional Degrees

There are eight post-professional degrees offered through a variety of opportunities, including online learning activities, nationwide seminars, and on-campus residencies.

- **The transitional Doctor of Physical Therapy (tDPT)** degree is for those individuals with either a bachelor's or master's degree in physical therapy. The requirements for this degree vary depending upon previous coursework and interest area. The transitional DPT degree uses a combination of seminar/distance education and online courses.
- **The Post Professional Doctor of Occupational Therapy (PPOTD)** degree is for those individuals with either a bachelor's or master's degree in occupational therapy. The PPOTD degree is offered in an online format and includes optional on-campus residencies.
- **The Master of Health Administration (MHA)** degree is for those Individuals with either a bachelor's or master's degree or higher. The MHA degree is offered in an online format and includes an optional on-campus residency.

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- **The Master of Health Science (MHS)** degree is for those individuals with either a bachelor's or master's degree in athletic training. The MHS degree is offered in an online format and includes a 3-day, on-campus residency.
- **The Master of Science in Nursing (MSN)** degree is for registered nurses who already hold a Bachelor of Science in Nursing degree. Specialty roles currently offered include nurse educator, nurse executive, and nurse informaticist. The program is offered online with practicum hours with a preceptor in the student's own community.
- **The Doctor of Nursing Practice (DNP)** degree is for registered nurses who already have either a BSN degree or an MSN degree. For nurses who enter the program with a BSN, specialty roles currently offered include nurse executive or nurse informaticist. For nurses who enter the program with an MSN, role specialization was completed in their MSN program so no role specialization is required. The DNP program, whether BSN entry or MSN entry, is offered online with practicum hours with a preceptor in the student's own community.
- **The Doctor of Education (EdD)** degree is for health care providers with either a master's degree or a clinical doctorate. The EdD degree is offered in an online format and includes two weekend clinical residencies.
- **The Doctor of Health Science (DHSc)** degree is for physical and occupational therapists with either a master's degree or a clinical doctorate. Students take part in designing a curriculum that is online, in seminar format, or a combination of both. There are two weekend doctoral residency courses.

Philosophy of Distance/Online Education

The University of St. Augustine intends to provide a delivery method of education that not only excels in quality but is unique in performance. We aim to provide an education that facilitates rich learning environments; that includes opportunities for acquiring basic and advanced skills, knowledge, and conceptual understanding; and that has 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 Education Courses

The University of St. Augustine offers 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. Students will have scheduled weekly interaction with an experienced faculty member as well as other classmates. On a limited basis, a pure online course may offer students the

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- opportunity to work at their own pace and interact only with the assigned faculty member.
- **Combination Laboratory/Online Course.** This course format offers lecture-type materials in an online format with laboratory sessions in a face-to-face (traditional) format. In many cases the online course materials will be reviewed prior to attending the laboratory sessions.
 - **Traditional Lecture/Laboratory.** These courses are delivered in an exclusively live format (not online) in a classroom or laboratory.
 - **Seminar/Online.** This means students 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. Secondly, after attending the seminar, students will need to complete the online course that corresponds with the seminar they attended.
 - **Residency.** These courses require students to be on site.
 - **Blended Learning.** This format offers materials in both online and face-to-face (traditional) format.
 - **Clinical Education.** Some programs require students to spend a designated number of hours practicing in a patient-care setting under the supervision of a licensed health care practitioner. Depending on the program, the title of these courses can vary: for example, in occupational therapy these are called *fieldwork*, in physical therapy internship, and in nursing practicums.

University History (Prior to Becoming a University)

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

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

In 1981 the Institute began a certification process in manual therapy wherein candidates, after taking a series of courses, were examined in their written, oral, and practical abilities. Successful candidates were awarded a Certificate of Competency. There are now four certifications: Manual Therapy; Sports Physical Therapy; Primary Care; and Craniomandibular, Head, Neck, and Facial Pain.

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

Growth and Development

The following bulleted items outline the programmatic and campus development of the current University:

- In 1994 the Institute commenced a first professional degree in physical therapy—the Master of Physical Therapy (MPT). This program was accredited by the Commission on Accreditation in Physical Therapy (CAPTE) in October 1996 and reaccredited in 2001 and 2011.
- In 1996 the Institute of Occupational Therapy was founded to offer a Master of Occupational Therapy (MOT) degree, a first professional program. The MOT program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and was reaccredited in April 2009.
- On March 4, 1997, the organization formally became the University of St. Augustine for Health Sciences. Also in 1996–97, the University entered into contracts to purchase a small private hospital and an adjoining 26 acres of land at the Flagler Health Park Campus in St. Augustine, thus creating the University's current St. Augustine, Florida, campus.
- In 1999 the University began the dual degree option whereby a student may earn a Master of Occupational Therapy (MOT) degree and a Master of Physical Therapy (MPT) degree concurrently.
- In January 1, 2000, the University was authorized by the State Board of Independent Colleges and Universities (SBICU) to award the transitional Doctor of Physical Therapy (tDPT) degree, to restructure the MScPT degree to a Master of Health Sciences (MHSc) degree, and to implement a Doctor of Health Sciences (DHSc) degree.
- In 2001 the University was given authorization by the Florida Commission for Independent Education for the Department of Education (CIE) to award the first professional Doctor of Physical Therapy (DPT). This replaced the first professional Master of Physical Therapy (MPT). Also approved were the transitional Doctor of Physical Therapy (tDPT) and the transitional Doctor of Occupational Therapy (tOTD), both post-professional degrees.
- In 2003 the University began to offer the manual physical therapy fellowship which was approved by the American Physical Therapy Association (APTA) as a credentialed fellowship in orthopaedic manual therapy in 2003 and recredentialed in 2008 and currently undergoing recredentialed.
- The University received accreditation and licensure in 2004 to begin a Flexible Doctor of Physical Therapy (Flex DPT) program in Boca Raton, Florida, and gained accreditation by CAPTE. It is an expansion of the campus-based program requiring part time attendance with online education and weekend labs. The Flex DPT program was moved from Boca Raton to the St. Augustine campus in 2010.

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- In June 2006 the University broke ground on a 98,000 square foot academic and clinic building at the St. Augustine campus. The building was completed in August 2007. Amenities include labs, seven classrooms, separate wet and dry anatomy labs, fitness center, and physical therapy clinic.
- In 2007 the University received approval from the California Bureau for Private, Postsecondary, and Vocational Education and CAPTE to begin an expansion of the DPT program in San Diego, California. This campus officially opened August 29, 2007. The San Diego campus began offering the Flex DPT program in September 2008.
- Dr. Stanley Paris, the founding president, retired on August 4, 2007, and Dr. Michael Hillyard, DPA, was inaugurated as the second president of the University. In 2009 Dr. Hillyard resigned and Dr. Paris resumed the presidency of the University.
- In January 2009 the San Diego campus moved to a 76,000 square foot, three-building corporate center in San Marcos, California. The University received "developing program status" from ACOTE for the San Marcos program, which allowed the inaugural class to begin in fall 2009. The dual degree option also began in fall 2009.
- The University received accreditation and licensure in 2009 to begin to offer the Doctor of Education (EdD) degree.
- In 2010 the University received approval from CIE to restructure the Doctor of Health Science (DHSc) degree. The Distance Education Accrediting Commission approved accreditation of the DHSc degree in 2010.
- The University began offering the Master of Orthopaedic Physician Assistant (MOPA) degree in May 2011. In April 2011, the California Bureau for Private Postsecondary Education approved all degrees offered by the University to be available on the California campus. In May of 2013 the name of the MOPA program was changed to Master of Orthopaedic Assistant (MOA).
- On April 16, 2011, Dr. Wanda Nitsch was inaugurated as the fourth president of the University of St. Augustine for Health Sciences. The University headquarters was moved to San Marcos, California.
- In September 2011 the University was approved by the Texas Workforce Commission to offer the Doctor of Physical Therapy (DPT) degree in Austin, Texas, to commence in the fall of 2012. The Texas Higher Education Coordinating Board gave approval in October 2011. Construction on the Austin campus commenced in February 2012 and opened with its inaugural DPT class in August 2012.
- The Accreditation Council for Occupational Therapy Education (ACOTE) gave approval to the University to begin to offer the Master of Occupational Therapy (MOT) degree in a flexible online and weekend format in May 2012. Students started in this program in January 2013 on the St. Augustine, Florida, campus.
- The Flex DPT and full-time MOT programs were approved by their respective accrediting agencies to begin a cohort of students on the Austin, Texas, campus in fall 2014.
- In November 2013 the University became part of the *Laureate International Universities* network. Laureate is one of the world's largest providers of postsecondary programs in the health sciences. Overall, the Laureate network of more than 82 campus-based and online universities offers undergraduate and graduate degree programs to over 1

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million students in 29 countries throughout the Americas, Europe, Africa, Asia, and the Middle East.

- In July 2014 the University achieved regional accreditation through the WASC Senior College and University Commission (WSCUC).
- In 2015 the University began the MHScAT (Athletic Training) degree and opened the Miami, Florida, campus. Approval was gained for the Master of Health Administration (MHA).
- In 2016 approvals were obtained to begin a DPT program on the Miami campus, an online Master of Science in Nursing Program, and a Doctor of Nursing Practice. The MHScAT program was redesigned to become the Master of Health Science (MHS). The Miami campus accepted its inaugural class of DPT students.
- The University voluntarily resigned accreditation with the Distance Education Accrediting Commission on May 31, 2016, concluding a successful relationship of 23 years.

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

The Campuses

The University's **San Marcos, California** campus, the administrative headquarters, is located at 700 Windy Point Drive, San Marco, CA 92069. The California campus location is comprised of three buildings, housing over 76,000 square feet of laboratories, classrooms, a library, a center for innovative clinical practice, and student areas. The California campus is open from 7:00 a.m. to 10:00 p.m., 7 days a week, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's **St. Augustine, Florida** campus is located at 1 University Blvd, St. Augustine, FL 32086 on a 26-acre site. The academic building houses classrooms, laboratories, a library, clinics, and a student wellness center. An administrative building houses student services and offices for faculty and staff, as well as a center for innovative clinical practice. The St. Augustine campus is open from 7:00 a.m. to 10:00 p.m., 7 days a week, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's **Austin, Texas** campus is located at 5401 La Crosse Ave., Austin, TX 78739. The campus originally consisted of one building with administrative offices, library, laboratories, and collaborative learning spaces and a center for innovative clinical practice. A second building was completed in 2014 with additional classrooms, labs, and a student lounge. A third building was completed in 2015 and includes a rehabilitation clinic and wellness center. The Austin campus is open from 8:00 a.m. to 10:00 p.m., Monday through Friday, and 8:00 a.m. to 10:00 p.m. on [STUDENTS, FACULTY AND STAFF SHOULD REFER TO THE ONLINE VERSION OF THE CATALOG AS THIS PDF MAY NOT CONTAIN THE MOST CURRENT INFORMATION.](#)

Saturdays and Sundays, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's Miami, Florida campus is located at 11410 N.W. 20th Street, Miami, FL 33172. The campus consists of 13,309 square feet on the first floor, which houses the administrative offices, classrooms, labs, a library, testing rooms, study space, and a student lounge. The Miami campus is open from 8:00 am to 5:00 pm Monday through Friday. Administrative offices are open from 8:00 am to 5:00 pm Monday through Friday. This campus will be relocating to 800 Douglas Road, Coral Gables (Miami) 33134 in August 2018.

Clinical Sites

The University has affiliations with clinical sites nationwide and internationally for the clinical portion of the student's experience. Not all sites are available each term for student assignment. The clinical education faculty will communicate with students regarding the protocol for clinical placement.

Learning Resource Center

The University's Learning Resource Center, comprised of the University Library and the Computer Lab, with physical branches at all campuses of the University in addition to a robust online presence, offers students and faculty members convenient access to current health sciences information through the library's collection of books, journals, videos, OT assessments, anatomy models, treatment tables, equipment, eBooks, online journals, and online databases. The Learning Resource Center's holdings include over 3,000 books, including eBooks, full text access to over 20,000 journals, and dozens of videos to support the University's curriculum. Physical campus libraries are each open and staffed more than 80 hours per week during regular academic terms and provide physical study space, reference services, and printing/copying/scanning services. Library staff members are available through library chat, email, and phone approximately 17 hours a day, including evenings and weekends. The library's electronic resources are available 24/7. Trained and knowledgeable librarians are available to provide formal and informal library and information literacy instruction by faculty request. See the Library tab of MyUSA for full details.

St. Augustine, Florida

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

St. Augustine is known for its historic sites, festivals, unspoiled beaches, moderate climate, attractions, and shopping. Some visitors come to experience the Fort Castillo de San Marcos or to marvel at the Spanish architecture, churches, and Flagler College with its Tiffany glass. They

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also enjoy the parks, carriage rides, boat or walking tours, and one-of-a-kind restaurants. Area attractions include the Alligator Farm, St. Augustine Lighthouse, and Ponce de Leon's Fountain of Youth. Antique shops, art galleries, two outlet malls, and numerous specialty stores provide a unique shopping experience.

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

St. Augustine is a 1-hour drive from Jacksonville and Daytona airports and 2 hours from Orlando. St. Augustine is conveniently located for taking advantage of Florida's many attractions. With diverse surroundings, St. Augustine offers its visitors and residents a lifestyle that cannot be duplicated.

San Marcos, California

The California campus is located in San Marcos, California, in San Diego County, approximately 40 miles north of downtown San Diego. Known as the higher education center of North County, San Marcos has a population of approximately 95,000. Tucked in Twin Oaks Valley along the 78 freeway, it is home to California State University San Marcos and Palomar College. There are over 55 miles of hiking and biking trails, many parks, and a wide variety of housing options. It is located 20 minutes from the Carlsbad beaches.

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

Austin, Texas

The Texas campus is located in the state capitol of Austin and more specifically in Circle C Ranch, a master planned community in the Southwest portion of the city. Rolling hills and waterways define the landscape in Austin making it unique among the major Texas cities. Austin provides a wealth of entertainment options and unique attractions. The hundreds of music venues have earned Austin the title of "live music capital of the world," and over 1,900 bands and performing artists call the Austin area home.

Notably, Austin was selected as the No. 2 Best Big City in "Best Places to Live" by Money magazine in 2006, and No. 3 in 2009. Austin's temperate climate offers year-round opportunities to enjoy the outdoors, such as hiking, biking, and camping, and water sports of all

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kinds on the area's lakes and rivers. Numerous award-winning golf courses, as well as serene botanical gardens and nature preserves, offer further recreational opportunities. Its young, active, highly educated and culturally diverse population makes Austin a wonderful place to live, work, and attend school.

Miami, Florida

Our newest campus location at Douglas Entrance in Coral Gables, Florida is located only 4 miles from downtown Miami and 10 miles from our current Miami campus. Douglas Entrance is a historic location in a well-appointed, upscale office complex that is in close proximity to retail, airport, housing and other amenities. This grand entrance was originally named after the central plaza in Madrid, La Puerta del Sol (The Gate of the Sun). Douglas Entrance also boasts a beautiful, expansive outdoor common space for students.

There is plenty of free public transportation in Coral Gables, with trolley services that make stops at Douglas Entrance. In the past three decades, the City has experienced healthy growth, which has resulted in a strong economic base. Coral Gables is an excellent choice for destination, local and international students.

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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 26	Mid-course Grades due to Progression Committee for 15 week classes Classes end for Flex DPT beginning Internship I (old curriculum)
October 29	5th term DPT students return to campus - SA, SM, AU, MI (new curriculum)
October 29-31	Final Exams for Flex DPT beginning Internship I (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 students at noon; administrative offices close at 3:00 p.m.
November 22-23	Thanksgiving Holiday Break - no classes; administrative offices closed
November 26	Classes resume
December 12	Grades due for ALL graduating students
December 14	Fall trimester classes end Fall Term Commencement Exercises - St. Augustine campus

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	Fall Term Commencement Exercises - Austin campus Fall Term Commencement Exercises - San Marcos campus
December 14-19	Final Examinations
December 19	End of Term - Graduate degrees conferred - all campuses Practical Exam Retakes
December 20	Grades due by 5:00 p.m. local time for all students
December 24	Administrative Offices closed through January 1, 2019

Spring 2019 Trimester

NOTE: Trimesters now begin on Mondays instead of Thursdays

January 2	Administrative Offices reopen
January 10	Appeals Committee meets - Time TBA Faculty Retreat
January 11	New (full-time) Student Orientation & Tuition Due for all Students Grades due for Fieldwork IIA - MOT
January 14	Spring Trimester Classes Begin Session I Online Courses Begin
January 28	Session 2 Online Courses Begin
February 12	Courses End for 5th term Flex MOT beginning Fieldwork IIA (old curriculum) Final Practical Exams for 5th term 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)

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March 4	5th term DPT students return to campus - MI Campus (new curriculum)
March 4-6	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
March 12	Mid-term Academic Appeals Committee meeting
April 19	Grades due for ALL graduating students Spring trimester classes end
April 22-26	Final Examinations
April 24	Practical Exam Retakes
April 25-28	Spring Term Commencement Exercise Weekend, all campuses (date & time TBD)
April 26	End of Term - Degrees conferred - all campus locations
April 29	Grades due by 5:00 p.m. local time for all students

Summer 2019 Trimester

May 9	Appeals committee meets - Time TBD Faculty Retreat - Faculty return to campus
May 10	New (full-time) Student Orientation & tuition due for all students
May 13	Summer Trimester classes begin Session I Online Courses Begin
May 17	Fieldwork IIA grades due
May 27	Memorial Day Holiday - No Classes; administrative offices closed
May 28	Session II Online Courses Begin
June 7	Courses End for Flex MOT beginning Fieldwork IIA (old curriculum)
June 27	Classes end for Flex DPT beginning Internship I (old curriculum)

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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
July 4	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
August 16	Grades due for ALL graduating students 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 campus locations
August 26	Grades due by 5:00 p.m. local time for all students

Fall 2019 Trimester

September 2	Labor Day - Campus Closed
September 5	Appeals Committee meets - TBD Faculty Retreat - Faculty return to campus
September 6	New (full-time) Student Orientation & Tuition Due for all Students
September 9	Fall Trimester Classes Begin Session I Online classes begin
September 13	Grades due Fieldwork IIA - Flex MOT (old curriculum)
September 30	Session 2 Online Courses begin

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	Classes end for 7th term DPT
October 25	Flex DPT last day of class for those going on Internship I (old curriculum)
October 28	5th term DPT students return to campus (new curriculum)
October 28-30	Final Exams for Flex DPT beginning Internship I (old curriculum)
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)
October 29	Mid-term Academic Appeals Committee meeting
November 11	Veterans Day - No Classes; administrative offices closed
November 27	Thanksgiving Holiday begins for students at noon; administrative offices close at 3:00 p.m.
November 28-29	Thanksgiving Holiday Break - no classes; administrative offices closed
December 2	Classes Resume
December 12-15	Fall Term Commencement Exercise Weekend, all campuses (date & time TBD)
December 13	Grades due for ALL graduating students Fall trimester classes end
December 16-20	Final Examinations
December 20	End of term - Graduate degrees conferred - all campuses Practical Exam Retakes Grades due by 5:00 p.m. local time for all students
December 24	Administrative offices closed through January 1, 2020

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Program Director, Doctor of Physical Therapy Program

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Program Director, Doctor of Physical Therapy Program

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St. Augustine, Florida

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Interim Program Director, Master of Health Administration

St. Augustine, Florida

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Program Director, Master of Science in Speech-Language Pathology

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Hideki Nakazono

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Student Acquisition

Student Acquisition Team

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

Admission to the University Degree Programs

University students are admitted on the basis of their academic abilities and professionalism. The Student Acquisition Team office coordinates the admissions activities for all degree-seeking students on all campuses in conjunction with the appropriate Program Director and the First Professional Admissions Committee or Post-Professional Admissions Committee. Students who wish to enroll in only the non-credit Continuing Professional Education (CPE) Seminars register through CPE Registrations.

Application for Admission

To be considered for admission, a candidate must submit the following:

- Online application
 - A baccalaureate degree or equivalent from an accredited college or university for the first professional programs.
 - A bachelor's or masters degree for the Post Professional OTD and the transitional DPT programs.
 - A master's degree for the EdD program.
 - A bachelor's degree in the MHS and MHA programs.
 - A bachelor's degree in nursing for the MSN and DNP programs.
 - A bachelor's degree in Communication Sciences or Disorders (CSD) or Speech-Language Pathology (SLP) or equivalent for MS-SLP including prerequisite coursework which includes a minimum of three credits completed in the following basic sciences, no more than five (5) years old (recommended), completed with the grade of "C" or better (required):
 - Biology
 - Chemistry or Physics
 - Statistics
 - Behavioral or Social Science
 - MS-SLP: Students may apply for the MS-SLP program while enrolled in an undergraduate program or while completing prerequisite coursework. Students must submit a plan of study with the application indicating all

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remaining courses that will be completed prior to program enrollment. Leveling courses for students who hold a bachelor's degree in an area other than Communication Sciences and Disorders (CSD) or Speech-Language Pathology (SLP) include:

- Speech Anatomy and Physiology
 - Audiology and Aural Rehabilitation (3 credits) or Audiology (3 credits) and Aural Rehabilitation (3 credits) or Fundamentals of Hearing (3 credits)
 - Normal Speech & Language Development
 - Introduction to Communication Sciences and Disorder (if degree held is other than CSD or SLP)
- Official transcripts must be submitted from each college or university previously attended. An official transcript is one sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
 - Nursing candidates
 - 1. MSN: Applicants must submit transcripts showing degree conferral of an associates and/or bachelor's in nursing. If select courses (usually science courses—see below) were taken at institutions other than the degree conferring institution, USAHS may request those transcripts be submitted as well.
 - 2. BSN-DNP: Applicants must submit transcripts showing degree conferral of an associates and/or bachelor's in nursing. If select courses (usually science courses—see below) were taken at institutions other than the degree conferring institution, USAHS may request those transcripts be submitted as well.
 - 3. MSN-DNP: Applicants must submit transcripts showing degree conferral of a Master of Science in Nursing only.

Note: Applicants are not required to submit transcripts for non-degree related coursework certificates. Only transcripts that match the student's academic history as noted on the application will be required.
 - The following science courses may trigger a request for transcript if not on transcript of the degree conferred for all MSN and BSN-DNP applicants:
 - Anatomy and physiology
 - Pathophysiology
 - Microbiology
 - Physical assessment
 - Pharmacology
 - A minimum grade point average (GPA) of 3.0 calculated on program prerequisites may be required; however, the grade trend of the applicant will be considered
 - GRE scores sent directly to the University by Educational Testing Service. For those who have earned a master's degree previously, this requirement is waived. MHA, MHS, MSN, transitional DPT, and OTD, Post Professional applicants are also exempt from this requirement.

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- For MS-SLP applicants: GRE must not be older than 5 years. Recommended combined minimum GRE score of 194 for verbal and quantitative sections. Analytical writing score is also evaluated. Applicants must apply through CSDCAS; USAHS' Institution Code is 2300. (Candidates who have earned a Masters degree are exempt from the GRE requirement).
- Additional requirements for domestic, international, foreign-educated students:
International applicants from a country where English is not the primary language, who did not complete their undergraduate degree in English, or if deemed necessary by the Director of Admissions must provide an official TOEFL score report. The minimum internet-based TOEFL score requirement is 89 (including sectional minimums of 26 in speaking, 24 in writing, 21 in reading, and 18 in listening). The date of the reported test must fall within 2 years of the application deadline.
- References as required by the program
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admissions process (first professional OT, PT, MS-SLP and MSN candidates only). The background checks are completed at the applicant's expense.
- Statement of purpose—if required by the program
- Documentation of observation experience—if required by the program
- Professional résumé or curriculum vitae—if required by the program
- Copy of professional license—if required by the program
- Writing sample - if required by the program
- Observation hours: For MS-SLP applicants, a minimum of 25 observation hours in a speech therapy setting with an ASHA certified SLP is required. (Volunteer opportunities and work experiences do not meet the requirement.)

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

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

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

AACRAO International Education Services
One Dupont Circle, NW, Suite 520

Joseph Silny & Associates, Inc.
International Education Consultants

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Washington, DC 20036-1135
oies@aacrao.org

7101 SW 102 Avenue
Miami, FL 33173
www.jsilny.com

Note: The University follows a policy of not disclosing reasons for nonacceptance of a candidate.

International Students Applying for Admission

The full-time first professional physical therapy and occupational therapy programs in San Marcos, California, Austin, Texas, and St. Augustine, Florida, are approved by the Immigration and Naturalization Service to admit international students who require an F-1 student visa. The recently issued Executive Order entitled "Protecting the Nation from Terrorist Entry into the United States" addresses standards for immigrant, nonimmigrant, and refugee entry into the United States from Iran, Libya, Somalia, Syria, Yemen, Chad, North Korea and Venezuela (certain government officials). The U.S. Supreme Court has allowed this version of the Executive Order to go into effect immediately, which could impact a student traveling from these countries to the United States. With the exception of nationals of North Korea and Syria, students entering the United States on F Visas may be exempt from the ban. As the requirements of the Executive Order are subject to change, there is no guarantee that students from any of the banned countries will be able to enter the United States. Affected students are advised to contact immigration resources in their area for specific information on how the Executive Order may apply to their individual situation. If a student visa is not required for attendance, non-U.S. citizens may participate in all other degree programs. In addition to the items listed above, the following must be submitted prior to issuance of the I-20:

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

Records and Documents Submitted for Admission Processing

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

Records and Registration

The main Registrar's Office for all degree programs is located at the St. Augustine, Florida campus. Any inquiries or requests for information should be sent to Registrar, University of St. Augustine, 1 University Boulevard, St. Augustine, FL 32086, or registrar@usa.edu.

Records

The Registrar's Office is responsible for maintaining the official academic records for all students who enroll in academic degree programs. Student records are maintained electronically. Holds may be placed on students' records, transcripts, grades, or registration because of financial or **STUDENTS, FACULTY AND STAFF SHOULD REFER TO THE ONLINE VERSION OF THE CATALOG AS THIS PDF MAY NOT CONTAIN THE MOST CURRENT INFORMATION.**

other obligations to the University. Satisfaction of the hold is required before a release can be given.

Address Changes

A student's legal home or permanent address (mailing address) is taken from the Application for Admission and subsequently the returned completed Enrollment Agreement. It is the students' responsibility to change their address. Current students should submit address changes through the MyUSA portal My Info tab. Alumni e-mail address updates to registrar@usa.edu.

Name Changes

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

Status Change—Withdrawal or Leave of Absence

Students who find it necessary to withdraw from the program or take a leave of absence must complete the required documentation and send it to the Faculty Advisor for signature and forwarding to registrar@usa.edu. Program Withdrawal and Leave of Absence forms may be found on the MyUSA portal, Student Services tab, under Forms.

Enrollment Certifications

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

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 Transcripts Plus. 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. For more information on ordering transcripts please visit the MyUSA portal, My Info, My Transcripts tab. Alumni may order transcripts by going to the Alumni link on www.usa.edu under the About tab and following the link on the Alumni page.

Grade Reports

Grades and unofficial transcripts can be obtained online through the MyUSA portal, My Info tab.

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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 a 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, students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which a student may seek to transfer after attending 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.

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:

1. The right to inspect and review the student's education records within 45 days after the day the University of St. Augustine 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.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants 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

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be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University of St. Augustine 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 of St. Augustine.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of St. Augustine to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:

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

Student Identity Verification

The student identity verification process occurs on multiple levels. First professional students, who are required to wear University-issued student identification badges, are on campus either during the week or on weekends so their identity is verified in this manner. All students are provided with a secure account for their MyUSA portal to access the e-learning platform. They must utilize a user name and password to login and complete their work. The proctoring requirements ensure that for courses without physical presence the student will be seen, identified, and verified. Lastly, all programs have built-in physical presence that allows for verification of personal identity and student work. This is done through residencies, seminars, comprehensive examinations, capstone and dissertation presentations, and internship/fieldwork experiences. In the past year, many online courses have also added a video component to a required assignment.

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Graduation

All degree requirements must be complete before approval to graduate is given by the respective Program Director. Formal commencement ceremonies take place on or near the St. Augustine, Florida, Austin, Texas, and San Marcos, California, campuses. These ceremonies are held three times per year at the conclusion of each trimester. Confirmation of a degree is posted to the official academic record on the last day of the term. Degrees may 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.

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

Financial Information

Tuition and Fees

The University publishes an official Schedule of Tuition and Fees for each division of the University. Because the programs within each division vary, students should carefully study the charges that apply to them as set forth below. All tuition is due at registration. All charges are subject to change without advance notice.

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

Austin, Texas Campus: The full-time MS-SLP program is 5 trimesters in duration consisting of a minimum of 47 credit hours. Tuition and fees are as follows:

Tuition (\$11,000 per trimester × 5)	\$55,000.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$600 per trimester × 5)	\$3,000.00
Campus access fee (\$100 per trimester × 5)	\$500.00
Student activity fee	\$20.00
Technology fee (\$200 per trimester × 5)	\$1000.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Master of Occupational Therapy (MOT)

St. Augustine, Florida, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

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Tuition (\$13,053 per trimester × 6)	\$78,318.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$600 per trimester × 6)	\$3,600.00
Campus access fee (\$160 per trimester × 6)	\$960.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

San Marcos, California, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

Tuition (\$14,949.67 per trimester × 6)	\$89,698.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$600 per trimester × 6)	\$3,600.00
Campus access fee (\$160 per trimester × 6)	\$960.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Austin, Texas, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

Tuition (\$13,747.17 per trimester × 6)	\$82,483.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$600 per trimester × 6)	\$3,600.00
Campus access fee (\$100 per trimester × 6)	\$600.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Miami, Florida Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

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Tuition (\$13,747.17 per trimester × 6)	\$82,483.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$600 per trimester × 6)	\$3,600.00
Campus access fee (\$60 per trimester × 6)	\$360.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Doctor of Physical Therapy (DPT)

St. Augustine, Florida, Campus: The fulltime DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

Tuition (\$12,948 per trimester × 8)	\$103,584.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books	\$4,200.00
Campus Access fee (\$160 per trimester × 8)	\$1,280.00
Student Activity fee	\$20.00
Associated school expenses	\$1,167.00
Graduation fee	\$100.00

Miami, Florida, Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

Tuition (\$12,948 per trimester × 8)	\$103,584.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books	\$4,200.00
Campus Access fee (\$60 per trimester × 8)	\$480.00
Student Activity fee	\$20.00
Associated school expenses	\$1,167.00
Graduation fee	\$100.00

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San Marcos, California Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

Tuition (\$14,481.13 per trimester × 8)	\$115,849.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books	\$4,200.00
Campus access fee (\$160 per trimester × 8)	\$1,280.00
Student activity fee	20.00
Associated school expenses	\$1,167.00
Graduation fee	\$100.00

Austin, Texas, Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

Tuition (\$12,948 per trimester × 8)	\$103,584.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books	\$4,200.00
Campus access fee (\$100 per trimester × 8)	\$800.00
Student activity fee	20.00
Associated school expenses	\$1,167.00
Graduation fee	\$100.00

Dual Degree Option: Master of Occupational Therapy / Doctor of Physical Therapy (MOT/DPT)*

St. Augustine, Florida, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

Tuition (\$12,947.80 per trimester × 10)	\$129,478.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books	\$6,000.00
Campus access fee (\$160 per trimester × 10)	\$1,600.00

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Student activity fee	\$20.00
Associated school expenses	\$1,200.00
Graduation fee	\$200.00

San Marcos, California, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

Tuition (\$14,481.40 per trimester × 10)	\$144,814.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books	\$6,000.00
Campus access fee (\$160 per trimester × 10)	\$1,600.00
Student activity fee	\$20.00
Associated school expenses	\$1,200.00
Graduation fee	\$200.00

Austin, Texas, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

Tuition (\$12,947.80 per trimester × 10)	\$129,478.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books	\$6,000.00
Campus access fee (\$100 per trimester × 10)	\$1000.00
Student activity fee	\$20.00
Associated school expenses	\$1,200.00
Graduation fee	\$200.00

*This degree option is currently under curriculum review and is not accepting students at this time.

Flexible Doctor of Physical Therapy (DPT)

St. Augustine, Florida, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

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Tuition (\$7,622.92 per trimester × 12)	\$91,475.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$350 per trimester × 12)	\$4,200.00
Campus access fee (\$85 per trimester × 12)	\$1,020.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

San Marcos, California, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

Tuition (\$8,978.17 per trimester × 12)	\$107,738.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$350 per trimester × 12)	\$4,200.00
Campus access fee (\$85 per trimester × 12)	\$1,020.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Austin, Texas, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

Tuition (\$8,224.50 per trimester × 12)	\$98,694.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$350 per trimester × 12)	\$4,200.00
Campus access fee (\$70 per trimester × 12)	\$840.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Flexible Master of Occupational Therapy (MOT)

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St. Augustine, Florida, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

Tuition (\$8,651.00 per trimester × 9)	\$77,859.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$400 per trimester × 9)	\$3,600.00
Campus access fee (\$85 per trimester × 9)	\$765.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Austin, Texas, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

Tuition (\$8,651 per trimester × 9)	\$77,859.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$300 per trimester × 9)	\$2,000.00
Campus access fee (\$100 per trimester × 9)	\$900.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation fee	\$100.00

Miami, Florida, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

Tuition (\$8,651.00 per trimester × 9)	\$77,859.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$300 per trimester × 9)	\$2,700.00
Campus access fee (\$60 per trimester × 9)	\$540.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00

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Graduation fee \$100.00

Doctor of Occupational Therapy (OTD)

St. Augustine, Florida Campus: The program is 8 trimesters in duration consisting of a minimum of 117 credit hours. Tuition and fees are as follows:

Tuition (\$12, 694.00 per trimester × 8)	\$101,552.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$300 per trimester × 8)	\$2,400.00
Campus access fee (\$160 per trimester × 8)	\$1,280.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation Fee	\$100.00

San Marcos, California Campus: The program is 8 trimesters in duration consisting of a minimum of 117 credit hours. Tuition and fees are as follows:

Trimester (\$12, 694.00 per trimester × 8)	\$101,552.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$300 per trimester × 8)	\$2,400.00
Campus access fee (\$160 per trimester × 8)	\$1,280.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation Fee	\$100.00

Austin, Texas Campus: The program is 8 trimesters in duration consisting of a minimum of 117 credit hours. Tuition and fees are as follows:

Trimester (\$12, 694.00 per trimester × 8)	\$101,552.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$300 per trimester × 8)	\$2,400.00

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Campus access fee (\$100 per trimester × 8)	\$800.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation Fee	\$100.00

Miami, Florida Campus: The program is 8 trimesters in duration consisting of a minimum of 117 credit hours. Tuition and fees are as follows:

Trimester (\$12, 694.00 per trimester × 8)	\$101,552.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books (\$300 per trimester × 8)	\$2,400.00
Campus access fee (\$60 per trimester × 8)	\$480.00
Student activity fee	\$20.00
Associated school expenses	\$1,000.00
Graduation Fee	\$100.00

Post-Professional Doctor of Occupational Therapy (OTD)

Tuition for all courses not involving a separate seminar will be \$655/credit hour. For the bachelor's degree student, it is a 60 credit hour program, for the master's degree student it is a 35 credit hour program, and for the USAHS master's degree graduate it is a 30 credit hour program.

Tuition - 29 credit hour program approximately	\$19,008.00
Tuition - 35 credit hour program approximately	\$22,942.00
Tuition - 60 credit hour program approximately	\$29,897.00
Books	\$1,000.00
Technology fee (\$1,002 per year)	\$2,004.00–\$5,010.00
Graduation fee	
If attending commencement	\$100.00
Optional custom regalia (estimate)	\$650.00

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If not attending commencement \$25.00

Transitional Doctor of Physical Therapy (DPT)

Tuition for required and elective courses will be \$710/credit hour and seminar courses will bear a per credit-hour charge of \$255, (not inclusive of the fee to attend and travel the seminar). Clinical integration coursework for the bachelor's degree student is comprised of a series of 5 courses (totaling 38 credits) that cost \$200 a course. For the bachelor's degree student, it is a 60 credit hour program and for the master's degree student it is a 24 credit hour program.

Tuition - 24 credit hour program approximately	\$14,767 - \$17,043.00
Tuition - 60 credit hour program approximately	\$14,347 - \$16,623.00
Books	\$1,000.00
Technology fee (\$1,002 per year)	\$2,004.00–\$4,008.00
Graduation fee	
If attending commencement	\$100.00
Optional custom regalia (estimate)	\$650.00
If not attending commencement	\$25.00

Master of Health Administration (MHA)

Tuition for all courses is \$689/credit hour.

Tuition - 37 credit hour program approximately	\$25,500.00
Books and associated school expenses	\$800.00
Technology fee (\$1002 per year)	\$2004.00
Lab fee (only if registered in ATP 7255 course)	\$200.00
Graduation fee	
If attending commencement	100.00
If not attending commencement	\$25.00

Master of Health Science (MHS)

Tuition for all courses not involving a separate seminar is \$567/credit hour.

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Tuition - 36 credit hour program approximately	\$20,400.00
Books	\$500.00
Technology fee (\$1,002 per year)	\$2,004.00
Lab fee (only if registered in ATP 7255 course)	\$200.00
Graduation fee	
If attending commencement	100.00
If not attending commencement	\$25.00

Master of Science in Nursing (MSN)

Tuition for all courses is \$694/credit hour.

Tuition - 36 credit hour program approximately	\$25,000.00
Books	\$1,000.00
Technology fee (\$1,002 per year)	\$2,004.00
Graduation fee	
If attending commencement	\$100.00
If not attending commencement	\$25.00

Doctor Nursing Practice (DNP)

Tuition for all courses not involving a separate seminar is \$900/credit hour. For the bachelor's degree student completing the Nurse Executive or Nurse Informaticist specialization, it is a 64 credit-hour program. For the master's degree student it is a 42–52 credit-hour program.

Tuition 42–52 credit hour program approximately	\$37,800.00–\$46,800.00
Tuition 64 credit hour program approximately	\$57,600.00
Books	\$1,000.00
Technology fee (BSN to DNP)	\$3,340.00
Technology fee (MSN to DNP)	\$2,338.00

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Graduation fee		
If attending commencement		\$100.00
Optional custom regalia (estimate)	\$650.00	
If not attending commencement		\$25.00

Doctor of Education (EdD)

Tuition for all courses not involving a separate seminar is \$776/credit hour.

Tuition - 60 credit hour program approximately		\$46,589.00
Books		\$1,000.00
Technology fee (\$1,002 per year)		\$4,008.00
Graduation fee		
If attending commencement		\$100.00
Optional custom regalia estimate		\$650.00
If not attending commencement		\$25.00

Doctor of Health Science *

Tuition for all courses not involving a separate seminar is \$ 595/credit hour.

Tuition - 60 credit hour program approximately		\$35,700.00
Books		\$1,000.00
Technology fee (\$1,002 per year)		\$5,010.00
Graduation fee		
If attending commencement		\$100.00
Optional custom regalia estimate		\$650.00
If not attending commencement		\$25.00

* This program is not currently accepting new students.

Payment

The University accepts MasterCard and Visa payments, personal checks, bank drafts, and cash. Many full-time students secure student loans through a financial assistance loan program.

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Refund Policy

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.

\$500 Deposit Refund Policy for First Professional Programs

Refund of Tuition Deposit for Withdrawal Within the First 7 Days: If notification of withdrawal from the University is submitted within 7 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 7 Days but Before the Start of the Trimester: If notification of withdrawal from the University is submitted after 7 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 for First Professional Programs

The University of Saint Augustine for Health Sciences has an established add/drop period that is the 1st 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 provider. For students who withdraw from all classes after day 7 but before 60% of the term has elapsed, the University will calculate the refund using a percentage formula and return the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there will be no refund.

Withdrawing from a Course: Students withdrawing from one or more course(s), but not the program, will have their refund calculated under the same percentage formula as those withdrawing from a program.

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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 the school by multiplying the total tuition/fee charged by the percentage of time enrolled.

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

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

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

For Iowa National Guard or Reserve Forces Only

The following additional considerations are made for a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to National Guard duty or federal active duty:

- The student may withdraw from the entire registration for that term and receive a full refund of tuition and mandatory fees for that term
- The student may make arrangements with the instructor(s) for course grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration and all tuition 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.

Tuition Refund Policy for First Professional Programs for Iowa Residents

Cancellation and Tuition Refund Policy for 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

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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 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 prepay 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 for First Professional Programs

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

Withdrawing from a Course: Students withdrawing from one 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 of 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/fees charged by the percentage of time (calendar days) the student failed to complete.

Step 3: Distribute this calculated amount as a refund to the student or to the loan provider.

For Iowa-resident, distance-education students who withdrawal due to physical incapacity, and who have provided official documentation that physical incapacity is the reason he or she is not

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able to complete the course, the student will be refunded by the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from all classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Maryland Residents

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

Proportion of Total Course, Program, or 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

Student Tuition Recovery Fund—California

California law requires that the Bureau for Private Postsecondary Education assess each institution in relation to the cost of tuition for students. These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California legislature to reimburse students who are California residents who might otherwise experience a financial loss as a result of untimely school closure. Each student will pay a Student Tuition Recovery Fund assessment each term. Student Tuition Recovery Fund fees shall be collected from all California campus students at the rate of zero cents (\$.0) per thousand dollars of tuition charged rounded to the nearest thousand dollars. These fees are collected as part of the campus access fee.

You must pay the state-imposed assessment for the STRF if all of the following applies to you:

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1. You are a student in an educational program who is a California resident or is enrolled in a residency program and you prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans.
And
2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident or you are not enrolled in a residency program.
Or
2. Your total charges are paid by a third party such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

The purpose of the STRF is to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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 904-826-0084, ext. 1400.

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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 1st 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, the University will calculate the refund using a percentage formula and return the refund to the student. 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 the student attended before withdrawing (days attended divided by total days in the period).

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

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

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

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

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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 their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

For Iowa National Guard or Reserve Forces Only

The following additional considerations are made for a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to National Guard duty or federal active duty:

- The student may withdraw from the entire registration for that term and receive a full refund of tuition and mandatory fees for that term
- The student may make arrangements with the instructor(s) for course grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration and all tuition 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.

Tuition Refund Policy for Transitional and Post-Professional Program 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 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment. All monies Iowa residents prepay to the University for tuition are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy for Post-Professional Programs

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The University of St. Augustine for Health Sciences has an established add/drop period that is the 1st week (7 days) of each semester. All tuition and fees 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 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, the University 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 of 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/fees charged by the percentage of time (calendar days) the student failed to complete.

Step 3: Distribute this calculated amount as a refund to the student.

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 the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

Continuing Education Seminar Fee Refund Policy

Continuing Education tuition fee refunds will be determined in accordance with the policy above for Iowa-resident online students.

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.

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

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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

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

Proportion of Total Course, Program, or 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

Student Tuition Recovery Fund—California

California law requires that the Bureau for Private Postsecondary Education assess each institution in relation to the cost of tuition for students. These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California legislature to reimburse students who are California residents who might otherwise experience a financial loss as a result of untimely school closure. Each student will pay a Student Tuition Recovery Fund assessment each term. Student Tuition Recovery Fund fees shall be collected from all California campus students at the rate of zero cents (\$.0) per thousand dollars of tuition charged rounded to the nearest thousand dollars. These fees are collected as part of the campus access fee.

You must pay the state-imposed assessment for the STRF if all of the following applies to you:

3. You are a student in an educational program who is a California resident or is enrolled in a residency program and you prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans.
And

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4. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

3. You are not a California resident or you are not enrolled in a residency program.
Or
4. Your total charges are paid by a third party such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

The purpose of the STRF is to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

6. The school closed before the course of instruction was completed.
7. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
8. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
9. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
10. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Financial Assistance Programs

USAHS has a number of resources to help students fund their education, including dedicated financial aid counselors. Although they are campus based, every counselor is available to assist students at any point in the process.

The department staff are available to help students by email and telephone, and they offer a live webinar session each term. Regular office hours are 8:00 a.m. Eastern to 8:00 p.m. Pacific, Monday through Friday, and Saturday as posted each term. If students are unable to meet during regular office hours, after-hours appointments are available by request.

In addition to reviewing eligibility for one of the USAHS scholarships, students are encouraged to explore financial assistance programs available from health care providers who employ therapists or scholarships available for graduate education.

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USAHS is approved to participate in the Federal Title IV Stafford Direct Loan, Direct (Grad) Plus Loan, and Federal Work Study programs. USAHS complies with the requirement for consumer information to be disclosed to the student pursuant to the applicable federal and state financial aid programs (34 CFR 668) and follows the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

Federal and Private loan options are available to cover education expenses for students who meet the eligibility guidelines set by the lenders and who maintain eligibility and enrollment requirements including the satisfactory academic policy of USAHS.

Direct Unsubsidized Loans (also known as Stafford Loans or Direct Stafford Loans): This is a federal loan that accrues interest while students are in school. The interest payments may be deferred for 6 months after graduation. Students may obtain up to \$20,500 a year from the Stafford Loan. The current interest rate is 6.60% fixed with a 1.069% loan fee. Loans originated on or after October 1, 2018 and before October 1, 2019 will have a 1.062% disbursement fee. Students are required to fill out the Free Application for Federal Student Aid (FAFSA) form to apply for this loan. Visit <https://studentaid.ed.gov/sa/> for more information.

Direct PLUS Loans: These are federal loans that graduate or professional degree students may use to help pay education expenses not covered by other financial aid through the U.S. Department of Education. The current interest rate is 7.00% fixed with a 4.276% loan fee. Loans originated on or after October 1, 2018 and before October 1, 2019 will have a 4.248 % disbursement fee. Learn more at Federal Student Aid.

Federal Work Study programs: The Federal Work-Study (FWS) Program provides part-time employment to students attending USAHS who need the earnings to help meet their costs of postsecondary education and encourages students receiving FWS assistance to participate in community service activities. This program allows students the opportunity to gain valuable work experience while earning their work study funds. Federal Work-Study positions are available in areas such as health care, education, literacy, wellness center, and tutors. Positions and requirements are posted on the MyUSA portal.

Private Alternative Loans: Private financial institutions offer a variety of financial products to help graduate students fund their education. Visit ELMSelect to learn more about private lending options and download the Private Education Loan Self-Certification Form.

USAHS does not have a preferred lender arrangement and the ELM website link provides a comprehensive listing of lenders that have made loans to the institution's students within the past 5 years. A student/borrower can choose to use any lender, including a lender not listed.

Veteran's Benefits

St. Augustine, Florida, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the Florida Department of Veteran Affairs for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

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San Marcos, California, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the California State Approving Agency for Veterans Education. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California, campus.

Austin, Texas, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the Texas Veteran Commission for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer on the Austin, Texas, campus.

Miami, Florida, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the Florida Department of Veteran Affairs for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the Miami, Florida, campus.

Post Professional Programs – The post professional Transitional Doctor of Physical Therapy, Doctor of Occupational Therapy, Doctor of Health Science, and Doctor of Education degree programs are approved by the Florida Department of Veteran Affairs for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

Campus based first Professional campuses participate in Yellow-Ribbon program for eligible Veterans.

The University of St. Augustine for Health Sciences (USAHS) is pleased to continue participation in the **Yellow Ribbon GI Education Program** for the Campus based first Professional campus degree programs. Yellow Ribbon is a scholarship designed to help students supplement the tuition and fees cost that exceeds the amount allotted in the Post 9/11 GI Bill® yearly cap, the program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008.

Applications are accepted on a first-come, first-served basis up to:

- San Marcos, California Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00
- St. Augustine, Florida Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00
- Austin, Texas Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00
- Miami, Florida Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00

The recipients of **Yellow Ribbon** can receive up to \$10,000 (up to \$5,000 from USAHS and up to \$5,000 to be matched by the VA) for tuition and fees per academic year.

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For questions regarding eligibility, yellow ribbon benefits, and the application process, contact to the certifying officer on the respective campus.

Disbursements

Before any funds are disbursed students must read important disclosure information regarding their loan(s). The Disclosure Statement provides information about the Direct Unsubsidized Loan that the University of St Augustine for Health Sciences plans to disburse (pay out) by crediting the student's school account, paying the student directly, or both. There is also a Plain Language Disclosure that will explain the terms of the student loan(s). Both disclosures are available at www.studentloans.gov. Students keep a copy of all disclosures for their records.

Students receiving federal student loans need to have all admission documentation cleared before a disbursement request to the Department of Education will be made on behalf of the student for Federal Loans.

Cost of Living Disbursements: If the students' lender pays student tuition and fees for the term in full, any remaining loan funds will be refunded to the student within 10 days from when USAHS received the loan from the lender. Although USAHS has 14 days to get the refund to students, we understand the need to pay living expenses and will do our utmost for students to receive any remaining loan funds in 10 days.

It is recommended, at the beginning of each term, to make plans to cover living expenses for at least the first 3 weeks without reliance on loans. Loans do not begin disbursing until a week after classes start.

USAHS utilizes Bank Mobile to process student refunds, and they will contact students by email when refunds are available. All students are encouraged to enroll in one of the methods to receive refunds made by the school.

Students should contact the bursar with any questions they may have and enrollment information.

Other Financial Assistance Information

All information submitted for securing a federal student loan will be submitted to the National Student Loan Database (NSLDS) and accessible by authorized agencies, lenders, and institutions. The student-loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of an individual's federal loan debt is available via the NSLDS website (www.nsls.ed.gov/nsls_SA/).

The University will cooperate completely with all agencies responsible for the collection of loans to preserve the integrity of the loan process for the benefit of future students.

Educational costs of attending the institution are included on each program page under the cost of attendance.

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Student and Parent Privacy Rights: In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), the undersigned student hereby permits the University of St. Augustine for Health Sciences to disclose the information specified below to the following individual(s) or agency(ies). The student authorizing the release of his or her educational records must sign and present the release form to the appropriate office with a photo ID to verify authenticity of this release.

Student Withdrawal Procedures and Return of Title IV Funds Requirements: The law specifies how USAHS must determine the amount of Federal loan / Title IV program assistance that students earn if they withdraw from school. When students withdraw during a payment period or period of enrollment, the amount of Title IV program assistance that is earned up to that point is determined by a specific formula. If students received more assistance than earned, the excess funds must be returned by the school and/or the student. This amount of assistance a student has earned is determined on a prorated basis. Please see the withdraw and refund section of the catalog or website for more information about the refunds of institutional charges.

The financial aid website is located at <http://www.usa.edu/p53-248-Financial-Aid-Information.aspx>, and various forms and procedures are located on the MyUSA portal.

USAHS Scholarship Programs

Entry Level

The University of St. Augustine offers two types of scholarships to all new students enrolling in the entry-level programs (full-time DPT, MOT, OTD, Flex MOT and Flex DPT) on the San Marcos, St. Augustine, Austin and Miami campuses: Outstanding Academic Achievement and Leadership Scholarship, and Community Service. University of St. Augustine scholarships is used toward tuition and fees only. Information on each of the scholarships follows:

Scholarship Application Deadline Dates

- February 15th – Summer term
- June 15th – Fall term
- October 15th – Spring term

Only students admitted within one week of above deadline (or after for the same term) are eligible to submit a scholarship application for the possible award to start in their second term of the program.

Outstanding Academic Achievement and Leadership Scholarship*

The University awards these scholarships in recognition of outstanding academic achievement and leadership potential. The top applicant that meets the criteria from each of the -four full-time, campus-based, entry-level programs - occupational therapy, and physical therapy, will receive a \$6,000 (per academic year) scholarship. The remaining recipients will receive a \$2,000 (per academic year) award. The top applicant that meets the criteria from the Flex and MOT DPT program will receive \$4,500 (per academic year), and an additional recipient will receive \$1,500

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(per academic year). The top applicant that meets the criteria from the MS-Speech Language Pathology program will receive \$3,000 (per academic year), and an additional recipient will receive \$1,250 (per academic year).

Scholarships are awarded to the entering students who best meet the following criteria:

- Preferred minimum GRE score (verbal and quantitative sections combined) of 300 (latest GRE version), alternatively a minimum of 3.5 GPA on program prerequisites.
- A one-page essay on "My Leadership Experiences," please include your name and student ID at the top of the essay and be sure to entitle your essay: My Leadership Experiences.
- A review of a curriculum vitae or resume that showcases leadership roles held

To retain Outstanding Academic Achievement and Leadership scholarship, a recipient must:

- Remain a full-time student in the applicable degree program. Scholarships are not transferable to another University degree program.
- Remain enrolled each trimester in all courses in the established curricular pathway for the applicable program. Withdrawing from a course(s) would remove a student from the established curricular pathway causing him/her to be ineligible for the scholarship for the subsequent trimester.
- Retain a 3.5 GPA with USAHS at the end of each trimester; this will be monitored by the Scholarship organizer.

If a recipient does not meet any of these requirements, he/she will be ineligible for the scholarship award for the subsequent trimester. The scholarship would be reinstated the following term if the student again meets the requirement.

Community Service Scholarships

The University awards these scholarships in recognition of dedicated students who help others, and who are regularly involved in volunteer work, possess an extensive service background and a demonstrated interest in future service. The top applicant from each of the -four full-time, campus-based, entry-level programs – occupational therapy, and physical therapy - will receive a \$4,000 (per academic year) scholarship. The other recipients, one from each program, will receive a \$2,000.00 (per academic year) award. The top applicant that meets the criteria from the Flex DPT and MOT programs will receive \$3,000 (per academic year), and an additional recipient will receive \$1,500 (per academic year). The top applicant that meets the criteria from the MS-Speech Language Pathology program will receive \$2,250 (per academic year), and an additional recipient will receive \$750 (per academic year).

Scholarships are awarded to the entering students who best meet the following criteria:

- Preferred minimum GRE score (verbal and quantitative sections combined) 298 (latest GRE version), alternatively a minimum of 3.0 GPA on program prerequisites.
- A one/two-page essay **that describes the volunteer work you did and the impact it had on you and your community, including in the essay how you plan to continue these activities as a healthcare practitioner.** Please include your name and student ID at the

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top of the essay and be sure to entitle your essay: "My Community Service Contributions" and include the name and address of the organization(s) included in the essay.

- A review of a curriculum vitae or resume that showcases the co-curricular activities held.

To retain Community Service scholarship, a recipient must:

- Remain a full-time student in the applicable degree program. Scholarships are not transferable to another University degree program.
- Remain enrolled each trimester in all courses in the established curricular pathway for the applicable program. Withdrawing from a course(s) would remove a student from the established curricular pathway causing him/her to be ineligible for the scholarship for the subsequent trimester.
- Submit to the scholarship committee before the end of the award year a summary of volunteer work you participated in for that year and the impact on the community.

If a recipient does not meet any of these requirements, he/she will be ineligible for the scholarship award for the subsequent trimester. The scholarship would be reinstated the following term if the student again meets the requirement.

Post-Professional Programs

USAHS provides several types of discounts to all new students enrolling in the post-professional programs, and updated details may be found on the specific program page on the website.

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Policies and Regulations

Academic Freedom Policy

Academic freedom is a cherished principle in higher education. At the University of St. Augustine, 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, select instructional materials, and determine grades. Likewise, students should have the opportunity to study a wide spectrum of ideas so they may acquire critical thinking skills. 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 theatre. 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 publicly expressing displeasure with University philosophies or practices has no place in our organization.

It is important for faculty, staff, and students to know they can initiate changes and have a number of avenues within which they can work for change. Both on-campus and distant employees and students may speak (or write) to their Program Director or supervisor. The University supports your ideas, and suggestions will be treated with the respect and consideration they deserve.

If a faculty member, staff member, or student perceives an infringement on his or her academic freedom, the individual should follow the 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 timelines and processes.

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Diversity Policy

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 as needed.

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. The University fosters diverse faculty and student 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.

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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 whose accrediting bodies have recognition from CHEA (Council for Higher Education Accreditation) 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)

- 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 coursework 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 (i.e., 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 assuring consistency of transfer credit practice and procedure among the different campus locations.

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The process for requesting transfer credits is as follows:

- The student completes a Transfer Credit Request Form, found on the MyUSA Student Services tab under Forms, and submits it 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 the credits will be applied toward.
- 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 Transfer Credit Request Form, found on the MyUSA Students tab, and submits it 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.

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Grading System

Academic degree programs use a 4.0 scale to calculate GPAs. More information on the University's grading system is located in the Student Handbook.

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

Credit and quality points are not included in GPA calculations for the following grades:

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

Please see the Student Handbook for the full Grading System policy and additional information.

Grade Changes

The course instructor or the Program Director may initiate grade changes. The grade change by instructor must first be submitted to the Program Director for initial approval. The Registrar's Office will post any approved grade change to the official academic record. More information on grade changes is located in the Student Handbook.

Repetition of Course

On occasion, a student may be required to repeat a course. Under such circumstances, the highest grade achieved is counted towards the cumulative GPA. More information on repetition of a course is located in the Student Handbook.

Compliance with University Regulations

The University of St. Augustine for Health Sciences seeks resolution of all issues through the process of reason and expects all members of the University community to be governed by this principle. However, should a student, faculty member, staff member, visitor, invited guest, or

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other licensee, acting individually or collectively, while on University property engage in violence, destruction of property, or any act that disrupts or interferes with the functioning of the University or disturbs the academic processes of the classroom, and ignore or refuse to comply with official directives to desist, the University shall eject said violator from the campus or other University property. In addition, the University may seek to impose such penalties as provided by law. Where circumstances require, the University of St. Augustine for Health Sciences may employ injunctive procedures or call upon civil authority to maintain order. University students, faculty, or staff engaged in such acts are subject to immediate suspension and a subsequent hearing, which may lead to expulsion or dismissal.

Complaints Policy

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 three general types of complaints:

- Student complaints
- Complaints from individuals outside the University
- Complaints from agencies outside the University

This policy *does not* cover complaints about incidents related to harassment. Complaints of this nature should be directed to the Director of Human Resources. Americans with Disabilities Act (ADA) discrimination complaints are also not covered under this policy and should be referred to the Director of Disability Services (see Student Handbook). Complaints regarding the sexual misconduct policy should be referred to the Title IV officer (see Student 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, or 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 professional misconduct appeals policies and procedures. Please refer to the Student Handbook for 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

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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. The initial party has 10 business days to address the issue. Depending on the severity of the issue, a written record may or may not be drafted and placed in the University's complaint 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 within 10 business days
 - 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 University's complaint file and maintained for 6 years.
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 within 60 business days.
 - 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.

Complaints from Individuals or Agencies Outside the University

Individuals or agencies from outside the University should address complaints about the University or a University program to the applicable Program Director, Dean, or the University President.

- Complaints Procedure

Complaints about a USAHS employee or student should be resolved by communicating directly with the individual or department head.

1. If a resolution is not possible at this level, a written complaint may be filed. Written complaints should be addressed to the Grievance Committee:

University of St. Augustine
Grievance Committee Chair
St. Augustine Florida Campus
1 University Blvd.

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St. Augustine, FL 32086

All complaints will be fully investigated by the Grievance Committee and a written response will be provided to the complainant.

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 following the date of the resolution.

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
 - Complaints may be filed with the University's institutional accrediting body by contacting the WASC Senior College and University Commission (WSCUC) at <http://www.wascsenior.org/comments> and reviewing the Policy on Complaints and Third-Party Comments to ascertain the appropriate means to communicate comments and complaints.
- American Physical Therapy Association
 - 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
 - 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 Ethics.
- American Speech-Language-Hearing Association
 - Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA): In addition to opportunities for providing public comment regarding a programs 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 found at Comments and Complaints.
- U.S. Department of Education

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- Complaints about discrimination based on race, color, national origin, sex, age, or disability are handled by the Office for Civil Rights.
 - For more information on this process please visit Complaints.
- 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 www.thecb.state.tx.us/studentcomplaints. Title 19 of the Texas Administrative Code, Sections 1.110-1.120 governs the rules for student complaints:
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y).
- Additional States
 - In District of Columbia contact the District of Columbia Higher Education Licensure Commission, 1050 First St., NE, Fifth Floor, Washington, DC 20002, (202) 727-6436, <https://osse.dc.gov/service/higher-education-licensure-commission-helc-public-complaints>
 - In Georgia contact the Georgia Nonpublic Postsecondary Education Commission's complaint process go to <https://gnpec.org/gnpec-authorized-school-complainant-form/>.
 - In Iowa contact the Iowa College Student Aid Commission, 430 East Grand Avenue, FL 3, Des Moines, IA 50309-1920, (877) 272-4456 option 4
 - In Maryland contact the Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410-528-8662/888-743-0823 (toll free)
 - In New Mexico contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100, <http://www.hed.state.nm.us/institutions/complaints.aspx>.
 - In Utah contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, PO Box 146704, Salt Lake City, UT 84114-6704, <http://www.dcp.utah.gov/complaints/index.html>
- 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 50 states. For information on a specific state, or to file a complaint go to <http://www.usa.edu/p54-226-Complaints.aspx>.

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Proper Conduct

Students are expected to conduct themselves in a professional manner, which upholds the integrity of their profession and the University. Further information is available in the Student Handbook.

Suspension or Dismissal

The University, through its faculty or appropriate committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain

- a satisfactory academic record, or
- acceptable personal and professional behavior.

Appeal Process

The student has the right to appeal to the appropriate University committee and, if applicable, to the President of the University, in the event of a decision to dismiss and/or suspend from the University.

First Professional Division Only Policies

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 advanced 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 Students tab, and submits it to the respective Program Director with appropriate documentation.

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- 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.

Program Change Policy

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 change of their admission to another degree program must make a request in writing (e-mail 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 e-mail of the outcome of the request. Please note: The start and completion dates of students who transfer between 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. 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 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

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probation. Program change requests from students who are on approved leave of absence will be considered.

- Complete the Program Change Request Form located in the MyUSA portal Students tab.
- Submit the completed form to:
 1. His or her current Program Director
 2. The Program Director of the degree program to which the student is seeking change
 3. 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 change.
 4. Clinical Education
- Once the Program Change Request Form has been considered by all applicable administrators, the student will be notified of the outcome via e-mail by the University Registrar.
- Please note: **USAHS scholarships are not transferable from one program to another.**
- Changing programs may extend the degree completion date.

Dual Degree Option Students

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, Students tab.

Reenrollment Timelines

A USAHS entry-level program graduate who decides to seek admission to another USAHS entry-level 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 entry-level degree program, a USAHS graduate must submit to the Student Services 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 degree student must notify the Registrar in writing (e-mail is acceptable) of his or her intent to resume classes at least 6 weeks before the start of the trimester.

Transfer from Campus to Campus

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Students who want to transfer to another campus location must submit a Campus Location Change Request Form available on the MyUSA portal, Students 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. The student will be notified of the outcome of the transfer request via e-mail by the Registrar's Office. Please note: Program completion dates of students who transfer between campus locations may be extended.

Post Professional Division Only Policies

Prior Learning Credit (PLA) Policy - tDPT, PPOTD, EdD

Definition:

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

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

PLA credit requests from current students are evaluated by Program Directors and limited to 9 credits (6 in the first 30 credits of the program and 3 additional credits in the second portion of the program). PLA credit requests can be made for any course within a post-professional program except the Capstone(s).

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

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

Requirements: Two (2) Requirements for PLA credit reviews by faculty will include:

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

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- d. Clinical practice (e.g., 1 year FTE experience per credit hour minimum, contract, CV/resume, supervisory affidavit, etc.).
- e. Professional organization/association leadership (e.g., 1 year experience per credit hour minimum, membership number, contract, CV/resume, supervisory affidavit, etc.).
- f. Professional publication (e.g., book, book chapter, peer-reviewed journal article, conference presentation/publication, CV/resume, supervisory affidavit, etc.).
- g. Other (specific to the CLOs such as certifications, military experience, post-doctoral fellowships, grants, research, and many others that are professionally related).

*Professional Portfolio artifacts/evidence must be relevant/completed within the past 5 years preceding admission to the program, but the applicant may petition the Program Director for an exception to this time limit.

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

Competent

The candidate provides sufficient artifacts with relevant and specific detail, in the professional portfolio; AND an appropriate qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.

Needs Improvement

The candidate provides insufficient artifacts with relevant and specific detail, in the professional portfolio; OR an inadequate qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.

Unsatisfactory/Not Present

The candidate provides unsatisfactory artifacts with relevant and sufficient detail, in the professional portfolio, AND/OR qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.

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

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

PLA Credit and Review Fees: Cost of each credit awarded will be the cost of a credit at 50% of the current price.

Process:

1. Student contacts Program Director with request to complete PLA work. Student and Program Director discuss which courses the PLA work will be assessed against for credit.
2. Student submits all required documents to Program Director.
3. Program Director will assign faculty to review the materials submitted.
4. Faculty will assess work and provide full evaluation of materials submitted. A successful submission will have received a "competent" score in all areas. Faculty will communicate their recommendation to the Program Director. The Program Director reviews the recommendation and submits all PLA work and final decision to the student's Academic Advisor. If approved, the Academic Advisor submits the completed PLA approval form with number of credits awarded to the Registrar's and Bursar's office.
5. Registrar's Office will process the PLA on the student's official transcript.
6. Candidate would be directed to contact any bursar (bursar@usa.edu) to make payment.
7. Bursar would bill the student account number of credits to be applied to the transcript at 50% of the cost of a full credit.

Student Services

Off-Campus Housing

The University does not provide housing or have dormitory facilities under its control. All University students reside off campus, and the University has no responsibility to find or assist a student in finding housing. The Student Services Office makes available to new and current students general information about housing located near University facilities. Availability of housing located reasonably near the University's facilities varies.

Counseling Services

In partnership with ComPsych (a Student Assistance Program provider), the 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 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 the student may be experiencing. If needed, the

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counselor will also be able to refer the student to meet with an in-person counselor for up to three complimentary sessions.

Online Resources

Students and household members also have unlimited access to guidanceresources.com. Students will need to use "USAHS" as the Web ID to create a free account. This website provides information, tools, and support on a wide variety of subjects including wellness, legal, financial, and relationship topics. Students can view articles, podcasts, videos, or slideshows and can "Ask the Expert" to receive personal responses to questions.

Veterans' Benefits

The degree programs listed under each campus are approved by the State Approving Office for training of veterans and other eligible persons for the programs offered on that campus. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the respective campus.

San Marcos, California, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

Austin, Texas, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

Miami, Florida, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

St. Augustine, Florida, Campus

Master of Occupational Therapy

Doctor of Occupational Therapy

Doctor of Physical Therapy

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Post Professional Programs

Master of Health Science

Master of Health Administration

Master of Science in Nursing

Transitional Doctor of Physical Therapy

Post Professional Occupational Therapy

Doctor of Education

Doctor of Health Science

Doctor of Nursing Practice

International Student Services

Students attending the University on a student visa are assisted with immigration and naturalization services issues by the designated school official located in the Registrar's Office.

Assistance for Students with Disabilities

In accordance with the Americans 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 must 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. If a student feels he or she is unable to meet any of these essential functions, a request for accommodations must be made to the Director of Disability Services. To request reasonable accommodations, a student must complete the Reasonable Accommodation Request Form available through the MyUSA portal Admissions tab. 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 the Director of Disability Services 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/test of the term. The Director 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 and agreement with the accommodations. It is the student's responsibility to notify his or her instructors of the approved accommodations according to the directions that will be provided.

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Faculty are to adhere to the accommodations as listed and are encouraged to seek clarification from the Director of Disability Services should there be a question about 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; the form is available through the MyUSA portal Admissions tab.

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. 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 his or her ability to perform safely and appropriately in a clinical situation. Students will be advised in writing of concerns regarding clinical performance.

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 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.

Faculty Advisors

A Faculty Advisor will be appointed for each student. This advisor will serve in two capacities. The first is to advise the student on academic matters, and the second is to assist in professional development. Should a student wish to change advisors, he or she should meet with his or her respective Program Director.

Career Services

The University of St. Augustine for Health Sciences does not guarantee employment. Completion of the degree program is not a guarantee of employment. The University provides students with Career Services via the online Optimal Resume and Handshake platforms and by online career coaching. In Optimal Resume, students can create a resume and cover letter and have them

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reviewed by a career coach, record a practice interview, create a career portfolio, and view informational videos on current career topics. In Handshake, students can create a career profile with a resume, post it for employers to view, and apply to job postings. Students can also access individualized career coaching by Skype. The University holds on-campus career fairs twice a year and provides coaching on how to prepare.

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.

The Writing Center offers two types of appointments. Live online meetings allow for students and writing coaches to communicate directly with one another through the Skype for Business application. Asynchronous (or recorded) reviews provide flexibility if scheduling is a concern, wherein students can submit their documents when making their appointments. Rather than meeting with their writing coach directly, a video of the review is recorded and emailed back within 24 hours of the reservation.

To create an appointment, students can visit the Online Writing Center Schedule. Detailed information about the Writing Center can be located in the Writing Center Page under the Student Services tab in the MyUSA Student Portal.

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Programs by Division

Division of First Professional Studies

General

The Division of First Professional Studies offers first professional degrees in occupational therapy, speech-language pathology and physical therapy. The curricula mirror the University's philosophy that the future professionals in these career fields should be educated in an interprofessional environment to the extent possible. The intent of this philosophy is for graduates in these majors to gain an understanding and appreciation of each other's scope of practice.

We strive to offer the highest quality online courses and classroom instruction while taking pride in making the entire educational experience accessible and interactive for students. The blended learning approach allows students to have a vast range of learning techniques at their fingertips. All online courses were developed with an in-depth understanding of the educational needs of students—how they will best retain the information provided to them and the ease of accessibility to key University support services and staff to offer assistance along the way. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive distance activities and augmented by in-class discussions. Clinical internships, practica and fieldwork experiences occur at sites located in the United States and, on a limited basis, internationally.

The following policies apply to the first professional programs.

Admission

Applicants for the first professional programs must have completed a baccalaureate degree from an accredited institution before entering the program. Applicants may apply while still enrolled in an undergraduate degree program and may be admitted contingent upon successful completion of that degree. Applicants who have already completed the baccalaureate degree, but lack the required program prerequisites, may apply and potentially be admitted contingent upon successful completion of the prerequisites prior to enrollment.

Admission Requirements

- A baccalaureate degree or equivalent from an accredited college or university
- A minimum GPA of 3.0 calculated on the program prerequisites is recommended
- A minimum GRE score of 294 (verbal and quantitative sections combined) is recommended

Note: In addition to these requirements, the Admissions Committee will consider all submitted supporting documentation as outlined below. Applicants with a felony conviction will not be admitted to a first professional degree program.

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Supplemental Supporting Documentation*

In addition to the application, official transcripts, and GRE scores outlined in the general admission to graduate study, the following supporting documentation is required:

- List of required prerequisite coursework in basic sciences and social sciences and the dates each course was or is to be completed for each respective program is required. Basic science prerequisites completed more than 5 years prior to admission are subject to validation. Applicants may petition the Admissions Office to substitute a similar course or group of courses for a prerequisite. The petition should include the course description. Approval for substitution depends on course level and content as compared to the prerequisite course. The Admissions Office, in collaboration with the respective Program Director, will determine if the substitution is approved or denied and notify the applicant of the decision.
- Two reference checklists are required. Two references should be provided from therapists, respective to the program for which admission is sought, preferred or one therapist and one faculty member or academic advisor.
- Statement of purpose
- Documentation of required observation hours, if required by the program
- Current résumé
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admissions process.
- MS-SLP: Clinical Observation hours- The American Speech-Language-Hearing Association (ASHA) requires a minimum of 25 documented hours of clinical observation as a prerequisite to graduate level clinical work and receipt of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Students must complete the 25 observation hours before beginning any direct patient/client contact at the graduate level. Students may still be in the process of completing observation hours when submitting applications to graduate school, but must have them completed before starting the degree program.
 - **The 25 clinical observation hours must:**
 - Fall within the scope of practice of speech-language pathology
 - Be under the direction of a qualified clinical supervisor who holds current ASHA certification in speech-language pathology. Such direction may occur simultaneously with the student's observation or may be through review and approval of written reports or summaries submitted by the student.
 - Be approved in writing by a qualified clinical supervisor who holds current ASHA certification in speech-language pathology
 - **The 25 clinical observations may:**
 - Be conducted in a variety of service delivery settings (e.g., hospital, clinic, school, private practice, etc.)

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- Be conducted across several types of clinical service (e.g., evaluation or treatment, children or adults, speech, language, cognitive-communication or swallowing disorder). Students are encouraged to distribute their 25 hours over various types of clinical services and sessions.
- Be conducted in person or via video. Students can observe "live" clinical sessions or they can observe the delivery of client services through video recordings, as long as the recordings are done as part of a class or given to the student by a clinical supervisor. All of these hours are acceptable as long as the live or videotaped services are directed by a certified SLP and documentation of time spent in supervised observation is verified by that professional in writing.
- **Note: Observation hours are not the same as volunteer hours**

The observation hour requirement is separate from volunteering, which students may complete in addition to observing if they so choose. With clinical observation, students shadow or observe a speech-language pathology or audiology professional providing clinical services. With volunteering, students provide hands-on support to professionals, which can take on a variety of forms (e.g., clerical work, administrative support, computer support, etc.). There is no requirement to volunteer, although volunteering experience in Speech and Hearing Sciences or a related field can be included on graduate school applications.

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International Students Applying for Admission

The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English.

Additional requirements for international or foreign-educated students and students whose native language is not English are as follows:

- Applicants who completed their education outside the United States must also provide an academic credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence that the degree earned is equivalent to a bachelor's degree from an accredited institution in the United States.
- Additional requirements for domestic, international, foreign-educated students: International applicants from a country where English is not the primary language and who did not complete their undergraduate degree in English, or if deemed necessary by the Director of Admissions must provide an official TOEFL score report. The minimum internet-based TOEFL score requirement is 89 (including sectional minimums of 26 in speaking, 24 in writing, 21 in reading, and 18 in listening). The TOEFL may be required at the discretion of the University.

Application Due Dates

Applications and required supporting documentation should be submitted by the due date outlined below for priority processing:

- January (Spring Term) **June 15th**
- May (Summer Term) **August 15th**
- September (Fall Term) **October 15th**

Applications received after these due dates will be considered on a space-available basis.

Interviews

The Admissions Committees evaluate applicants and issues invitations to selected qualified candidates to participate in an information exchange and interview session on campus. Qualified applicants have provided evidence of academic, professional, and/or personal achievement and promise. The personal interview provides additional information used by the Admissions Committees to determine the final admission status of these applicants.

Academic Policies and Procedures

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 WSCUC suggest that a school measures 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*

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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 two 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/syllabi.
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. An equivalent amount of work (measured in contact hours) for other academic activities established by the institution including laboratory work, internships, practice, and other academic work leading to the award of credit hours.
5. Fieldwork/Internships 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, practicum, fieldwork, clinical rotation, clinical integration, independent study, directed reading, capstone courses, products demonstrating excellence, and dissertation.

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Campus Location Change

Students who want to change to another campus location must submit a Campus Location Change Request Form (available on the MyUSA portal Students tab) 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. The student will be notified of the outcome of the location change request via e-mail by the Registrar's Office. Please note: Program completion dates of students who change campus locations may be extended.

Academic Progression, Satisfactory Academic Progress (SAP)

The maximum time frames for students to complete their respective programs' graduation requirements are as follows:

- Full-time DPT students have an expected completion time of 8 trimesters and a maximum time frame of 12 trimesters
- Flex DPT students have an expected completion time of 12 trimesters and a maximum of 18 trimesters
- Full-time MS-SLP students have an expected completion time of 5 trimesters and a maximum time frame of 8 trimesters
- Full-time MOT students have an expected completion time of 6 trimesters and a maximum time frame of 9 trimesters
- Flex MOT students have an expected completion time of 9 trimesters and a maximum time frame of 14 trimesters
- Full-time OTD students have an expected completion time of 8 trimesters and a maximum time frame of 12 trimesters
- Dual degree option students have an expected completion time of 10 trimesters and a maximum time frame of 15 trimesters

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

- Reduced credit load DPT students have a maximum time frame of 16 trimesters
- Reduced credit load MOT students have a maximum time frame of 12 trimesters
- Reduced credit load OTD students have a maximum time frame of 13 trimesters
- Reduced credit load MS-SLP students have a maximum time frame of 10 trimesters

The role of the Academic Progression and Retention Committee (APRC), in conjunction with the Student Services Office, is to monitor each student's academic progress throughout the curriculum. Grades from each faculty member are submitted to the APRC at midterm for their review. 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. The student's advisor and the respective Program Director are also notified.

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Good Academic Standing Status

Prior to completion of 30 credits for MS-SLP, 59 credits for OT and 61 credits for PT, 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 PT) have a GPA of 2.0
- At the completion of the second trimester (or 20 credits for MS-SLP, 38 credits for OT and PT) have a GPA of 2.3

The University requires that all students enrolled in the first professional programs have a 2.5 GPA after the completion of the third (full-time) trimester or (30 credits for MS-SLP, 59 credits for OT and 61 credits for PT) 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 e-mailed letter of academic concern will be issued to any student whose grade in any class at midterm is 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 letter at midterm must contact the instructor(s) by phone or e-mail or meet with 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 notify his or her advisor of the plan. If a student does not contact his or her course instructor, 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 good academic 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 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 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 them to take additional coursework with the approval of the Program Director.
- The student must receive a grade of C or better to progress academically.
- If the student receives a grade of C or better, the student will be taken off Academic Probation.

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- 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 and Academic Progression Appeals

A student will be dismissed if

- an F is received in any course (a student receiving a failing grade during fieldwork/internship is also subject to this policy);
- two grades of D are received;
- or
- after the completion of 30 credits for MS-SLP, 52 credits for OT and 55 credits for PT, the student has a GPA 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 (AAC), who will make a recommendation to the Program Director. If an appeal is successful, a readmission agreement between the student and the Program Director (or Dean) is made to document any conditions for the student's continuation at the University. Readmission agreements can only be appealed if there are mitigating circumstances, and such appeals can only be made to the University President or designee. Please note: A student who is readmitted upon appeal must reapply to the Director of Disability Services for any reasonable accommodations that may have been previously granted.

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's Office and remain off campus. The dismissed student may visit campus by appointment with the academic advisor or Registrar and, when on campus, restrict activities to that appointment.

Academic Evaluation and Right of Appeal

All students must sign an Acknowledgement of Appeals Procedure Form as part of the orientation process. An Acknowledgement of Appeals Procedure Form can be found on the MyUSA portal Admissions tab.

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 [STUDENTS, FACULTY AND STAFF SHOULD REFER TO THE ONLINE VERSION OF THE CATALOG AS THIS PDF MAY NOT CONTAIN THE MOST CURRENT INFORMATION.](#)

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 or designee in writing within 5 business days after the Program Director's response. After hearing the issue, the President has 2 business days to either render a verdict on the issue or redirect the issue to the Appeals Committee.

Any student who has been dismissed may 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 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 the student believes the appeal is warranted, and
- future circumstances that will enable the student to rectify previous poor academic performance.

The Registrar 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 and the Registrar.

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 recommendation will be given to the Program Director within 2 business days of adjourning the meeting with the student.

Academic Progression During the Appeals 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 appeals process upholds the dismissal, the student will be dismissed from the university. If the appeals process reverses the dismissal from the university, the student will be placed on a readmittance contract and be required to remediate to meet all course requirements before entering a clinical education experience.

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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 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 student's need for an alternate time.

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

Should the student not agree to the decision of the AAC, the student has the right of an appeal to the President or an 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, 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 designee will follow the process as established in the Student Handbook and ensure that the process is followed. If the final decision by the President results in dismissal, the student will no longer be permitted to remain in any courses.

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

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

Degree Completion

Acceptance into the University and payment of tuition (on a trimester - trimester-basis) is not a contract assuring that the student will graduate with the degree for which he or she applied. Graduation will depend on satisfactory GPA, professional conduct, issues of safety, and the satisfactory completion of clinical internship/fieldwork experiences and exit exams (where applicable). Students in the first professional DPT program must also complete the courses in their final trimester in order to participate in the commencement ceremony. The Student Handbook and the course syllabi detail what is considered satisfactory.

Continuing Education Policies

Students will *not* be excused from scheduled classes, internships, or fieldwork to attend Continuing Education courses.

Tuition and Fees Policies

The University has established specific policies, procedures, and guidelines defining its relationship with its students. These are outlined in the Enrollment Agreement that is included in each admission acceptance packet. Each student is required to submit a signed copy of the Enrollment Agreement to the Student Services Office as part of the acceptance

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acknowledgement process. Each prospective student is encouraged to review this Catalog prior to signing the Enrollment Agreement. California campus students are also encouraged to review the School Performance Fact Sheet, which must be provided prior to signing the Enrollment Agreement.

Tuition

Refer to program-specific tuition and fees information in the previous Financial Information section. Student fees, textbooks, professional fees, health insurance, travel to and from clinical training sites, as well as meals and lodging costs, supplies, and lab wear, are not included in tuition and will be extra. These extra additional school expenses are expected to be approximately \$5,000–\$7,000 for each program; these costs are subject to change. Please refer to the program cost-of attendance sheets located on the University's website.

Candidates are required to submit a \$500 deposit within 30 days of acceptance into a program. This deposit is deducted from the first trimester tuition balance. The remaining balance is due on registration day. Any excess loan proceeds (beyond the first trimester tuition and fees) will be refunded to the student according to the student disbursement schedule.

After the first trimester, any tuition balance not paid at the time of trimester registration will receive a 10% late penalty and both tuition and late penalty must be paid in full no later than the close of business on the last day of the week in which classes begin. Students will be removed from class after this point if not paid in full. The only exception is students whose financial aid has been delayed through no fault of their own.

Notice of Cancellation

Cancellation Policy—Texas Campus

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first 3 scheduled class days, except that the school may retain not more than \$100.00 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the Enrollment Agreement.

Students Right to Cancel—California Campus

Students at the California campus may cancel their Enrollment Agreement for school and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

Cancellation Policy—Florida Campus

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

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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 \$100.00 are refunded to the student.

Termination of Enrollment—Austin Campus

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

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

Audit Policy

Auditing of a class is permitted, if space permits, with approval of the Program Director and course instructor. Auditing of a class requires payment of full tuition for that course. The student who is auditing may not take the practical or written exams in that course.

First Professional Programs

Occupational Therapy, MOT

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the MOT program, graduates will demonstrate the ability to

- exhibit the skills of a professional occupational therapist through a commitment to lifelong learning,

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

Program Prerequisites

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

- 3 credits of general college physics kinesiology
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology)
- 3 credits of human development across the lifespan
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old-especially anatomy and physiology.

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

Delivery of Coursework

The MOT program is 93 credits, and is offered on a full-time basis over 6 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Note: MOT students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3499, Telephone 301-652-2682.

Curriculum

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Trimester I

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

HSC 5135 - Evidence-Informed Practice I Hours: 2

OCT 5135C - Anatomy Applied to Occupation Hours: 5

OCT 5140 - Domain of OT Hours: 3

OCT 5145 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 16

Trimester II

HSC 5310C - Clinical Neuroscience Hours: 4

OCT 5210 - Scholarly Design Hours: 2

OCT 5215C - Human Movement for Occupational Performance Hours: 3

OCT 5225C - Process of Occupational Therapy Hours: 4

OCT 5230 - Conditions Impacting Occupational Performance Hours: 4

Total Hours 17

Trimester III

HSC 5665 - Wellness and Health Promotion Hours: 3

OCT 5330C - OT Methods I: Assistive Technology Hours: 3

OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5

OCT 5340 - Scholarly Implementation and Dissemination Hours: 2

OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5

Total Hours 18

Trimester IV

HSC 5670 - Administration and Management in Rehabilitation Services Hours: 3

OCT 5410C - Clinical Applications in Adulthood Hours: 5

OCT 5425C - Clinical Applications in Geriatrics Hours: 5

OCT 5430 - Scholarly Application and Professional Seminar Hours: 2

OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3

Total Hours 18

Trimester V

OCT 5550 - Fieldwork IIA Hours: 11

OCT 5510 - MOT Seminar I Hours: 1

Total Hours 12

Trimester VI

OCT 5660 - Fieldwork IIB Hours: 11

OCT 5625 - MOT Seminar II Hours: 1

Total Hours 12

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Occupational Therapy, Flex MOT

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the MOT program, graduates will demonstrate the ability to

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

Program Prerequisites

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

- 3 credits of general college physics or kinesiology
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology)

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- 3 credits of human development across the lifespan
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

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

Delivery of Coursework

The Flex MOT program is 93 credits and offered over 9 trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) regular quizzes completed online, (2) graded bulletin board assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together for up to 16 hours of laboratory classes per weekend, 4 to 7 weekends per trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to occupational therapy education, as well as oral presentations, lab practical testing, and socialization activities. Additionally, students may have to make arrangements for online exams at other times, which may include non-lab weekends. Currently, these lab activities are located on the St. Augustine, Florida, Austin, Texas, and Miami, Florida campuses.

Students in the Flex program complete two full-time fieldwork experiences that are 12-weeks in length in the second half of the program. Generally this portion of the curriculum is completed with full-time attendance by the Flex MOT student, although alternate arrangements can be made when this is not possible.

There are two cohort groups of students admitted per year, starting in September and January with a maximum of 25 students per group and a minimum of eight students. If the number of Flex cohort students drops below eight, the University reserves the right to hold the cohort group back a trimester to combine with the following group.

Note: MOT students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3499, phone 301-652-2682.

Curriculum

Trimester I

OCT 5135C - Anatomy Applied to Occupation Hours: 5

OCT 5140 - Domain of OT Hours: 3

OCT 5145 - Occupational Engagement and Theories of Practice Hours: 3

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Total Hours 11

Trimester II

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

HSC 5135 - Evidence-Informed Practice I Hours: 2

OCT 5225C - Process of Occupational Therapy Hours: 4

Total Hours 9

Trimester III

OCT 5210 - Scholarly Design Hours: 2

OCT 5215C - Human Movement for Occupational Performance Hours: 3

OCT 5230 - Conditions Impacting Occupational Performance Hours: 4

Total Hours 9

Trimester IV

HSC 5310C - Clinical Neuroscience Hours: 4

OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5

Total Hours 9

Trimester V

HSC 5665 - Wellness and Health Promotion Hours: 3

OCT 5340 - Scholarly Implementation and Dissemination Hours: 2

OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5

Total Hours 10

Trimester VI

HSC 5670 - Administration and Management in Rehabilitation Services Hours: 3

OCT 5330C - OT Methods I: Assistive Technology Hours: 3

OCT 5410C - Clinical Applications in Adulthood Hours: 5

Total Hours 11

Trimester VII

OCT 5425C - Clinical Applications in Geriatrics Hours: 5

OCT 5430 - Scholarly Application and Professional Seminar Hours: 2

OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3

Total Hours 10

Trimester VIII

OCT 5550 - Fieldwork IIA Hours: 11

OCT 5510 - MOT Seminar I Hours: 1

Total Hours 12

Trimester IX

OCT 5660 - Fieldwork IIB Hours: 11

OCT 5625 - MOT Seminar II Hours: 1

Total Hours 12

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Speech-Language Pathology, MS-SLP

Speech-language therapy is a health and rehabilitation profession that provides screening, evaluation and treatment services for children and adults who have difficulties with language, articulation, phonology, voice, fluency, cognition, feeding, chewing, and swallowing. Speech-language pathologists (SLPs) are allied health professionals who work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults in settings including acute care, rehabilitation, home health, private practice, public and private schools, and guidance centers.

Mission Statement

The mission of the Master of Science in Speech Language Pathology at USAHS is to graduate clinicians who can identify and manage a full range of communication conditions across the life span. Through development of critical thinking, cultural competency, ethical standards, and compassionate patient care principles, the graduates will be poised to promote the quality of life for the clients whom they serve. They will be prepared to guide, lead, and influence their profession.

Program Learning Outcomes

Upon completion of the Master of Science in Speech-Language Pathology (MS-SLP), graduates will be able to demonstrate:

- Accurately diagnose communication disorders.
- Outline treatment pathways appropriate to the disorder and in patient-specific context.
- Execute treatment plans in a professional, patient-centric manner based on evidence.
- Based on Evidence-Based Practice (EBP) and continuous assessment, modify the treatment/management plan as needed to achieve the desired patient goals.
- Educate clients and their caregivers on condition(s) and on prevention management protocols as appropriate to the situation.
- Critically evaluate & apply research to inform practice.
- Demonstrate professional behaviors according the standards of the practice/field and in consideration of cultural and linguistic diversity of persons served and colleagues.

Program Prerequisites

Bachelor's Degree

Communication Sciences and Disorders (CSD) or Speech-Language Pathology (SLP) with appropriate prerequisite coursework or Alternative degree with appropriate prerequisite coursework and leveling courses.

Observation Hours

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Twenty-five observation hours with an ASHA Certified SLP. MS-SLP Clinical Observation hours: The American Speech-Language-Hearing Association (ASHA) requires a minimum of 25 documented hours of clinical observation as a prerequisite to graduate level clinical work and receipt of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Students must complete the 25 observation hours before beginning any direct patient/client contact at the graduate level. Students may still be in the process of completing observation hours when submitting applications to graduate school, but graduate programs will require these hours to be completed before starting the degree program.

Prerequisite Coursework

Required prerequisite coursework: Admissions recommends that all prerequisite course work be no more than 5 years old. This is a recommendation and is preferred, it is not a requirement to apply. All prerequisite courses must be completed with a grade of "C" or better. All students must have a minimum of three credits completed in the following basic sciences:

- Biology
- Chemistry
- Statistics
- Behavioral or Social Science

Students may apply while still enrolled in an undergraduate degree program or while completing prerequisite coursework. Students should submit a plan of study with the application that indicates all remaining courses that will be completed prior to program enrollment.

Alternative Bachelor's Degree

Individuals who hold bachelor's degrees in fields other than Communication Sciences and Disorders, Speech-Language Pathology, or the equivalent must complete the above prerequisite coursework and the following leveling coursework before beginning graduate work in MS-Speech-Language Pathology at USAHS. These courses should include:

- Speech Anatomy and Physiology
- Phonetics
- Neuroanatomy
- Audiology and Aural Rehabilitation (3 credits) or Audiology (3 credits) AND Aural Rehabilitation (3 credits) or Fundamentals of Hearing (3 credits)
- Normal Speech & Language Development

Additionally, students who did not complete a Bachelor's degree in Communication Disorders (or similar) must complete:

- Introduction to Communication Science and Disorders

GRE Score

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An official GRE score report sent directly to the University from ETS. The test must have been taken within the last five (5) years. A combined minimum GRE score of 294 for the verbal and quantitative sections is recommended. The analytical writing score is also evaluated. All applicants must apply through CSDCAS where the University's GRE Institutional Code Number is 2300. Candidates who have previously earned a Master's degree are exempt from the GRE requirement.

Delivery of Coursework

The MS-SLP program is 47/48 credits and is offered on a full-time basis over 5 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips

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.

Curriculum

Trimester 1

SLP 5101 - Clinical Practicum I Hours: 1

SLP 5110 - Early Language Development and Disorders in SLP Hours: 3

SLP 5115 - Speech Sound Disorders Hours: 3

SLP 5120 - Adult Neurogenic Disorders Hours: 3

Total Hours 10

Trimester 2

SLP 5205 - Evidence Based Practice for Speech-Language Pathology Hours: 3

SLP 5235 - Dysphagia Hours: 3

Total Hours 10

Trimester 3

SLP 5315 - Specialty Course Hours: 3

SLP 5345 - Motor Speech Disorders Hours: 3

Total Hours 10

Trimester 4

SLP 5404 - Clinical Practicum IV Hours: 1

SLP 5450 - Augmentative and Alternative Communication (AAC) Hours: 2

SLP 5455 - Voice Disorders Hours: 2

SLP 5460 - Medical and School Practice Hours: 2

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SLP 5465 - Culminating Case Report Hours: 3
Total Hours 10

Trimester 5

SLP 5505 - Clinical Practicum V Hours: 7-8
Total Hours 7-8

MS-SLP Leveling Courses

SLP 5002 - Audiology and Aural Rehabilitation Hours: 3
SLP 5008 - Speech Anatomy and Physiology Hours: 3
SLP 5014 - Introduction to Communication Sciences and Disorders Hours: 3
SLP 5020 - Neuroanatomy Hours: 3
SLP 5026 - Phonetics Hours: 3
SLP 5032 - Normal Speech and Language Development Hours: 3

Physical Therapy, DPT

Physical therapy is a health profession involved in prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics burn centers, wellness facilities, and in private practice.

Mission Statement

The mission of the University's DPT program is to graduate competent, versatile, reflective, empathetic, and autonomous practitioners who by virtue of 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.

Program Learning Outcomes

Upon completion of the DPT program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community;
- perform evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;

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- interact in a professional manner that demonstrates effective communication for various audiences and purposes;
- implement principles of ethical and professional behavior in physical therapist practice;
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy; and
- apply critical thinking to evidence-informed decision making in physical therapist practice.

Program Prerequisites

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

- 6 credits of general college chemistry
- 6 credits of general college physics, biomechanics, or anatomical kinesiology
- 6 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human growth and development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, or anthropology)
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

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

Delivery of Coursework

The DPT program is 131 credits and is offered on a full-time basis over 8 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Curriculum

Trimester I

PHT 5121C - Gross Anatomy I Hours: 4
PHT 5125C - Applied Anatomy I Hours: 1
HSC 5130C - Patient/Client Care Management I Hours: 3
HSC 5135 - Evidence-Informed Practice I Hours: 2
PHT 5150 - Pathophysiology Hours: 4
PHT 5155 - Physical Therapist Practice I Hours: 3
PHT 5160C - Soft Tissue Interventions I Hours: 1
Total Hours 18

Trimester II

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PHT 5220C - Gross Anatomy II Hours: 4
PHT 5226C - Applied Anatomy II Hours: 1
PHT 5230C - Biomechanics Hours: 4
PHT 5240 - Imaging Hours: 2
PHT 5245C - Movement Science I Hours: 4
PHT 5250C - Musculoskeletal I: Introduction to Orthopedic Physical Therapy Hours: 4
Total Hours 19

Trimester III

HSC 5310C - Clinical Neuroscience Hours: 4
PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3
PHT 5345C - Movement Science II Hours: 4
PHT 5350C - Musculoskeletal II: Extremity Hours: 3
PHT 5360 - Differential Diagnosis Hours: 2
PHT 5375 - Pharmacology Hours: 2
Total Hours 18

Trimester IV

PHT 5420C - Cardiovascular and Pulmonary Physical Therapy Hours: 3
PHT 5435C - Biophysical Agents Hours: 2
PHT 5440 - Physical Therapy for the Integumentary and Lymphatic Systems Hours: 1
PHT 5455 - Physical Therapy Practice II Hours: 3
PHT 5430C - Patient Care Management II Hours: 3
PHT 5450C - Musculoskeletal III: Spine Hours: 3
PHT 5415C - Neuromuscular II: Evidence in Interventions Hours: 3
Total Hours 18

Trimester V

PHT 5570 - Internship I Hours: 6
PHT 5530C - Patient Care Management III Hours: 3
PHT 5525C - Prosthetics, Orthotics, and Assistive Technology Hours: 3
PHT 5535 - Evidence-Informed Practice II Hours: 2
PHT 5550C - Soft Tissue Interventions II Hours: 2
Total Hours 16

Trimester VI

PHT 5650C - Musculoskeletal IV: Clinical Reasoning Hours: 3
PHT 5615C - Neuromuscular III: Advanced Examination and Intervention Hours: 3
PHT 5610C - Pediatric Physical Therapy Hours: 3
PHT 5620C - Geriatric Physical Therapy Hours: 3
HSC 5665 - Wellness and Health Promotion Hours: 3
HSC 5670 - Administration and Management in Rehabilitation Services Hours: 3
Total Hours 18

Trimester VII

PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

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PHT 5770 - Internship II Hours: 11
Total Hours 12

Trimester VIII

PHT 5870 - Internship III Hours: 11
PHT 5835 - Evidence Informed Practice III Hours: 1
Total Hours 12

Physical Therapy, Flex DPT

Physical therapy is a health profession involved in prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics burn centers, wellness facilities, and in private practice.

The University of St. Augustine offers an alternative way to obtain the DPT degree through the Flex DPT program. This program combines distance education and weekend labs on campus in a first professional DPT program designed for the student who needs flexibility in scheduling. By substituting asynchronous online education for most standard classroom participation and holding weekend labs on campus, an individual can earn a DPT degree in 12 trimesters (4 years).

The model represents an expansion of the campus-based, first professional DPT program currently in place at the University of St. Augustine. The same mission and curriculum used in the campus-based program is utilized in the Flex program with the only differences being a reduction in the number of credits taken per term and the delivery format. The Flex program prerequisites, admission requirements, academic calendar, total tuition, and policies are the same as the campus-based program. Students in the Flex program complete three full-time clinical internships in the second half of the program. That portion of the curriculum will require full-time attendance by the Flex DPT student.

There are two cohort groups of students admitted per year, in St. Augustine, Florida and San Marcos, California, starting in September and January; in Austin, Texas, starting in May and September, all cohorts with a maximum of 30 students per group and a minimum of eight students. If the number of Flex cohort students drops below eight, the University reserves the right to hold the cohort group back a trimester to combine with the following group.

Mission Statement

The mission of the University's DPT program is to graduate competent, versatile, reflective, empathetic, and autonomous practitioners who by virtue of 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

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through continued professional growth and personal example of a healthy and productive lifestyle.

Program Learning Outcomes

Upon completion of the DPT program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community;
- perform evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- interact in a professional manner that demonstrates effective communication for various audiences and purposes;
- implement principles of ethical and professional behavior in physical therapist practice;
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy; and
- apply critical thinking to evidence-informed decision making in physical therapist practice.

Program Prerequisites

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

- 6 credits of general college chemistry
- 6 credits of general college physics, biomechanics, or anatomical kinesiology
- 6 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human growth and development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, or anthropology)
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

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

Delivery of Coursework

The Flexible DPT program is 131 credits and is offered over 12 trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) quizzes completed online, (2) graded discussion assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together on campus for 16 hours of laboratory classes per weekend for no more than 7 weekends per 15-week trimester. The lab sessions

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provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to physical therapy education, in addition to oral presentations, proctored written examinations, lab practical testing, and socialization activities. Currently these lab activities are located on the St. Augustine, Florida, Austin, Texas, and San Marcos, California, campuses.

Curriculum

Trimester I

PHT 5121C - Gross Anatomy I Hours: 4

PHT 5125C - Applied Anatomy I Hours: 1

HSC 5135 - Evidence-Informed Practice I Hours: 2

PHT 5155 - Physical Therapist Practice I Hours: 3

PHT 5160C - Soft Tissue Interventions I Hours: 1

Total Hours 11

Trimester II

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

PHT 5150 - Pathophysiology Hours: 4

PHT 5220C - Gross Anatomy II Hours: 4

PHT 5226C - Applied Anatomy II Hours: 1

Total Hours 12

Trimester III

PHT 5230C - Biomechanics Hours: 4

PHT 5245C - Movement Science I Hours: 4

PHT 5250C - Musculoskeletal I: Introduction to Orthopedic Physical Therapy Hours: 4

Total Hours 12

Trimester IV

HSC 5310C - Clinical Neuroscience Hours: 4

PHT 5240 - Imaging Hours: 2

PHT 5345C - Movement Science II Hours: 4

PHT 5435C - Biophysical Agents Hours: 2

Total Hours 12

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Trimester V

PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3

PHT 5350C - Musculoskeletal II: Extremity Hours: 3

PHT 5360 - Differential Diagnosis Hours: 2

PHT 5440 - Physical Therapy for the Integumentary and Lymphatic Systems Hours: 1

Total Hours 9

Trimester VI

PHT 5375 - Pharmacology Hours: 2

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

PHT 5430C - Patient Care Management II Hours: 3

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

Total Hours 11

Trimester VII

PHT 5420C - Cardiovascular and Pulmonary Physical Therapy Hours: 3

PHT 5450C - Musculoskeletal III: Spine Hours: 3

PHT 5455 - Physical Therapy Practice II Hours: 3

Total Hours 9

Trimester VIII

HSC 5665 - Wellness and Health Promotion Hours: 3

PHT 5550C - Soft Tissue Interventions II Hours: 2

PHT 5570 - Internship I Hours: 6

Total Hours 11

Trimester IX

HSC 5670 - Administration and Management in Rehabilitation Services Hours: 3

PHT 5530C - Patient Care Management III Hours: 3

PHT 5610C - Pediatric Physical Therapy Hours: 3

PHT 5620C - Geriatric Physical Therapy Hours: 3

Total Hours 12

Trimester X

PHT 5535 - Evidence-Informed Practice II Hours: 2

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

PHT 5650C - Musculoskeletal IV: Clinical Reasoning Hours: 3

Total Hours 8

Trimester XI

PHT 5770 - Internship II Hours: 11

PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

Total Hours 12

Trimester XII

PHT 5835 - Evidence Informed Practice III Hours: 1

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PHT 5870 - Internship III Hours: 11
Total Hours 12

Doctor of Occupational Therapy (OTD)

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's OTD 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.

Program Learning Outcomes

Upon completion of the OTD program, graduates will demonstrate the ability to:

- apply the skills of a lifelong learner reflective of a professional occupational therapist,
- advocate for the profession of occupational therapy while collaborating with other members of a health care team,
- design and perform optimal programs or interventions treating occupational deficits by using effective clinical reasoning,
- create 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,
- advance the role of occupational therapy by performing as effective leaders,
- produce evidence-based information that contributes to the advancement of occupational therapy,
- synthesize information, problem solve, and think critically to judge the most appropriate theoretical basis, assessment and/or intervention strategies for individuals and populations,
- apply theoretical and empirical knowledge from the foundational bases of physiological, behavioral, social, and occupational therapy in the planning and implementation of occupational therapy in current and emerging areas of practice,
- apply OT practices to different populations, cultures, etc. based on an expanded view of individual client interventions to a global perspective of OT, and
- disseminate findings of scholarly inquiry that delves deeply into a clearly articulated problem facing OT professionals that impacts future practice

Program Prerequisites

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Required prerequisite coursework (must be completed with a grade of C or better):

- 3 credits of general college physics or kinesiology
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 1 credit of medical terminology
- 3 credits of human development across the lifespan
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology)
- 3 credits of statistics
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

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

Delivery of Coursework

The OTD program is 117 credits and is offered on a full-time basis over 8 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation.

Note: OTD students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, phone 301-652-2682.

Curriculum

Trimester I

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

HSC 5135 - Evidence-Informed Practice I Hours: 2

OCT 5135C - Anatomy Applied to Occupation Hours: 5

OCT 5140 - Domain of OT Hours: 3

OCT 5145 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 16

Trimester II

HSC 5310C - Clinical Neuroscience Hours: 4

OCT 5210 - Scholarly Design Hours: 2

OCT 5215C - Human Movement for Occupational Performance Hours: 3

OCT 5225C - Process of Occupational Therapy Hours: 4

Total Hours 17

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Trimester III

HSC 5665 - Wellness and Health Promotion Hours: 3
OCT 5330C - OT Methods I: Assistive Technology Hours: 3
OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings Hours: 5
OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence Hours: 5
OCT 6310 - OTD Seminar I Hours: 1
Total Hours 19

Trimester IV

HSC 5670 - Administration and Management in Rehabilitation Services Hours: 3
OCT 5410C - Clinical Applications in Adulthood Hours: 5
OCT 5425C - Clinical Applications in Geriatrics Hours: 5
OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
OCT 6420 - OTD Seminar 2 Hours: 1
Total Hours 17

Trimester V

OCT 5550 - Fieldwork IIA Hours: 11
OCT 6530 - OTD Seminar 3 Hours: 1
Total Hours 12

Trimester VI

OCT 5660 - Fieldwork IIB Hours: 11
OCT 6640 - OTD Seminar 4 Hours: 1
Total Hours 12

Trimester VII

OCT 6700 - Capstone Project Hours: 2
OCT 6720 - Leadership and Advocacy Hours: 3
OCT 6731 - Capstone Experience 1 Hours: 4
OCT 6745 - Scholarship of Practice Hours: 3
Total Hours 12

Trimester VIII

OCT 6832 - Capstone Experience 2 Hours: 12
Total Hours 12

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Division of Post-Professional Studies

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 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 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.

Post Professional Programs

Health Science, MHS

Mission Statement

The mission of the MHS program is to graduate students with advanced knowledge in practice excellence who have the leadership and critical thinking skills necessary to promote their professions. High priority is placed on active inquiry, critical thinking, and reflective practice to promote leaders within the health science profession and the community.

Program Learning Outcomes

Upon completion of the MHS program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- develop knowledge of fundamental concepts from which one can develop a collaborative approach to solving problems;
- apply evidence in decision making associated with current health care practice;
- interact in a manner that demonstrates effective communication for various audiences and purposes;

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- display qualities of integrity and professionalism in health care practice to advance the profession;
- use leadership skills to promote self and profession; and
- conceptualize and make decisions in individual activities with a sense of independence in discovering information, fostering new ideas, and solving problems.

Admission Requirements

Application to the MHS program is open to all applicants with a bachelor's or master's degree in a health-related area or those holding a degree outside of healthcare with work experience in a related field. Students are admitted on the basis of their academic abilities and professionalism. Visit the general admission requirements page for details.

Candidates for the MHS program must provide the following documents with their online application in order to be considered for the program:

- A bachelor's or master's degree from an accredited institution, preferably in a health science. If the degree is not focused in health sciences, student will need to provide a résumé / curriculum vitae showing at least 1 year of work experience in a health care or health-related setting.
- Official transcripts from each college or university previously attended. An official transcript is sent directly to the University by the registrar of the issuing institution or it is forwarded in a sealed envelope from the issuing institution.
- One recommendation from a professional colleague
- Professional résumé or curriculum vitae

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the MHS program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

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The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MHS program, the student must

- maintain a minimum 3.0 GPA, and
- complete the seven required courses and any five elective courses.

Program Overview

There are 36 required credits that will be taken over the span of 6 trimesters (students can move at a faster pace).

Core coursework is required (seven courses; 21 credits), while electives can be assembled to achieve an emphasis area (five courses; 15 credits) and can be taken in preferred order. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this catalog for further information on transfer credits.

Four Specializations

- Teaching and Learning
- Executive Leadership
- Athletic Training
- Informatics

Delivery of MHS Coursework

All coursework in the MHS program is offered in an online delivery format with the exception of the ATP 6175 - Emergency Athletic Training course, which requires a face-to-face residency. This course is optional within the Athletic Training Specialization.

Optional Residency for all MHS Students

MHS students are eligible to attend the optional 3-day, on-campus residency imbedded in the Introduction to Interprofessional Scholarly Studies course. During this residency, several units of the online course will be completed through collaborative teamwork with peers. In addition to easing the transition into online graduate-level coursework, the face-to-face class will foster professionalism, interprofessional problem-solving, leadership growth, and communication strategies. As a result of attending this optional residency, completion of the course will be accelerated. It will conclude 4–5 weeks prior to the end of the term.

Optional Residency for Athletic Training Specialization

This online master's program recommends that all students complete a 3-day, face-to-face residency that focuses on various areas of health sciences. Students who are certified and/or licensed athletic trainers and who pursue the Athletic Training specialization, can take advantage of a residency that fulfills the professional rescuer requirements for maintaining

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board certification and/or licensure. This residency is part of the Emergency in Athletic Training course and is the only in-person portion of the curriculum. The student is responsible for the cost of travel and other associated expenses with all residencies. Residencies will be offered on one of the USAHS campuses (San Marcos, California; St. Augustine or Miami, Florida; or Austin, Texas).

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement 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 requirement, 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.

Time Limit

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.

Tuition and Fees

See Tuition and Fees section of this catalog.

Curriculum

Core Courses

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

IPE 7025 - Psychosocial Strategies for Health Care Hours: 3

Trimester 2

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

IPE 7100 - Ethics in Health Care Hours: 3

Trimester 3

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3

IPE 7200 - Cultural Competence in Healthcare Hours: 3

Trimester 6

MHS 7700 - Comprehensive Project Hours: 3

Total Core Courses Credits 21

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Elective Courses

Choose a track and 15 credits from that track

Generalist Track

MHS 6120 - Current Issues in Health Care Hours: 3

MHS 6140 - Health Care Law Hours: 3

MHS 6200 - Contemporary Trends in Wellness Hours: 3

MHS 6240 - Internship Hours: 3

IPE 7300 - Entrepreneurial Strategies in Health Care Hours: 3

Athletic Training Specialization Track

ATP 6000 - Leadership in Athletic Training Hours: 3

ATP 6025 - Business of Athletic Training Hours: 3

ATP 6175 - Emergency Athletic Training Hours: 3

*Includes a mandatory 3 day face-to-face residency that fulfills the requirements for maintaining license or certification.

ATP 6215 - Sport and Disability Hours: 3

ATP 6330 - International Athletic Training Hours: 3

ATP 7130 - Evidence Based Injury Prevention Hours: 3

*Students earn 30 EBP CEUs.

ATP 7255 - Concussion in Sport Hours: 3

*Students earn the ImPACT Trained Athletic Trainers (ITAT) certification and 3.0 CEUs.

HSC 7415 - Foundations of Imaging Hours: 3

IPE 7316 - Women's Health and Wellbeing Hours: 3

Teaching and Learning Specialization Track

EDF 7050 - Teaching Methods in Higher Education Hours: 3

EDF 7160 - Curriculum Development in Health Sciences Education Hours: 3

EDF 7171 - Motivational Theory in Health Care Education Hours: 3

EDF 7175 - Foundational Theories in Education Hours: 3

EDF 7182 - Innovations in Healthcare Education Hours: 3

Executive Leadership Specialization Track

HSA 7200 - Foundations of Health Care Administration Hours: 3

HSA 7225 - Strategic Planning in Health Care Administration Hours: 3

HSA 7260 - Operations and Quality Management in Health Care Hours: 3

HSA 7450 - Human Resource Management and Organizational Development and Leadership for Health Care Administration Hours: 3

Informatics Specialization Track

IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3

IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3

Total Hours Required 36

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Nursing, MSN

Mission Statement

The mission of the MSN program is to prepare nurses to utilize interprofessional collaboration, evidence-informed decision making, and specialized competencies in guiding, leading, and influencing the outcomes of nursing practice.

Program Learning Outcomes

Upon completion of the MSN program, graduates will

- Employ the skills necessary to engage in lifelong learning through intellectual inquiry in order to maintain continuing competence and professional growth.
- Apply leadership skills to improve outcomes for individuals, diverse populations, and organization.
- Practice critical thinking and evidence-based decision making to ensure the delivery of nursing care that is of optimal quality and safety.
- Effectively and ethically use technology in the direct or indirect delivery and coordination of nursing care and collection of data for improvement of quality and safety.
- Exhibit professionalism and adherence to ethical standards of nursing practice; advocate for patients; and promote policy development to ensure quality health care that is safe, equitable, and cost-effective.
- Communicate and collaborate with other health care providers in the promotion of wellness and the management of acute and chronic disorders for optimization of patient outcomes.
- Apply systems thinking and synthesize scientific data with concepts and models from nursing and other sciences to promote health, prevent illness, and maintain quality of life for individuals and populations.
- Deliver or direct nursing practice using advanced knowledge, professional skills, and decision making based on theory and best scientific evidence.

Admission Requirements

Application to the MSN program is open to registered nurses with a Bachelor of Science in Nursing degree from an accredited institution.

To be considered for admission, a candidate must submit the following:

- Application for Admission Form
- A Bachelor's Degree in Nursing (BSN) with a cumulative GPA of 3.0 on a 4.0 scale
- Applicants must submit transcripts showing degree conferral of a Bachelor of Science in Nursing and an Associate Degree in Nursing, if applicable. If select courses (usually science courses) were taken at institutions other than the degree conferring institutions,

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USAHS may request those transcripts be submitted as well. An official transcript is one sent directly to the Admissions Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution. The following science courses may trigger a request for additional transcripts if not on transcript of degree conferred for MSN applicants:

- Anatomy and physiology
- Pathophysiology
- Microbiology
- Physical assessment
- Pharmacology
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence; NOTE: this licensure status must be maintained throughout the entire program
- Professional résumé or curriculum vita showing an equivalent of 1 full-time year (2080 hours) of experience as a registered nurse.
- Essay demonstrating scholarly writing of approximately 500 words describing short- and long-term career goals and the plan to achieve these goals.
- Two professional references (submitted Electronically).
 1. One from a nurse educator (clinical or academic) familiar with the applicant's ability to do academic work.
 2. One from an immediate supervisor (e.g. nurse manager) preceptor or mentor familiar with the applicant's clinical skills.
- A comprehensive background check requiring fingerprints and drug screen which will be administered during the admission process. An interview may be requested

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the university is conducted in English. To enter the program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score 210 (computer-based testing) or 83 (IBT—Internet based testing) is required.

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Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MSN program, the student must

- Maintain a minimum 3.0 GPA, and
- Complete the required courses.
- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the program director of a change in their licensure status.

Program Overview

- MSN courses are offered through an enriched online experience to meet the needs of working students allowing students to further their education while pursuing a nursing career
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions.
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty discussions, activities and complete coursework before the end of the term
- Complete practicum courses in your own community by working with USAHS faculty and a preceptor.
- USAHS offers four different nurse specializations within the MSN curriculum: Nurse Educator, Nurse Executive, Nurse Informaticist, and Family Nurse Practitioner.

Delivery of MSN Coursework

All coursework in the MSN program is offered in an online delivery format. The Family Nurse Practitioner (FNP) role specialty requires two 3-day, on-campus residencies. Students will be responsible for travel, lodging and meals for all residencies.

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement 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 requirement, the student will be assigned a letter grade by the

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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.

Time Limit

It is required that MSN students in the Nurse Educator, Nurse Executive, or Nurse Informaticist role specialty tracks complete all program requirements within 2 years (i.e., six terms). An extension of up to 1 year may be requested (i.e., total of 3 years). It is required that MSN students in the Family Nurse Practitioner role specialty track complete all program requirements with 2 years and 8 months (i.e., eight terms). An extension of up to 1 year and 4 months may be requested (i.e., total of 4 years). If the Program Director approves an extension, there is an extension fee of \$333.00 per trimester.

Optional Specializations

Students enrolled in the MSN program may be eligible to earn Specializations. Students working toward the Nurse Educator role specialization are eligible to earn the Specialization of Teaching and Learning, and students working toward the Nurse Executive role specialization are eligible to earn the Specialization of Executive Leadership. The certificates are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the specializations and include them in their Plan of Study (POS). Courses for the Specialization of Executive Leadership include Foundations of Health Care Administration, Human Resource Management and Organizational Development and Leadership for HC Admin, Strategic Planning in Healthcare Administration, Organizational Finance, and Organizational Leadership. Courses for the Specialization of Teaching and Learning include Foundational Theory in Education, Pathophysiology, Health Assessment, Pharmacology for Nurse Educators, Program and Curricular Design for Health Science Education, and Teaching Methods in Higher Education.

Tuition and Fees

See Financial Information section of this catalog.

Curriculum

Family Nurse Practitioner Role Specialty

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 3

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IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3
NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 4

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3
NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 5

HSA 7375 - Health Care Informatics and Technology Management Hours: 3
NUR 7570 - Primary Healthcare of the Family I Hours:

Trimester 6

NUR 7571 - FNP Role Practicum I Hours: 4
NUR 7575 - Primary Healthcare of the Family II Hours: 3

Trimester 7

NUR 7572 - FNP Role Practicum II (Required Residency) Hours: 4
NUR 7585 - Primary Healthcare of the Family III Hours: 3

Trimester 8

NUR 7573 - FNP Role Practicum III (Required Residency) Hours: 6
Total Credit Hours 50

Nurse Educator Role Specialty

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3
IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3
NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 3

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Trimester 4

EDF 7175 - Foundational Theories in Education Hours: 3
NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators Hours: 3

Trimester 5

EDF 7160 - Curriculum Development in Health Sciences Education Hours: 3
NUR 7400 - MSN Role Practicum I Hours: 3

Trimester 6

EDF 7050 - Teaching Methods in Higher Education Hours: 3

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NUR 7450 - MSN Role Practicum II Hours: 3
Total Credit Hours 36

Nurse Executive Role Specialty

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3
IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3
NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 3

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Trimester 4

HSA 7200 - Foundations of Health Care Administration Hours: 3
HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

Trimester 5

HSA 7225 - Strategic Planning in Health Care Administration Hours: 3
NUR 7400 - MSN Role Practicum I Hours: 3

Trimester 6

NUR 7450 - MSN Role Practicum II Hours: 3
Total Credit Hours 36

Nurse Informaticist Role Specialty

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3
IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3
NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 3

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Trimester 4

IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3
IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3

Trimester 5

IPE 7365 - Information Management for Quality and Safety Hours: 3

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NUR 7400 - MSN Role Practicum I Hours: 3

Trimester 6

IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

NUR 7450 - MSN Role Practicum II Hours: 3

Total Credit Hours 36

Health Administration, MHA

Mission Statement

The mission of the MHA program is to improve the practice of healthcare administration across all sectors of the industry. The graduates will promote evidence-informed concepts and techniques to produce positive and innovative organizational outcomes, meet organizational goals and objectives, and support top organizational performance in the health care industry.

Program Learning Outcomes

Upon completion of the MHA program, graduates will demonstrate the ability to

- Evaluate scholarly research that contributes to sound evidence-based practice in the administrative health care setting.
- Collaborate with other health care disciplines in the administration of health care services.
- Analyze the effect of various policies on the delivery of services in a health care environment.
- Develop written and oral presentations that effectively communicate to both health professionals and non-health professional audiences.
- Develop and maintain standards of accountability based on organizational values.
- Demonstrate skills necessary to create an ideal organization performance standard in health care settings.
- Apply evidence-based decision making to the process of quality improvement.

Admission Requirements

Application to the MHA program is open to all who entered the profession with a bachelor's degree, master's degree, or higher from an accredited institution.

To be considered for admission, a candidate must submit the following:

- Application for Admission form

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- Official transcripts from each college or university previously attended. An official transcript is one sent directly to the Student Services Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- TOEFL scores sent directly to the University if an applicant completed his or her education in a country where English is not the primary language or if the applicant is from a non-English speaking country.
- References as required by the program
- Statement of purpose
- Professional résumé or curriculum vitae

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

Minimum requirements for admission include a 2.5 GPA in undergraduate work. For students with a non-health related, entry-level degree, at least 1 year of experience in a health field is required. Above average written communication skills are required and evaluated through the statement of purpose.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the MHA program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 210 (computer-based testing), or 83 (IBT – Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MHA program, the student must

- maintain a minimum 3.0 GPA, and
- complete the required courses and any elective courses.

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Program Overview

There are 37 required credits that will be taken over the span of 6 trimesters (approximately 24 months).

Core coursework is required (31 credits), while electives can be assembled to achieve emphasis areas (six credits). USAHS will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this catalog for further information on transfer credits.

Delivery of MHA Coursework

All coursework in the MHA program is offered in an online delivery format with the exception of an optional externship and consultation course which may require off-campus attendance at a health facility. Students are responsible for travel, lodging and meals.

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement 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 requirement, 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.

Time Limit

It is required that MHA students complete all program requirements within 6 trimesters or 24 months. An extension of up to one year may be requested. If the program director approves the extension, there is an extension fee of \$333.00 per trimester.

Tuition and Fees

See Tuition and Fees section of this catalog.

Required Core Courses

Trimester 1

HSA 7200 - Foundations of Health Care Administration Hours: 3

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

Trimester 2

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3

Trimester 3

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

Elective Course or Specialization Course Hours: 3

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Trimester 4

HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

Trimester 5

HSA 7260 - Operations and Quality Management in Health Care Hours: 3

Elective Course or Specialization Course Hours: 3

Trimester 6

HSA 6497 - Integrated Field Project Hours: 3

HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

Total Credit Hours 37

General MHA Electives

HSA 7455 - Special Topics in Professional Practice Hours: Varies

HSC 7470 - Legal and Regulatory Issues Hours: 3

HSA 6325 - Advanced Practice in Business Hours: 3

IPE 7100 - Ethics in Health Care Hours: 3

IPE 7200 - Cultural Competence in Healthcare Hours: 3

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Health Informatics Electives

IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3

IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3

IPE 7365 - Information Management for Quality and Safety Hours: 3

Entrepreneurship Specialization Electives

HSA 7110 - Entrepreneurial Strategies in Healthcare Hours: 3

HSA 7115 - Healthcare Entrepreneur Marketing and Branding Hours: 3

HSA 7120 - Funding and Launching a Healthcare Entrepreneurial Venture Hours: 3

HSA 7125 - Entrepreneurial Leadership in Healthcare Hours: 3

Nursing Practice (DNP)

Mission Statement

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The mission of the DNP program is to prepare nurse leaders to face the growing challenges inherent in a complex and evolving health care environment through change and application of research-based findings in an effort to improve patient and organizational outcomes.

Program Learning Outcomes

Upon completion of the DNP program, graduates will be able to

- Employ the skills necessary to engage in life-long learning through intellectual inquiry and scholarship
- Lead and serve on interprofessional teams to promote improved population health and outcomes in complex healthcare systems
- Practice critical thinking and evidence-based decision making in delivering or directing nursing practice and serving as a leader in healthcare systems
- Provide leadership in the use of technology and information systems for the evaluation and improvement of individual, population, and institutional outcomes
- Exhibit professional and ethical standards while advocating for safe, equitable, and cost-effective healthcare and policies for all
- Communicate effectively with members of interprofessional teams, healthcare consumers, policy makers, and institutional, local, regional, and national healthcare leaders
- Utilize transformational leadership, systems thinking, and clinical analytics to improve healthcare outcomes for individuals and diverse populations
- Deliver or direct nursing practice based on sound theoretical frameworks, best scientific evidence, clinical expertise, and in collaboration with the patient and family.

Admission Requirements

To be considered for admission, a candidate must submit the following:

- **BSN-entry DNP:** Bachelor of Science in Nursing (BSN) degree with cumulative GPA of 3.0 or higher on a 4.0 grade—official transcripts required
- **MSN-entry DNP:** Master of Science in Nursing (MSN) degree with cumulative GPA of 3.0 or higher on a 4.0 grade—official transcripts required
- An official transcript is one sent directly to the Admissions Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
 - BSN-entry-DNP: Applicants must submit transcripts showing degree conferral of a Bachelor of Science in Nursing and an Associate of Degree in Nursing, if applicable. If select courses (usually science courses) were taken at institutions other than the degree conferring institutions, USAHS may request those transcripts be submitted as well. An official transcript is one sent directly to the Admissions Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution. The following science courses may trigger a request for additional transcripts if not on transcript of degree conferred for MSN applicants:
 - Anatomy and physiology

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- Pathophysiology
 - Microbiology
 - Physical assessment
 - Pharmacology
-
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence: this licensure status must be maintained throughout the entire program
 - Professional resume or curriculum vita-showing an equivalent of 1 full-time year of experience as a registered nurse at the time of evaluation
 - Essay of approximately 500 words describing short and long term-term career goals and the plan to achieve them and demonstrating scholarly writing
 - Two professional reference (submitted electronically): One should be a nurse educator (clinical or academic) familiar with the applicant's ability to do academic work and one should be an immediate supervisor (e.g., nurse manager), preceptor, or mentor familiar with your practice skills
 - Current résumé or curriculum vitae
 - A comprehensive background check requiring fingerprints and drug screen which will be administered during the admissions process. An interview may be requested.

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States for BSN-entry DNP program and. minimum level of a master's degree earned at an accredited college or university in the United States for MSN-entry DNP program.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. All instruction in the DNP program is conducted in English. USAHS does not offer English language services, including instruction. All instruction at USAHS is conducted in English. To be considered, a candidate must submit:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 210 (computer-based testing), or 83 (IBT – Internet based testing) is required.

Notification of Status

STUDENTS, FACULTY AND STAFF SHOULD REFER TO THE ONLINE VERSION OF THE CATALOG AS THIS PDF MAY NOT CONTAIN THE MOST CURRENT INFORMATION.

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the DNP program, the student must

- Maintain a minimum 3.0 GPA, and
- Complete the required courses.
- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the program director of a change in their licensure status.

Program Overview

- DNP courses are offered through an enriched online experience to meet the needs of working students—allowing students to further their education while pursuing a nursing career.
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty in discussions, activities, and complete coursework before the end of the term.
- Complete practica in your own community by working with a USAHS faculty and a preceptor.
- USAHS offer three different nurse specializations with the BSN-entry DPN curriculum: Nurse Executive, Nurse Informaticist and Family Nurse Practitioner.

Delivery of DNP Coursework

All coursework in the DNP program is offered in an online delivery format. Some courses have optional weekend immersion experiences on one of our campuses. The Family Nurse Practitioner role specialty requires two weekend intensives on one of our campuses. Students are responsible for travel, lodging and meals for immersions and intensives. Practica may be completed in the student's home community.

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement 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 requirement, 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.

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Time Limit

It is required that BSN-entry DNP students in the Nurse Executive, or Nurse Informaticist role specialty complete all program requirements within 10 trimesters (3 years, 4 months). An extension of up to 5 trimesters (1 year, 8 months) may be requested (total of 15 trimesters or 5 years).

It is required that BSN-entry DNP students in the Family Nurse Practitioner role specialty complete all program requirements within 12 trimesters (4 years). An extension of up to 6 trimesters (2 years) may be requested (total of 18 trimesters or 6 years).

It is required that MSN-entry DNP students complete all program requirements within 7 trimesters (2 years, 4 months). An extension of up to 3 trimesters (1 year) may be requested (total of 10 trimesters or 3 years, 4 months). If the Program Director approves an extension, there is an extension fee of \$333 per trimester.

Practicums

If students enter the DNP program with a BSN, they will complete role specialization practica as well as DNP practica focused on leadership, evidence-based practice, and completion of the DNP scholarly project. If students enter the DNP program with and MSN, having completed their role specialization in their MSN program, the practica will be focused on leadership, evidence-based practice, and completion of the DNP scholarly project.

The types of sites that will be select for the practicums for the DNP program differ by selected role specialty and the focus of the DNP scholarly project. The program director or designee will approve the preceptor and the practicum site to ensure that the preceptor has the education and expertise to guide the student and that the practicum site can provide the required learning experiences.

Curriculum

BSN - DNP Nurse Executive Role Specialty

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3

NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 3

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Trimester 4

HSA 7200 - Foundations of Health Care Administration Hours: 3

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HSA 7450 - Human Resource Management and Organizational Development and Leadership for Health Care Administration Hours: 3

Trimester 5

IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

NUR 7461 - DNP Indirect Care Role Practicum I Hours: 4

Trimester 6

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

NUR 7462 - DNP Indirect Care Role Practicum II Hours: 4

Trimester 7

HSA 7260 - Operations and Quality Management in Health Care Hours: 3

IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

Trimester 8

NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3

NUR 7801 - DNP Practicum I Hours: 4-7

Trimester 9

HSC 7470 - Legal and Regulatory Issues Hours: 3

NUR 7802 - DNP Practicum II Hours: 4-7

Trimester 10

NUR 7803 - DNP Practicum III Hours: 4-8

Total Credit Hours 64

BSN - DNP Nurse Informaticist Role Specialty

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3

NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 3

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Trimester 4

IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3

IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3

Trimester 5

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IPE 7365 - Information Management for Quality and Safety Hours: 3

NUR 7461 - DNP Indirect Care Role Practicum I Hours: 4

Trimester 6

IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

NUR 7462 - DNP Indirect Care Role Practicum II Hours: 4

Trimester 7

HSA 7260 - Operations and Quality Management in Health Care Hours: 3

IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

Trimester 8

NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3

NUR 7801 - DNP Practicum I Hours: 4-7

Trimester 9

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

NUR 7802 - DNP Practicum II Hours: 4-7

Trimester 10

NUR 7803 - DNP Practicum III Hours: 4-8

Total Credit Hours 64

BSN - DNP Nurse Family Nurse Practitioner Role Specialty

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 3

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3

NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 4

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 5

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

NUR 7570 - Primary Healthcare of the Family I Hours:

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Trimester 6

NUR 7571 - FNP Role Practicum I Hours: 4

NUR 7575 - Primary Healthcare of the Family II Hours: 3

Trimester 7

NUR 7572 - FNP Role Practicum II (Required Residency) Hours: 4

NUR 7585 - Primary Healthcare of the Family III Hours: 3

Trimester 8

NUR 7573 - FNP Role Practicum III (Required Residency) Hours: 6

Trimester 9

HSA 7260 - Operations and Quality Management in Health Care Hours: 3

IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

Trimester 10

NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3

NUR 7801 - DNP Practicum I Hours: 4-7

Trimester 11

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

NUR 7802 - DNP Practicum II Hours: 4-7

Trimester 12

NUR 7803 - DNP Practicum III Hours: 4-8

Total Credit Hours 72

MSN - DNP

Trimester 1

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

Trimester 2

IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3

NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 3

IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Trimester 4

HSA 7260 - Operations and Quality Management in Health Care Hours: 3

IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

Trimester 5

NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3

STUDENTS, FACULTY AND STAFF SHOULD REFER TO THE ONLINE VERSION OF THE CATALOG AS THIS PDF MAY NOT CONTAIN THE MOST CURRENT INFORMATION.

NUR 7801 - DNP Practicum I Hours: 4-7

Trimester 6

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

NUR 7802 - DNP Practicum II Hours: 4-7

Trimester 7

NUR 7803 - DNP Practicum III Hours: 4-8

Total Credit Hours 42-52

Occupational Therapy - PPOTD

Mission Statement

The mission of the Post Professional OTD (PPOTD) program is to graduate students with advanced knowledge in practice excellence who have the leadership and clinical skills necessary to promote the profession of occupational therapy. High priority is placed on active inquiry, critical thinking, and reflective practice.

Program Learning Outcomes

Upon completion of the PPOTD program, graduates will demonstrate the ability to:

- develop lifelong learning skills to advance the profession of occupational therapy
- promote interprofessional relationships through collaboration and communication with members of various professions
- integrate sound evidence-based information into the provision of professional occupational therapy best practice
- communicate effectively orally and in writing to promote professional practice
- integrate ethical and professional standards in the delivery of occupational therapy services
- exhibit leadership characteristics to advance the profession of occupational therapy within local, state, and/or professional organizations
- apply critical reasoning skills required to advance the profession of occupational therapy

Admission Requirements

Application to the PPOTD program is open to all occupational therapists who entered the profession with a bachelor's degree or master's degree in occupational therapy from an accredited institution. It is expected that all applicants are licensed or eligible for licensure in the United States; however, those international students who are not planning to pursue licensure in the United States are exempt from this requirement. Applicants must be currently employed as an occupational therapist or have a minimum of 1 year of experience as an occupational therapist. USAHS MOT graduates may enter the program without a license but must be licensed and employed as an OT by the beginning of the second term of the PPOTD program. For details see the Admission to the University section of this catalog.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

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International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the PPOTD program, the following criteria will apply:

- Be a graduate of a program in a country that is a member of the World Federation of Occupational Therapists
- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States
- Submit an official TOEFL (Test of English as a Foreign Language) score report if his or her education was completed in a language other than English. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the PPOTD program, the student must

- maintain a minimum 3.0 GPA, and
- register for one course within 12 weeks of the date of the acceptance letter.

Program Overview

For candidates entering the program with a master's degree (MOT) from the University of St. Augustine, they are required to complete a minimum of 35 credits; however, six credit may transfer from the USAHS MOT program, if eligible. For candidates who hold a master's degree* in occupational therapy or related field, a minimum of 35 credits will be required to earn the PPOTD degree. The student should be able to complete this program in 2 to 3 years on a part-time basis. The candidates who hold a bachelor's degree in occupational therapy, a minimum of 60 credits will be required. The student should be able to complete this program in 3 to 4 years on a part-time basis.

The PPOTD program includes several required courses depending on the student's highest previous degree. Coursework is comprised of elective courses and seminars. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this catalog for further information on transfer credits.

**The master's degree may be either the first professional degree or a post-professional degree.*

Delivery of PPOTD Coursework

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The delivery of the PPOTD coursework will be offered in a variety of formats, such as the following:

- Term-based courses
- Special Topic course
- Continuing education seminar, enhanced through completion of assignments in a distance education format

Courses are offered strictly through a distance education format. This format is presented through a variety of delivery methods, including assigned readings, videos, or via other technology.

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement 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 requirement, 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.

Time Limit

It is required that PPOTD students complete all program requirements within 5 years. An extension of up to 2.5 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Optional Specializations

Students enrolled in the PPOTD program are eligible to earn the Specialization of Executive Leadership and/or the specialization of Teaching and Learning. The specializations are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the specializations and include them in their Degree Completion Plan (DCP). Courses for the Specialization of Executive Leadership include Foundations of Healthcare Administration, Human Resource Management and Organizational Behavior for HC Admin, Strategic Planning in Healthcare Administration, Accounting, Finance and Economics, Organizational Leadership and Policy in Healthcare, Operations and Quality Management in Healthcare (choose 4 out of 6 courses). Courses for the Specialization of Teaching and Learning include Foundational Theory in Education, Program and Curricular Design for Health Science Education, Teaching Methods in Higher Education and Practical Application in Online Teaching (must choose all courses).

Tuition and Fees

See the Tuition and Fees section of this catalog.

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Curriculum

Required Courses

Requirements for an OTD candidate who holds a master's degree

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3
EDF 7125 - Organizational Leadership and Policy in Health Care Hours: 4
HSA 7200 - Foundations of Health Care Administration Hours: 3
IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3
OCT 7150 - Capstone I Hours: 1
OCT 7400 - Residency Hours: 1
OCT 7495 - The Science of Occupation Hours: 3
OCT 7497 - Capstone Project Hours: 4

Required Courses

For the OTD candidate who holds a bachelor's degree, an additional five courses are required.

HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
OCT 7200 - Reflective Practice Hours: 3
OCT 7470 - Clinical Integration I Hours: 7
OCT 7471 - Clinical Integration II Hours: 8

Electives

Bachelor's degree students select a total of 16 credits; master's degree graduate students (non-USA graduates) select a total of 13 credits; MOT USA alumni select a total of 8 credits.

BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
BSC 7155 - Functional Performance in the Older Adult Hours: 2
BSC 7301 - Ergonomics Hours: 2
EDF 7050 - Teaching Methods in Higher Education Hours: 3
EDF 7111 - Research Methods I Hours: 3
EDF 7121 - Research Methods II Hours: 3
EDF 7140 - Philosophy of Knowledge Hours: 4
EDF 7150 - Foundations of Teaching and Learning Hours: 4
EDF 7160 - Curriculum Development in Health Sciences Education Hours: 3
EDF 7180 - Technology in Higher Education Hours: 3
EDF 7190 - Current Issues in Health Sciences Education Hours: 3
HSC 6031 - Cultural Competence Hours: 1
HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
HSC 6034 - Metabolic Disorders Hours: 1
HSC 7320 - Advancing Hand Therapy Hours: 2
HSC 7401 - Pharmacology Hours: 3

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HSC 7413 - Orthopedic Imaging for the Upper Extremity Hours: 2
HSC 7440 - Fundamentals of the Health Care Startup Business Hours: 3
HSC 7470 - Legal and Regulatory Issues Hours: 3
HSC 7325 - School-Based Practice Hours: 3
OCT 7200 - Reflective Practice Hours: 3
OCT 7250 - Research Applications to Clinical Practice Hours: 3

Total Hours Required 60

Bachelor's level

Total Hours Required 35

Master's level

Total Hours Required 30

Physical Therapy, tDPT

Mission Statement

The mission of the tDPT is to develop leaders in physical therapy patient examination, evaluation, intervention, and case management. Special focus is placed on the foundational sciences of anatomy and biomechanics, while enhancing the clinical reasoning and treatment skills of the student. Because this program is designed for physical therapists that work in clinical practice, it is expected that students will bring about positive improvements to the workplace as they progress through the program. This program will help to promote the profession by developing experiences that address the critical issues found in the delivery of healthcare today.

Program Learning Outcomes

Upon completion of the transitional tDPT program, graduates will demonstrate the ability to

- display personal and professional development and lifelong learning activities in the physical therapy profession,
- initiate collaborative relationships and communication with patients/clients and other healthcare providers,
- adopt evidence-based practice and informed decision making within physical therapy practice,
- exhibit effective communication skills in physical therapy practice to advance professional goals,
- display professional and ethical behavior in daily interactions within physical therapy practice,

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- exhibit leadership skills to promote the advancement of the profession of physical therapy, and
- utilize critical thinking and reasoning skills when making decisions within physical therapy practice.

This program is designed for practitioners who will also assume leadership roles in the profession of physical therapy. The program reinforces clinical excellence. A variety of course assignments, such as multiple-choice tests, short essays, and problem-solving exercises, are used to test mastery of the learning objectives. A summary or capstone project, consisting of a case report or literature review, integrates content knowledge across program coursework. A mentored clinical residency may also be completed.

Admission Requirements

Admission to the program is open to all physical therapists who entered the profession with a bachelor's or master's degree in physical therapy from an accredited institution. It is expected that all applicants are licensed or eligible for licensure in the United States; however, those international students who are not planning to pursue licensure in the United States are exempt from this requirement. If the student plans to complete a clinical residency, he or she must be a licensed physical therapist in the state where the residency is located. For more details on admission, see the Admission to the University section of this catalog.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degree programs can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To be considered for admission to the tDPT program, the following criteria will apply:

- The candidate must be a graduate of a program in a country that is a member of the World Confederation of Physical Therapy.
- The candidate must submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a bachelor's degree in physical therapy in the United States. Physical therapists who graduated from a physiotherapy program that is accredited by Physiotherapy Education Accreditation Canada (PEAC) do not need to submit a credentialing evaluation as part of the application process.
- Submit an official TOEFL (Test of English as a Foreign Language) score report if his or her education was completed in a language other than English. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

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The applicant will be notified via e-mail from the Admissions Office of his or her admission status after review of all required application materials by the Admissions Committee.

Academic Requirements

To remain in the tDPT program, the student must

- maintain a minimum of a 3.0 GPA and
- register for a minimum of one course within 12 weeks of the date of the acceptance letter.

Program Overview

The physical therapist holding a master's degree (first professional or post-professional) will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, and Capstone Project for nine required academic credits, and 15 elective academic credits. The tDPT program is 24 credits for the master's level students.

The physical therapist holding a bachelor's degree in physical therapy will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Imaging, Differential Diagnosis, and Capstone Project for 18 required academic credits, and will need to complete four elective academic credits and 38 clinical integration credits (Clinical Integration I, II, III, IV, and V). The tDPT program is 60 credits for the bachelor's-level students.

At the end of the educational experience, the graduate will be awarded a Doctor of Physical Therapy (DPT) degree.

The student has the choice of completing the capstone project or a mentored clinical residency with the primary goal of providing an educational experience that assists the student in focusing his or her ideas and thoughts. The capstone project may take the form of one case report or an article (literature review, perspective paper, or descriptive technical report) prepared in publishable format. The mentored clinical residency is a supervised clinical experience in the specialty area selected by the student. To earn five credits for a clinical residency, the student is required to complete a minimum of 9 to 12 months of patient care plus a minimum of 200 educational activity hours.

Process for Obtaining the Transitional DPT Degree

- Students begin by completing coursework in either a clinical specialty track, leading toward a certification, or a non-specialty clinical track of elective coursework. Students may begin registering for the necessary seminars and coursework as soon as they are accepted into the program. Many credit assignments consist of an online course with required short essay assignments and unit quizzes.
- For the specialty clinical track, following completion of all certification seminars, the student may attend the Preparation and Certification Examination Week. *Completion of the certification examination is not required for degree completion.*

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- Once a student with a master's degree has obtained 19 credits toward the degree program, he or she will proceed to Capstone Project I and II. An assigned Faculty Advisor approves an outline of your project, and then you complete either one publishable case report or one publishable article. The advisor will review and assist with revisions as needed.
- If a clinical residency is chosen in lieu of the capstone project, the proposed residency site and mentor must meet the approval of the Program Director and residency criteria. It is recommended that students complete at least two specialty-track seminars prior to starting the residency. The approval process must begin early in the program. Contact the department for explanation of the approval process.
- Students with a BSPT will proceed by completing the 51 required credits including Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Differential Diagnosis for the Therapist, Imaging, and Clinical Integration courses I–V, and four elective credits. Upon completion of 55 credits, they may begin work on Capstone Project I and II. An assigned Faculty Advisor approves an outline of the project, and then the student completes either one publishable case report or one publishable article. The advisor will review and assist with revisions as needed.

Delivery of Coursework

Courses in the tDPT program are offered in a variety of formats. In some cases, as noted in the course description, a prerequisite for a course may be completion of a continuing education seminar. This learning experience is then enhanced through completion of assignments. These assignments are submitted to the University for grading in a specified time frame according to the course syllabus.

Other courses are offered strictly through a distance education online course format. No seminar attendance is required, and all learning activities are completed at a distance. Each course has a variety of learning activities that must be completed and graded to receive credit for the course.

Course Time Limits

There will be a due date for all course assignments. In most courses, this will be 8 to 15 weeks. The academic calendar for the University is divided into 3 trimesters: spring, summer, and fall. Trimester periods are denoted on the Academic Calendar.

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement 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 requirement, 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.

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Time Limit

It is required that students complete all 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.

Optional Specializations

Students enrolled in the tDPT program are eligible to earn the Specialization of Executive Leadership and/or the Specialization of Teaching and Learning. The Specializations are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the specializations and include them in their Plan of Study (POS). Courses for the Specialization of Executive Leadership include Foundations of Healthcare Administration, Human Resource Management and Organizational Development and Leadership for HC Admin, Strategic Planning in Healthcare Administration, Organizational Finance, Organizational Leadership and Policy in Healthcare, and Operations and Quality Management in Healthcare. Courses for the Specialization of Teaching and Learning include Foundational Theory in Education, Program and Curricular Design for Health Science Education, Teaching Methods for Higher Education, Current Issues in Health Sciences, or Assessment and Evaluation in Health Professions Education and Practical Application in Online Teaching.

Tuition and Fees

See Tuition and Fees section of this catalog.

Curriculum

Required Courses for applicants with a Master's degree

Specialization or non-specialization elective courses Hours: 15
HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

PHT 7496 - Capstone Project I Hours: 1 *and*

PHT 7497 - Capstone Project II Hours: 4

or

PHT 6498 - Clinical Residency Hours: 5

Total Hours 24

Required Courses for applicants with a Bachelor's degree

HSC 7400 - Differential Diagnosis Hours: 3
HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3
PHT 6303 - Imaging for Physical Therapy Hours: 2

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HSC 7401 - Pharmacology Hours: 3
Specialization or non-specialization elective courses Hours: 4

PHT 7496 - Capstone Project I Hours: 1 and
PHT 7497 - Capstone Project II Hours: 4
or
PHT 6498 - Clinical Residency Hours: 5

PHT 7470 - Clinical Integration I: Reflective Practice Hours: 8
PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence Hours: 8
PHT 7473 - Clinical Integration III: Teaching Strategies Hours: 8
PHT 7474 - Clinical Integration IV: Leadership Hours: 8
PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice Hours: 6

Total Hours 60

Certifications Tracks

Students may choose elective credits as needed from a track.

Manual Therapy Track

**FCO, while not required for certification, is highly recommended.*

BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3 *
PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3
HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
PHT 7211 - Extremity Integration (E2) Hours: 2
PHT 7220 - Myofascial Manipulation (MF1) Hours: 3
PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2) Hours: 2
PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) Hours: 3
PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4) Hours: 2
PHT 7250 - Preparation/Certification in Manual Therapy Hours: 3

Primary Care Track

**FCO, while not required for certification, is highly recommended.*

BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3 *
PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3
HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
HSC 7400 - Differential Diagnosis Hours: 3
HSC 7401 - Pharmacology Hours: 3
PHT 7115 - Introduction to Primary Care Hours: 2

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PHT 6303 - Imaging for Physical Therapy Hours: 2

PHT 7850 - Preparation/Certification in Primary Care Hours: 3

Craniofacial Track

**FCO, while not required for certification, is highly recommended.*

BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3 *

PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3

PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) Hours: 3

PHT 7331 - Evaluation and Treatment of the Craniomandibular System (CF1) Hours: 2

PHT 7332 - Intermediate Craniofacial (CF2) Hours: 3

PHT 7333 - Advanced Craniofacial (CF3) Hours: 3

PHT 7334 - State of the Art Craniofacial Hours: 1

PHT 7350 - Preparation/Certification in Craniofacial Mandibular Hours: 3

Elective Courses (Non-Specialty Track)

*Courses designated as a DPT level course in the post-professional course listing in this Catalog may be taken as an elective.

BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2

BSC 7155 - Functional Performance in the Older Adult Hours: 2

BSC 7301 - Ergonomics Hours: 2

EDF 7050 - Teaching Methods in Higher Education Hours: 3 *

EDF 7125 - Organizational Leadership and Policy in Health Care Hours: 4 *

EDF 7140 - Philosophy of Knowledge Hours: 4

EDF 7150 - Foundations of Teaching and Learning Hours: 4 *

EDF 7160 - Curriculum Development in Health Sciences Education Hours: 3 *

EDF 7180 - Technology in Higher Education Hours: 3

EDF 7190 - Current Issues in Health Sciences Education Hours: 3 *

HSA 7200 - Foundations of Health Care Administration Hours: 3 *

HSC 6031 - Cultural Competence Hours: 1

HSC 6034 - Metabolic Disorders Hours: 1

HSC 7320 - Advancing Hand Therapy Hours: 2

HSC 7325 - School-Based Practice Hours: 3

HSC 7360 - Spinal Instability Hours: 2

HSC 7400 - Differential Diagnosis Hours: 3

HSC 7440 - Fundamentals of the Health Care Startup Business Hours: 3

HSC 7470 - Legal and Regulatory Issues Hours: 3

IPE 7050 - Evidence-Based Practice for Health Care Professionals Hours: 3

PHT 6030 - Consultation, Screening, and Delegation Hours: 1

PHT 6032 - Cognition and Perception Hours: 1

PHT 6033 - Basic Assessment and Intervention of Integument Hours: 1

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PHT 6035 - Professionalism: Legal and Ethical Issues in Physical Therapy Hours: 2

PHT 6037 - Environmental Barriers Hours: 1

PHT 6038 - The Physical Therapist as Educator Hours: 2

Education, EdD

Mission Statement

The mission of the Doctor of Education program is to develop professional healthcare practitioners, leaders, and educators by preparing its graduates to fill the growing demand for faculty, administrators and leaders in health science-related education.

Program Learning Outcomes

Upon completion of the EdD program, graduates will be able to:

- Establish an advanced scholarly agenda
- Employ interprofessional education techniques to teaching and/or leadership practices
- Evaluate an education or leadership practice and create solutions
- Use effective communication skills in teaching or leading
- Formulate a teaching and/or leadership philosophy that reflects professionalism, integrity and ethical standards
- Use a leadership development plan to guide professional growth
- Contribute to the analysis of scholarly works through the evaluation of evidence-based literature

Admission Requirements

To be considered for admission to the EdD program, a candidate must have completed a master's degree (MS, MA, MOT, MPT) or a clinical doctorate (OTD, DPT, etc.) and must be currently licensed, practicing, or teaching in an academic setting.

All students entering the EdD program must undergo an application/admission process.

Documents that must be submitted include the following:

- Application for Admission
- Official transcripts from all previous institutions of higher learning
- Two recommendations from professional colleagues
- Writing assessment
- Current résumé or curriculum vitae
- Copy of professional license, if applicable

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa can be considered for admission.

USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To apply for admission, foreign-trained candidates must submit the following, in addition to the items listed above:

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- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a master's degree earned at an accredited institution in the United States.
- Submit an official TOEFL (Test of English as a Foreign Language) score report, if education was completed in a language other than English. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

Each applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee. Qualified candidates may be invited to participate in an interview.

Each student who is admitted to the program must successfully complete the Introduction to Doctoral Studies course in order to fully matriculate in the EdD program.

Program Overview

The EdD program consists of 60 credit hours and it is estimated that students will complete the program in 3 to 5 years. Thirty-eight credits of the total 60 are considered core coursework and are required. From there each student is provided the opportunity to complete elective courses with emphasis on an area of specialization such as Athletic Training, Nursing or Leadership, or students can choose from a number of more advanced electives in Teaching and Learning.

Delivery of Coursework

Courses in the EdD program are offered in an online format. The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration.

Active Status and Academic Requirement

To remain active in the EdD program, the student must

- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;
- register for and complete a minimum of 12 credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and
- maintain a minimum 3.0 GPA.

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement of the course is one additional trimester (15 weeks) after

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which the "I" grade will be changed to an "F" if the coursework has not been completed. Upon successful completion of the requirement, 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.

Time Limit

Students must complete all EdD program requirements within 5 years. An extension of up to 2.5 years may be requested. The Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Tuition and Fees

See the Tuition and Fees section of this catalog.

Curriculum

Required Core Courses

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3

EDF 7050 - Teaching Methods in Higher Education Hours: 3

EDF 7111 - Research Methods I Hours: 3

EDF 7121 - Research Methods II Hours: 3

EDF 7171 - Motivational Theory in Health Care Education Hours: 3

EDF 7175 - Foundational Theories in Education Hours: 3

*Course may be applied to the Teaching and Learning Specialization.

EDF 7200 - Residency I Hours: 2

EDF 7225 - Residency II Hours: 2

EDF 7325 - Dissertation Research Preparation Hours: 4

EDF 7871 - Dissertation I Hours: 4

Total Core Hours 38

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Elective courses (Choose 22 credits)

General Elective Courses

EDF 7180 - Technology in Higher Education Hours: 3
EDF 7190 - Current Issues in Health Sciences Education Hours: 3
EDF 7250 - Teaching Internship Hours: Variable
HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1

Athletic Training Specialization Courses

ATP 7050 - Cultural Competency Hours: 3
ATP 7100 - Advanced Topics: Ethics in Health Care Hours: 3
ATP 7130 - Evidence Based Injury Prevention Hours: 3
ATP 7255 - Concussion in Sport Hours: 3
ATP 7280 - Psychosocial Strategies for Patient Care Hours: 3

Teaching and Learning Specialization Courses

EDF 7010 - Teaching Online Hours: 1
EDF 7140 - Philosophy of Knowledge Hours: 4
EDF 7160 - Curriculum Development in Health Sciences Education Hours: 3
EDF 7180 - Technology in Higher Education Hours: 3
EDF 7182 - Innovations in Healthcare Education Hours: 3
EDF 7190 - Current Issues in Health Sciences Education Hours: 3
EDF 7250 - Teaching Internship Hours: Variable
EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3

Executive Leadership Specialization Course

HSA 7200 - Foundations of Health Care Administration Hours: 3
HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
HSA 7260 - Operations and Quality Management in Health Care Hours: 3
IPE 7120 - Organizational Leadership and Policy in Health Care Hours: 3
IPE 7133 - Strategic Planning in Healthcare Administration Hours: 3

Nurse Educator Elective Courses

EDF 7182 - Innovations in Healthcare Education Hours: 3
EDF 7235 - Ethical Principles in Healthcare Hours: 3
EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3

Total Hours Required 60

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Health Science, DHSc

This program is no longer enrolling students.

Mission Statement

The DHSc degree is focused on teaching students to comprehend and adapt scientific knowledge and apply it in a manner that exemplifies clinical excellence. The DHSc degree shall prepare health care professionals to become leaders in the areas of clinical practice and academia through the development of advanced and concentrated practice skills. The degree will assist students in making meaningful contributions in their respective professions.

Program Learning Outcomes

Upon completion of the DHSc program, the graduate will demonstrate the ability to

- demonstrate scholarly writing skills;
- demonstrate pedagogically sound presentation skills;
- demonstrate advanced research skills directed toward the understanding of the current body of research and knowledge in a given field of health and clinical sciences;
- demonstrate the ability to think logically, critically, creatively, and independently;
- develop proficiency in assembling, synthesizing, and presenting knowledge through the use of technological and other information services;
- comprehend the critical elements in the role and scope of health sciences and clinical education;
- develop knowledge of fundamental concepts from which one can develop a rational and systematic approach to solving problems in health sciences and clinical education;
- demonstrate the ability to conceptualize individual activities with a sense of independence in discovering information, fostering new ideas, and solving health sciences and clinical education problems; and
- synthesize and apply knowledge in the form of a scholarly project.

Admission Requirements

Admission is open to physical and occupational therapists who have a master's degree or a clinical doctoral degree (DPT, OTD, etc.) and are currently licensed and/or practicing in their profession.

All students entering the DHSc program must undergo an application/admission process.

Documents that must be submitted include the following:

- Application for Admission
- Official transcripts from all previous institutions of higher learning
- Two recommendations from professional colleagues
- Writing assessment
- Current résumé or curriculum vitae
- Copy of professional license, if applicable

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International Students Applying for Admission

Foreign-trained candidates who do not require a student visa can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To apply for admission, foreign-trained candidates must submit the following, in addition to the items listed above:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a master's degree earned at an accredited institution in the United States.
- An official TOEFL (Test of English as a Foreign Language) score report, if education was completed in a language other than English. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

Each applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee. Qualified candidates may be invited to participate in an interview.

Each student who is admitted to the program must successfully complete the Introduction to Interprofessional Scholarly Studies or Introduction to Doctoral Studies course in order to fully matriculate in the DHSc program.

Program Overview

Students must complete a total of 60 credits. There are 49 required credits of core courses included in the curriculum. Of these 49 credits, 15 credits are based on clinical coursework and credit can be obtained for certifications, residency, or fellowship programs. The additional 11 credits are completed through electives, independent studies, teaching internships, or a combination of all three.

Courses in the DHSc program are offered in several formats. Students will take part in designing a curriculum that can be online, in weekend seminar format, or a combination of both. There are two required doctoral residencies. Students are responsible for travel, lodging and meals.

Delivery of Coursework

Courses in the DHSc program are offered in a distance format (excluding seminar attendance). The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration.

Active Status and Academic Requirement

To remain active in the DHSc program, the student must

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- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;
- register for and complete a minimum of nine credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and
- maintain a minimum 3.0 GPA.

Incomplete Coursework

The grade of "I" (Incomplete) is used, 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 requirement 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 requirement, 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.

Time Limit

Students must complete all DHSc program requirements within 5 years. An extension of up to 2.5 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Tuition and Fees

See Tuition and Fees section of this catalog.

Curriculum

Required Courses

IPE 7000 - Introduction to Interprofessional Scholarly Studies Hours: 3
EDF 7111 - Research Methods I Hours: 3
EDF 7121 - Research Methods II Hours: 3
EDF 7125 - Organizational Leadership and Policy in Health Care Hours: 4
EDF 7150 - Foundations of Teaching and Learning Hours: 4
EDF 7200 - Residency I Hours: 2
EDF 7225 - Residency II Hours: 2
EDF 7861 - Dissertation I Hours: 3
EDF 7862 - Dissertation II Hours: 3
EDF 7863 - Dissertation III Hours: 3
EDF 7864 - Dissertation IV Hours: 3

Total Hours 37

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Clinical Courses

(Course examples are included below. Other courses available include the manual therapy series, craniomandibular series, gerontology, pediatrics, and other advanced clinical options.)

BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3

BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2

BSC 7155 - Functional Performance in the Older Adult Hours: 2

BSC 7301 - Ergonomics Hours: 2

HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2

HSC 7300 - Imaging for Physical and Occupational Therapists Hours: 3

HSC 7320 - Advancing Hand Therapy Hours: 2

HSC 7360 - Spinal Instability Hours: 2

HSC 7400 - Differential Diagnosis Hours: 3

HSC 7401 - Pharmacology Hours: 3

HSC 7413 - Orthopedic Imaging for the Upper Extremity Hours: 2

PHT 7220 - Myofascial Manipulation (MF1) Hours: 3

Total Hours 15

Elective Courses

EDF 7160 - Curriculum Development in Health Sciences Education Hours: 3

EDF 7180 - Technology in Higher Education Hours: 3

EDF 7190 - Current Issues in Health Sciences Education Hours: 3

EDF 7140 - Philosophy of Knowledge Hours: 4

EDF 7250 - Teaching Internship Hours: Variable

HSC 6034 - Metabolic Disorders Hours: 1

HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1

Total Hours 8

Total Hours Required 60

Post-Graduate (PG) Nursing Certificates

The purpose of the post-graduate certificate programs is to:

- Provide an educational route to specialization in an area other than that obtained in the master's program
- Strengthen or broaden the clinical, or management capabilities of master's-prepared nurses who are planning a role expansion or role change

The PG certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

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Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The post-graduate certificate student is eligible for the same certification exams offered in each specialty and have the same employment opportunities.

Family Nurse Practitioner PG Certificate

Family Nurse Practitioners play a critical role in improving the primary patient care experience. FNP graduates will partner with families across the lifespan to promote preventative care, diagnose conditions and treat acute and chronic illnesses.

Graduates who complete the FNP PG Certificate are eligible to apply and take the examination for the following national certifications:

- Family Nurse Practitioner-Board Certified (FNP-BC) by the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner (FNP-BC)
- Family Nurse Practitioner-Certified (FNP-C) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

- Application for Admission form
- Master's degree in nursing (MSN) with a cumulative GPA of 3.0 on a 4.0 scale OR Doctorate of Nursing Practice (DNP) with a cumulative GPA of 3.0 on a 4.0 scale
- Official transcript for MSN if post-MSN or DNP if post-DNP
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence
- Professional resume of curriculum vita, and equivalent of one full-time year of experience as a registered nurse
- Essay of approximately 500 words describing short- and long-term career goals and a plan to achieve them
- Two professional references; one from a nurse educator familiar with the applicant's ability to do academic work and one from an immediate supervisor (e.g. nurse manager), preceptor, or mentor familiar with the applicant's clinical skills
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admission process at the applicant's expense.

Specialty Learning Outcomes

- Perform comprehensive health assessments that incorporate diagnostic reasoning and the interpretation of diagnostic procedures.
- Engage patients and families in planning for health promotion, prevention of disease or disease progression, and symptom management.
- Apply critical thinking in the diagnosis and problem identification of complex issues related to clinical practice, individuals, populations and systems of care.

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- Provide ethical, patient-centered care based on best evidence, clinician expertise, patient preference and circumstances.
- Evaluate outcomes of care using individual and aggregate data.
- Implement the role of a FNP in a professional, respectful and ethical manner.

Because of the efficient design, both MSN and DNP degree-holding students are able to take advantage of the PG certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The post-graduate certificate student is eligible for the same certification exams offered in each specialty and have the same employment opportunities.

Curriculum

Trimester 1

NUR 7560 - Advanced Pharmacology Hours: 3

NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 2

NUR 7570 - Primary Healthcare of the Family I Hours:

NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 3

NUR 7571 - FNP Role Practicum I Hours: 4

NUR 7575 - Primary Healthcare of the Family II Hours: 3

Trimester 4

NUR 7572 - FNP Role Practicum II (Required Residency) Hours: 4

NUR 7585 - Primary Healthcare of the Family III Hours: 3

Trimester 5

NUR 7573 - FNP Role Practicum III (Required Residency) Hours: 6

Total Credit Hours 31

Nurse Educator PG Certificate

The purpose of the post-graduate certificate programs is to:

- Provide an educational route to specialization in an area other than that obtained in the master's program
- Strengthen or broaden the clinical, or management capabilities of master's-prepared nurses who are planning a role expansion or role change
- The PG certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities

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- Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG certificate option by adding it to their degree program or by taking the block of specialty course alone.
- The post-graduate certificate student is eligible for the same certification exams offered in each specialty and have the same employment opportunities.

Holders of the Nurse Educator Certificate will teach nursing students, practicing nurses and other health care providers and clients in both academic and real world settings. They may serve as a curriculum designer, instructional designer, teacher, or learning evaluator.

Graduates who complete the Nurse Educator role specialization are eligible to apply and take the examination for the following national certifications:

- Nursing Certified Nurse Educator (CNE) by the National League for Nursing (NLN)
- Nursing Professional Development (RN-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

- Application for Admission form
- A master's degree in nursing (MSN) with a cumulative GPA of 3.0 on a 4.0 scale or a Doctorate of Nursing Practice (DNP) with a cumulative GPA of 3.0 on a 4.0 scale
- Official transcript for MSN if post-MSN or DNP if post-DNP
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence
- Professional resume of curriculum vita, an equivalent of one full-time year of experience as a registered nurse
- Essay of approximately 500 words describing short-and long-term career goals and a plan to achieve them
- Two professional references; one from a nurse educator familiar with the applicant's ability to do academic work and one from an immediate supervisor (e.g., nurse manager), preceptor, or mentor familiar with the applicant's clinical skills
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admission process at the applicant's expense.

Specialty Learning Outcomes

- Develop curricula based on institutional mission, professional standards, educational theory and research, societal needs, and ongoing program evaluation.
- Design learning environments that provide challenges and opportunities for growth for the learner while ensuring safety, support, and resources for learning.
- Facilitate learning using a variety of teaching strategies based on theory, best evidence, teacher expertise, and appropriateness to the learner.
- Utilize formative assessment methods to provide valuable feedback to support learner development and growth.
- Design summative evaluations that are fair and objective to determine achievement of learning outcomes.

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- Implement the role of an academic educator, a professional development specialist, or a patient educator in a professional, respectful, and ethical manner.

Curriculum

Trimester 1

EDF 7175 - Foundational Theories in Education Hours: 3

NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators Hours: 3

Trimester 2

EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3

NUR 7xxx - Indirect Care Role Practicum I Hours: 3

Trimester 3

EDF 7050 - Teaching Methods in Higher Education Hours: 3

NUR 7xyy - Indirect Care Role Practicum II Hours: 3

Total Credit Hours 17

Nurse Executive PG Certificate

The Nurse Executive role specialization will help prepare the graduate for a role as a manager, director, supervisor, or chief nursing officer. Nurse Executives will be responsible for human resource management, as well as health care finance and economic operations.

Graduates who complete the Nurse Executive role specialization are eligible to apply and take the examination for the following national certifications:

- Nurse Executive-Advanced (NEA-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

- Application for Admission form
- A master's degree in nursing (MSN) with a cumulative GPA of 3.0 on a 4.0 scale or a doctor of nursing practice (DNP) with a cumulative GPA of 3.0 on a 4.0 scale
- Official transcript for either MSN if post-MSN or DNP if post-DNP
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence
- Professional resume of curriculum vita, an equivalent of one full-time year of experience as a registered nurse
- Essay of approximately 500 words describing short-and long-term career goals and a plan to achieve them

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- Two professional references; one from a nurse educator familiar with the applicant's ability to do academic work and one from an immediate supervisor (e.g., nurse manager), preceptor, or mentor familiar with the applicant's clinical skills
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admission process at the applicant's expense.

Specialty Learning Outcomes

- Develop healthy workplace communities through effective communication, collaborative relationships, trust, conflict resolution, consensus building, and creation of a shared vision.
- Utilize systems thinking and knowledge of delivery models and healthcare economics, policy, and governance to facilitate organizational compliance, performance, and growth.
- Demonstrate leadership through modeling and emphasis on data-driven decision making, evidence-based practice, quality improvement, and patient safety.
- Lead planned change necessary for the achievement of institutional and department goals.
- Design strategies for the continuing development of staff for personal growth as well as improvement of patient and organizational outcomes.
- Implement the role of a nurse leader, nurse manager, or nurse executive in a professional, respectful, and ethical manner.

Curriculum

Trimester 1

HSA 7200 - Foundations of Health Care Administration Hours: 3

HSA 7450 - Human Resource Management and Organizational Development and Leadership for Health Care Administration Hours: 3

Trimester 2

HSA 7225 - Strategic Planning in Health Care Administration Hours: 3

NUR 7xxx - Indirect Care Role Practicum I Hours: 3

Trimester 3

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

NUR 7xyy - Indirect Care Role Practicum II Hours: 3

Total Credit Hours 17

Nurse Informaticist PG Certificate

The interdisciplinary field of nursing informatics is growing. As a nurse informaticist, graduates will oversee health care technology systems, communication work flows, and the use of patient data for health care quality and safety. Graduates may serve as an information manager, system designer, planner, evaluator, or project manager. The Nurse Informaticist role is critical in

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facilitating effective collaboration in the field of nursing, which leads to improved patient care outcome.

Graduates who complete the Nursing Informaticist role specialization are eligible to receive the following Certification:

- Nursing informatics (RN-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

- Application for Admission form
- A master's degree in nursing (MSN) with a cumulative GPA of 3.0 on a 4.0 scale or a Doctorate of Nursing Practice (DNP) with a cumulative GPA of 3.0 on a 4.0 scale
- Official transcript for MSN if post-MSN or DNP if post-DNP
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence
- Professional resume of curriculum vita, an equivalent of one full-time year of experience as a registered nurse
- Essay of approximately 500 words describing short-and long-term career goals and a plan to achieve them
- Two professional references; one from a nurse educator familiar with the applicant's ability to do academic work and one from an immediate supervisor (e.g., nurse manager), preceptor, or mentor familiar with the applicant's clinical skills
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admission process at the applicant's expense.

Specialty Learning Outcomes

- Assess the need for information technology and knowledge management through analysis of data, work flow, human factors, economics, and efficiency, along with consultation with stakeholders.
- Identify problems, issues, and opportunities for improvement in information technology and knowledge management.
- Collaborate with other stakeholders to develop a strategic project plan and time line for implementation of information technology and knowledge management.
- Implement the project plan through demonstration of leadership and collaboration and principles of planned change.
- Evaluate the impact of information technology and knowledge management using established criteria, data collection and analysis, and feedback from stakeholders.
- Implement the role of a nurse informaticist in a professional, respectful, and ethical manner.

Curriculum

Trimester 1

IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3

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IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3

Trimester 2

IPE 7365 - Information Management for Quality and Safety Hours: 3

NUR 7xxx - Indirect Care Role Practicum I Hours: 3

Trimester 3

IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

NUR 7xxy - Indirect Care Role Practicum II Hours: 3

Total Credit Hours 17

Clinical Orthopaedic Residency

The Clinical Orthopaedic Residency offers physical therapists the opportunity to enhance their clinical skills through post-professional training in examination, evaluation, clinical reasoning, manual therapy skills, and patient management based upon the practice dimensions described in the Description of Specialty Practice for Orthopaedic Physical Therapy.

Participants can also earn academic credit toward the tDPT or EdD programs at the University of St. Augustine.

Program Basics

- Length of residency: Minimum of 12 months; maximum of 36 months
- Prerequisites: Licensed or eligible for licensure
- Patient-care hours: 1,030
- Mentored hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead three (online or in clinic)
- Case rounds: Attend and present at 12 case rounds (online or in clinic)
- Case presentations: Attend and present three case presentations
- Conference requirement: Attend one professional conference
- Scholarly requirement: Submit one poster presentation
- When can I start? Terms and didactic coursework begin January, May, and September; clinical start time is flexible

Mission Statement

The mission of the Clinical Orthopaedic Residency program at the University of St. Augustine is to graduate physical therapists who have achieved competency of skills in both clinical and didactic learning in orthopaedic physical therapy.

Program Learning Outcomes

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The following are the goals and outcomes for the Orthopaedic Physical Therapy Residency program of University of St. Augustine for Health Sciences:

- The graduate of the Orthopaedic Residency program will achieve competency in orthopaedic clinical practice.
- The Orthopaedic Residency program will maintain the standards and enhance the development of clinical mentors for the residency program.
- The Orthopaedic Residency program will ensure standards of the orthopaedic residency as per the APTA accrediting process.

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Admission Requirements

All applicants to the Clinical Orthopaedic Residency program must complete an application/admissions process. This residency program is intended for recent graduates, as well as clinicians who want to accelerate their current clinical orthopaedic knowledge and skill. Applicants must be licensed or eligible for licensure and must be licensed before starting the program.

APTA now has a centralized application system for residencies and fellowships: RF-PTCAS. You may apply to USAHS's Clinical Orthopaedic Residency through RF-PTCAS.

Documents that must be submitted include the following:

- RF-PTCAS Application for Admission
- Essay
- Official transcripts from all previous institutions of higher learning
- Two references from professional colleagues
- Current résumé which lists continuing education involvement and professional publications
- Copy of professional state license
- Current photograph

Program Requirements

USAHS's Clinical Orthopaedic Residency is a demanding clinical and didactic learning experience, designed to graduate physical therapists with competency of skills in orthopaedic physical therapy.

Clinical

- A minimum of 1,030 patient-care hours including treatment in the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis - SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand
- 160 hours (over the duration of the residency) of one-on-one mentoring in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Residency in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the orthopaedic residency is based upon six APTA Orthopaedic section monoliths. The curriculum covers examination, evaluation, and treatment of common orthopaedic conditions and is organized into three terms: Spine, Upper Extremity, and Lower Extremity.

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)

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- Complete health care observations, mentored clinical exams, and clinical skills checklists
- Present three formal case presentations
- Attend three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attendance at one professional conference
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Instructional mediums will include individual study of curriculum, case scenarios, written and online examination, interactive Web-based learning experiences, group discussions and review, and one weekend lab session each term.

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative fee: \$10,000.00 for the duration of the program
- APTA Monoliths (curriculum): \$410.00
- Cost of APTA/Ortho Section membership dues
- Cost of attendance and travel to the Clinical Instructor (CI) Credentialing Course and professional conference
- Cost of travel to the three required residency skills labs on the St. Augustine, Florida, campus
- Cost of malpractice insurance
- Residents will be mentored in an outpatient orthopaedic clinic by a qualified mentor while completing didactic components: If applicable, mentor fees for clinical mentoring are negotiated between resident and mentor.

Accreditation

The Clinical Orthopaedic Residency program was accredited by ABPTRFE in 2016.

Orthopaedic Manual Physical Therapy Fellowship

The Orthopaedic Manual Physical Therapy Fellowship at the University of St. Augustine for Health Sciences offers practicing physical therapists the opportunity to enhance their manual physical therapy skills through a focused curriculum with advanced clinical and didactic instruction that is intensive and extensive.

Participants can also earn academic credit toward the transitional DPT, EdD, or DHSc programs at the University of St. Augustine.

Program Basics

- Length of Fellowship: Minimum of 12 months; maximum of 36 months
- Prerequisites: E1 and S1 seminars; 2 years' clinical experience in orthopaedics or completion of an accredited orthopaedic residency
- Patient-care hours: 440

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- Mentored hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead three (online or in clinic)
- Case rounds: Attend and present at 12 case rounds (online or in clinic)
- Conference requirement: Attend one American Academy of Orthopaedic Manual Physical Therapists (AAOMPT) conference
- Scholarly requirement: Submit one poster presentation
- When can I start? Terms begin three times per year (January, May, and September).

Mission Statement

The mission of the Orthopaedic Manual Physical Therapy Fellowship program at USAHS is to graduate physical therapists who have achieved advanced competency of skills in both clinical and didactic learning in orthopaedic manual physical therapy.

Program Learning Outcomes

The goal of USAHS' Orthopaedic Manual Physical Therapy Fellowship program is to supply a mentored process of learning that achieves advanced clinical specialty skills for both psychomotor and didactic learning, that facilitates enhancement of decision making through critical thinking and problem solving, and through which the mentor enhances the therapist's ability to be an independent, active learner.

At the completion of the Orthopaedic Manual Physical Therapy Fellowship program of USAHS, the fellow graduate will

- apply advanced skills for examination of orthopaedic patient cases;
- analyze the outcomes of the patient examination to formulate an evaluation statement;
- apply and modify advanced skills for intervention of orthopaedic patient cases;
- plan and implement physical therapy management strategies, which take into consideration preventative aspects of patient documentation and employment needs of the patient;
- plan and implement physical therapy management strategies, which relate directly to functional improvement;
- demonstrate appropriate decision making for patient care;
- apply evidence based practice with patient care;
- formulate a research investigation;
- communicate effectively with patient and patient-related services and administrative personnel;
- identify strengths and weakness in his or her learning environment through reflective thinking and appropriate communications;
- apply an ethical standard of clinical practice; and
- apply to become a Fellow of AAOMPT.

Admission Requirements

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All applicants to the Orthopaedic Manual Physical Therapy Fellowship program must undergo an application/admission process. The Orthopaedic Manual Physical Therapy Fellowship program is open to any physical therapist who has a minimum of 2 years of clinical practice in orthopaedics or has completed an APTA-accredited Orthopaedic Residency and has completed the USAHS E1 and S1 seminars.

APTA now has a centralized application system for residencies and fellowships, RF-PTCAS. Candidates must apply to USAHS' Orthopaedic Manual Physical Therapy Fellowship through RF-PTCAS.

Documents that must be submitted include the following:

- RF-PTCAS Application
- Essay
- Official transcripts from all previous institutions of higher learning
- Two references from professional colleagues
- Current résumé which lists continuing education involvement and professional publications
- Copy of professional state license
- Current photograph

Responsibility and Learning Activities

USAHS' Orthopaedic Manual Physical Therapy Fellowship is a demanding clinical and didactic learning experience designed to graduate physical therapists with advanced competency in manual physical therapy.

Participants are responsible for their progress in the fellowship program. Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty. However, both the faculty and participant must remain flexible to possible changes that may occur in the schedule.

Clinical

- A minimum of 440 patient care hours—examination and treatment will cover the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis - SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand.
- 160 hours of one-on-one mentoring (over the duration of the fellowship) in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Manual Physical Therapy Fellowship in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the fellowship focuses on advanced training in examination, evaluation, clinical reasoning, orthopaedic manual physical therapy, and patient management based upon

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the practice dimensions described in the Advanced Description of Specialty Practice for Orthopaedic Physical Therapy and the AAOMPT Education Standards of Practice.

Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty.

Examples of potential courses include the following:

- Research for the Clinician
- Foundations of Clinical Orthopaedics
- Dry Needling
- Professional Presentations
- Educational Theory
- Basic Craniofacial
- Pain Science
- Professional Development Portfolio
- Practicum
- Imaging
- Cultural Competence
- Perspectives in Practice
- Clinical Instructor Credentialing
- E1: Extremity Evaluation and Manipulation; E2: Extremity Integration
- S1: Intro to Spinal Evaluation and Manipulation; S2: Advanced Evaluation and Manipulation of Lumbar Thoracic Spine; S3: Advanced Evaluation and Manipulation of Craniofacial, Cervical and Upper Thoracic Spine; S4: Functional Analysis and Management of Lumbo-Pelvic-Hip Complex
- MF1: Myofascial Manipulation
- Manual Therapy Certification or Review
- Thrust
- Imaging Seminar
- Craniofacial I or Advanced Craniofacial
- Spinal Instability
- APTA CI Credentialing course

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Present three formal case presentations
- Attend Manual Therapy Certification review week or three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attend one AAOMPT conference
- Complete health care observations, mentored clinical exams, and clinical skills checklists
- Complete a professional communications project
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)

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- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative cost of \$12,000.00 if the applicant has already taken Manual Therapy Certification, and \$15,000 if the applicant has not yet taken Manual Therapy Certification for the duration of the program
- Cost of APTA and AAOMPT membership dues
- Cost of attendance and travel to a Clinical Instructor (CI) Credentialing Course and an AAOMPT conference
- Cost of malpractice insurance

Fellows in training will be mentored in a qualified clinic by an approved mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiable between fellow and mentor.

Accreditation

The Orthopaedic Manual Physical Therapy Fellowship program was reaccredited by ABPTRFE in 2013.

Division of Continuing Professional Education

General

While the University supports clinical specialization, it also supports cross-disciplinary and multiskilled practices. The University offers its seminars to multiple professionals—provided their education and licensure enable them to use the instruction provided. Admission to continuing professional education seminars is open to all appropriately licensed health care professionals.

While every effort is made to allow therapists to attend any seminar of their choosing, certain advanced seminars require prerequisite seminars. Additionally, seminars are structured to be integrated with specialty certifications, and transitional and post-professional advanced degree programs. The University reserves the right to restrict attendance to only those professionals whom it determines have appropriate qualifications. Health practitioners other than physical and occupational therapists (e.g., MDs, Physical Therapy Assistant (PTAs), Occupational Therapy Assistant (OTAs)) may attend selected seminars, provided their license enables them to practice the content of the seminar. Professional licensure required for specific seminars is published elsewhere in this Catalog and in seminar brochures.

The University has long held that continuing education should be structured toward a meaningful goal. To meet professional development goals, certification programs offer a series of seminars, which culminate in a comprehensive examination (written, oral, and practical testing to define competency in the selected clinical area). Certifications are an integral part of the University's transitional and post-professional degrees.

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Certification Preparation and Exam is a 6-day process which provides a review and update of the content of each prerequisite seminar. The objective is the safe application and interpretation of advanced clinical skills. Results are confidential. Only the names of those who pass are published with written authorization. Some attend the week purely for the value of review. Some attend more than twice before taking the exams. Those who do not satisfactorily complete all the components of the certification process may be retested.

Seminars leading to certification may be taken for either CEUs or toward graduate credit. Graduate credit is earned by completing distance education coursework after attending the seminars. CEUs are awarded for seminar course attendance unless students register for graduate credit. CEUs are invalid once students register in the distance education portion of the seminar course for academic credit. This policy is disclosed on continuing education certificates. If all the seminars leading to certification are taken for graduate credit, 17 to 19 hours are awarded toward an advanced degree (varies by specialty track).

Certification Week

A candidate may apply to take the Certification Preparation and Examination Week provided he or she has either taken or will have taken all the prerequisite seminars for the chosen certification prior to the Certification Week.

Note: Early registration is encouraged, as waiting lists often develop. The special refund policy for certifications is designed to discourage late withdrawal.

Publication

After successful completion of certification, the therapist may give permission for his or her name to be added to our Certification Graduate List. This list is made freely available to professional colleagues and for referrals and is a highly regarded resource. It is on the University website: Certification List.

Certification Curricula

Call 800-241-1027 Ext.1400 to register for seminars or visit the University's website: Continuing Professional Education.

The S1 and E1 seminars are requirements for most certifications and do not have to be repeated when obtaining more than one certification. Each certification is summarized below, along with who may attend, applicable CEUs, and seminar tuition amounts (additional tuition charges are applied if a seminar is taken for graduate credit).

There are additional certification-track credit requirements for transitional degree students. The Foundations of Clinical Orthopaedics (FCO; two credits) is highly recommended for all degree-seeking students.

Registration Policies and Procedures for CPE and Certifications

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To register for continuing professional education and certification seminars, write, call, fax, or email USAHS. Online registration is available at the University's website: Continuing Professional Education.

Write:

University of St. Augustine for Health Sciences
1 University Boulevard
St. Augustine, FL 32086

Attention: Continuing Professional Education Dept.

Phone: In U.S. and Canada 1-800-241-1027 or 904-826-0084, ext. 1400

Fax: 904-826-0085

Website: <http://www.usa.edu/>

E-mail: info@usa.edu

A \$100.00 nonrefundable deposit is required when registering for continuing education seminars. Seminar tuition is due 30 days prior to the first day of the class. If you call to register, your place in the seminar will be held pending receipt of deposit within 10 working days. Payment can be made with check, money order, Visa, MasterCard, or American Express. In the event of a company-paid registration, purchase order numbers will be accepted when provided by that company's authorized personnel.

For CPE seminars, with 2 weeks' notice of cancellation by the student, tuition will be either transferred to another seminar, put into a "funds on hold" account, or the balance will be refunded less the \$100.00 nonrefundable deposit. Cancellation up to 3 working days prior to the start of the seminar, 50% of the balance will be refunded. With 3 working days' notice, 100% of the balance may be transferred to another seminar or placed into a "funds on hold" account. No refunds will be issued. Transfer of funds is limited to two seminars. Funds are held in the "funds on hold" account for 2 years from inception date. After the seminar begins, no refunds are issued or transfers allowed.

In the event of company-paid registration, the company has the right to cancel under the above policy. The therapist will be contacted and may be given the option to remain registered for the seminar and be the responsible party for the tuition.

A 50% nonrefundable, nontransferable deposit must accompany certification seminar registrations. The balance is due 60 days prior to the start date of the seminar. Refunds requested 90 days or more before the seminar begins permit a transfer of only 50% of the deposit to another seminar with any remaining balance paid being fully refundable. Cancellation and request for transfers for the certification seminars received less than 90 days before commencement of the seminar will result in a loss of the deposit. These provisions were added to assist the University in planning for staff and facilities and to discourage last minute changes

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in plans by seminar registrants since the University is unable to fill vacancies with other candidates on short notice.

Tuition and Fees

The continuing education seminar calendar and USAHS' website, Continuing Professional Education, include current tuition charges. Calendars are advertised widely in physical therapy and occupational therapy publications. The calendar may also be obtained by calling the University at 1- 800-241-1027, ext. 1400.

Retention of Student Records

The University retains CPE student records indefinitely.

Continuing Education Units (CEUs)

Enrolling and attending our continuing education seminars qualifies the therapist for a certificate of attendance which confers continuing education units. These CEUs are accepted by most state licensing bodies toward maintaining the professional license.

Seminar Approvals/Accreditation

The University of St. Augustine has been accredited as an Accredited Provider by the International Association for Continuing Education and Training (IACET), 7918 Jones Branch Dr., Suite 300, McLean, VA 22102.

In obtaining this accreditation, the University of St. Augustine has demonstrated that it complies with the ANSI/IACET Standards, which are widely recognized as standards of good practice internationally.

Because of their Accredited Provider membership status, USAHS is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET Standards. All University seminars are recognized by the Florida Physical Therapy Association and meet licensure requirements for Florida physical therapists and by the Florida Occupational Therapy Association and meet licensure requirements for Florida occupational therapists. Continuing education seminars are not under the purview of the Commission for Independent Education.

Seminar Availability

Seminars are held nationwide, according to interest. Schedules are completed a year in advance and are advertised widely in physical therapy and occupational therapy publications. The schedule may be viewed on the USAHS' website, Continuing Professional Education. Continuing education seminar calendars are also available by calling 1-800-241-1027, ext. 1400. The University seeks to offer each of its listed seminars at least once annually and usually eliminates seminars that are not held at least every other year from its regular listing.

Waiting Lists

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If the seminar for which you apply is full, you have the option of being placed on a waiting list, transferring to another seminar, or receiving a refund. Graduate students enrolled in any of the University's transitional or post-professional programs have priority on the waiting list. Early registration is recommended.

Cancellation by the University

The University does not wish to cancel advertised seminars. However, it is sometimes necessary. Registrants are notified a minimum of 3 weeks prior to the seminar start date. The University is not responsible for reimbursement of expenses, including nonrefundable airline tickets.

Hours of Attendance

Unless otherwise noted, most seminars begin at 8:30 or 9:00 a.m. on the first day, and run from seven to eight hours daily, not including the lunch hour. All sessions must be attended. Should more than two hours of any one seminar be missed, the policy of the University is to exclude the student from further participation in that seminar, at the discretion of the instructor. The instructor will determine whether missing that specific part of the seminar compromises the student's understanding of subsequent sessions or may place a fellow student or future patient in jeopardy. The Certificate of Attendance may be withheld as the stated hours may no longer be valid. (Remedial activity may be required.)

Sequencing of Seminars

Some University seminars require that a prerequisite seminar be taken first. Contact the CPE Registration Office for more information.

Seminars from Other Organizations

The University is unable to recognize prerequisite seminars given by instructors outside of the University for continuing education seminars.

Accommodations

Most continuing education seminars outside of St. Augustine are held at hotels or at sponsoring clinical sites. Securing room accommodations may be accomplished by contacting the hotel directly or through a travel agent. Please note that the University is not responsible for the standard of your accommodations. On occasions where securing conference space at a hotel is linked to patronage of guest rooms, those that elect to stay at the designated hotel will have priority of registration.

Dress

Dress should be appropriate for attending a professional conference. Good judgment is required when attending seminars held in a hotel that is frequented by other professionals. For the practical sessions, usually beginning the first day, the registrant must be prepared to expose the area under examination. For extremity seminars, all peripheral joints apart from the hip will need to be exposed. Shorts or loose slacks are preferred for lab sessions. For spinal seminars,

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the entire spine from occiput to sacrum must be exposed except for a narrow bra or bikini top. One-piece bathing suits that do not easily expose the iliac crest and sacrum are unacceptable as they may interfere with the learning process of other registrants.

Physical Health

Instructors maintain the right to discontinue instruction to any student who is in unsatisfactory health due to illness.

Students who are pregnant must inform the instructor. At the student's discretion, and with permission of the instructor, she may be a full participant with the exception of manipulation techniques that involve stretching the soft tissues around the pelvis and subcranial regions.

Co-sponsorship of Seminars

The University welcomes inquiries to co-sponsor seminars. Generally, the University requires the cosponsor to provide space and amenities at a convenient and suitable location, as well as to help promote local and regional attendance. In return, USAHS provides a complimentary seat and opportunities to earn additional several free seminar slots based on paid registrations. In addition, discounted tuition is also offered to persons identified by the cosponsoring hospital, school, clinic, or chapter. Further information is available from the Assistant Director of Continuing Professional Education.

Release of Liability

It is required that students registering for a seminar with a laboratory component sign a Release of Liability Form. The form is distributed at the seminar and completed before commencement of the program.

Craniomandibular Head, Neck and Facial Pain Certification

Seminars	Who Attends CEU Tuition		
Spinal Evaluation and Manipulation (S1)	PT	2.6	\$595.00
Advanced Craniofacial, Cervical, and Upper Thoracic Spine (S3)	PT	2.7	\$795.00
Basic Craniofacial (CF1) (online)	PT	2.0	\$485.00
Intermediate Craniofacial (CF2)	PT	1.5	\$495.00
Advanced Craniofacial (CF3)	PT	1.5	\$495.00
State of the Art Craniofacial (CF4)	PT	1.5	\$495.00

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Certification in Craniomandibular, Head, Neck, and Facial Pain (CFC) PT 3.2 \$995.00

Totals 15.0

Additional seminars are available for continuing professional education and elective credits in the degree program and are described in the Transitional and Post-Professional Courses section of this catalog.

Manual Therapy Certification

Seminars	Who Attends CEU Tuition		
Spinal Evaluation and Manipulation (S1)	PT	2.6	\$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	\$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT	1.5	\$495.00
Extremity Integration (E2)	PT	2.1	\$595.00
Myofascial Manipulation (MF1)	PT	1.8	\$495.00
Advanced Pelvis, Lumbar and Thoracic Spine Including Thrust (S2)	PT	1.8	\$495.00
Advanced Craniofacial, Cervical and Upper Thoracic Spine (S3)	PT	2.7	\$795.00
Functional Analysis: Lumbo-Pelvic-Hip Complex (S4)	PT	1.6	\$495.00
Certification in Manual Therapy (MTC)	PT	3.2	\$995.00
Totals		18.8	

Primary Care Certification

Seminars	Who Attends CEU Tuition		
Spinal Evaluation and Manipulation (S1)	PT	2.6	\$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	\$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	\$495.00

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Differential Diagnosis - Online	PT/OT	2.0	\$325.00
Pharmacology - Online	PT/OT	2.0	\$195.00
Applied Musculoskeletal Imaging for Physical Therapists PT		1.5	\$495.00
Intro to Primary Care	PT/OT	0.8	\$245.00
Certification in Primary Care (PCC)	PT	3.2	\$995.00
Totals		15.1	

Sports Physical Therapy Certification

Through an arrangement with the North American Sports Medicine Institute (NASMI), the University offers a collaborative Certification in Sports Physical Therapy. Call NASMI for course information and scheduling at 1-503-642-4432 or visit their website at www.rehabeducation.com.

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.6	\$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	\$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	\$495.00
Foundations/Competencies in Sports PT*	PT/PTA ATC/OT/COTA	3.0	\$545.00
Managing the Runner: Analysis, Injury Prevention, and Lower Quarter Injury Rehabilitation*	PT/PTA ATC/OT/COTA	1.6	\$485.00
Rehabilitation Across the Lifespan: An Orthopedic and Sports Medicine Approach to the Shoulder, Hip, and Knee*	PT/PTA ATC/OT/COTA	1.6	\$485.00
Selective Functional Movement Assessment*	PT/PTA ATC/OT/COTA	1.6	\$945.00
STC Certification in Sports	PT	3.2	\$995.00
Totals		16.6	

**Seminars offered through the North American Sports Medicine Institute (NASMI)*

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Course Descriptions

Prefix Key

ATP - Athletic training	IPE - Interprofessional education
BSC - Basic sciences	MHS - Master health sciences
COM - Communication	NUR - Nursing
EDF - Education	OCT - Occupational therapy
HSA - Health services administration	PHT - Physical therapy
HSC - Health sciences	SLP - Speech language pathology
IDS - Independent study	

Athletic Training

ATP 6000 - Leadership in Athletic Training

Hours: 3 This course focuses on characteristics of successful leadership and principles associated with developing leadership skills. Opportunities of leadership within the profession, work setting, and community are discussed.

ATP 6025 - Business of Athletic Training

Hours: 3 Managing various aspects of the profession of athletic training requires an understanding of business principles. This course describes the principles and practices of financial management, budgeting, marketing, consulting, and many other business-related skills.

ATP 6175 - Emergency Athletic Training

Hours: 3 This emergency procedures course will highlight current best practices in the field of athletic training. This course will include a week-long, on-site residency that will deliver a hands-on approach to emphasizing the proper skill set required for handling emergency situations. Circumstances addressed will include head trauma, spinal cord injury, establishing and maintaining airways, managing environmental illness, patient death, and many others.

ATP 6215 - Sport and Disability

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Hours: 3 The focus of this course addresses the involvement of athletes with disabilities in sport. Challenges associated with participation, Paralympic governing bodies, and rules governing sanctioned sports are emphasized.

ATP 6330 - International Athletic Training

Hours: 3 The purpose of this course is to reflect upon the history of athletic training outside of the United States and to recognize similarities, differences, and opportunities of practicing athletic training in another country. International organizations and Olympic sports medicine will be discussed.

ATP 6450 - Comprehensive Project

Hours: 3 A comprehensive project is required and reflects a culmination of the knowledge acquired throughout the curriculum resulting in a meaningful body of work. The final product is submitted for publication in a peer-reviewed scientific journal, for presentation at a professional conference, or for practical purposes of implementation in one's employment setting.

ATP 7050 - Cultural Competency

Hours: 3 This course introduces participants to population demographics and their impact on cultural influence with regard to health care. Course content emphasizes Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention.

ATP 7100 - Advanced Topics: Ethics in Health Care

Hours: 3 A practical approach toward contemporary ethical and legal issues surrounding allied health care professions. Ethical content includes exploring the challenges associated with patient privacy and confidentiality, patient discharge readiness (e.g., return to play), and professional behaviors that relate to unethical decisions. Principles of ethics will be defined and realistic solutions will be discussed. Understanding the areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for ethical or legal circumstances will be discussed.

ATP 7130 - Evidence Based Injury Prevention

Hours: 3 This course highlights the importance of injury prevention from a scientific perspective. Research supporting the evidence of an intervention, effective implementation, cost analysis, and outcomes effectiveness will be discussed. Basic and advanced principles of assessing research are presented.

ATP 7255 - Concussion in Sport

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Hours: 3 A contemporary approach to understanding the prevention, assessment, and rehabilitation of sport concussions. This course examines position statements, various methods of neurocognitive testing, legal cases regarding sport concussions, and individual state laws.

ATP 7280 - Psychosocial Strategies for Patient Care

Hours: 3 The innovative course explores the historical evidence surrounding holistic patient care across the allied health care professions. Psychosocial characteristics of effective clinicians are identified and patient education tools for use across clinical settings are presented. Critical examination of contemporary literature serves as the foundation for implementation.

Basic Sciences

BSC 7001 - Foundations of Clinical Orthopaedics

Hours: 3 This is an online course discussing the foundations of orthopaedics and manipulative therapy. The history and development of orthopaedics and specifically manual therapy are explored. Arthrology and biomechanics are discussed, with special attention to tissue biomechanics and arthrokinematics. Emphasis is placed on spinal anatomy and movement. The University's philosophy of examination, treatment, and pain management is introduced, but attention is also given to other diagnostic classification systems. Classifications and indications for manipulation are reviewed. The course provides an introduction to the evidence-informed clinical practice paradigm teaching the student to combine various sources of knowledge in the diagnosis, prognosis, and management of orthopaedic dysfunctions. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions

Hours: 2 In this course the student will examine current research and theories in motor control and motor learning and their relationship to examination and intervention in patients with neurologic dysfunction. Students will examine neuroanatomical structures, functions, and neuroplasticity of the nervous system as they relate to motor control tasks. Specific motor control issues in balance, gait, and upper extremity will be examined and discussed. Students will identify and explain the influence of impairments on motor dysfunction and a patient's motor control.

BSC 7125 - The Pediatric Client With Neuromotor Involvement

Hours: 3 This online, interdisciplinary course is designed to advance the student's content knowledge, clinical reasoning, and application of best practice when serving children with

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neuromotor dysfunction. Students will examine medical advancements and contributing factors of the pediatric neurological sequelae. Students will further analyze typical and atypical development. Through a neuromotor lens, students will explore clinical manifestations of children with neuromotor dysfunction. Students will also explore theoretical foundations, which will ground further synthesis and application of assessment and intervention.

BSC 7155 - Functional Performance in the Older Adult

Hours: 2 This focus of this course is on the analysis of the impact that multidimensional issues related to aging have on functional performance. Issues include normal aging changes in physical, psychosocial and cognitive domains and the common pathologies older adults experience in these areas. Students will examine the evidence supporting various interventions for older adults. Discussions will enhance the role therapists can successfully have in promoting optimal aging for clients and caregivers

BSC 7301 - Ergonomics

Hours: 2 This online course examines a variety of aspects of work-related ergonomics. Participants will review the history of ergonomics, ergonomic statistics, client-centered framework of practice, the Americans with Disabilities Act, universal design, posture, standing, sitting, computer work-station evaluation, occupational risks, cumulative trauma disorders/repetitive strain injuries/tendonitis, and low-back pain. Worker assessment and work hardening are reviewed before carrying out a worksite assessment. Injury prevention, ergonomic equipment, ergonomic resources, and documentation are also discussed.

Communications

COM 7130 - Healthcare Communication and Collaboration

Hours: 3 In this online course, students will develop the understanding and competency to deal with common communication issues in the healthcare professions, including cultural differences, interdisciplinary collaboration, professional and clinical documentation, case presentations, social media presence, and successful project management. This course will focus on effective writing, speaking, and conflict management skills. These abilities determine professional credibility and impact patient outcomes.

Education

EDF 7010 - Teaching Online

Hours: 1 This course is designed as an exploration of best practices associated with teaching university online courses. Our focus is decidedly practical and will explore techniques for

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building and maintaining community, as well as designing and facilitating bulletin board conversations. We will also review the organization time management and technical skills that support success.

EDF 7013 - Practical Application of Online Teaching

Hours: 3 Learners will understand the tenets of online and blended learning theory and principles in adult learning. Course design and methodology will be used in applying teaching theories utilized in the creation of engaging online learning activities for the health science learner. Learners will show proficiency in outlining and developing key content areas within the online classroom through planning and practice while paying attention to the importance of formative and summative feedback. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies. The instructor or student may seek an exception to the prerequisite via the program director.

EDF 7050 - Teaching Methods in Higher Education

Hours: 3 This online course engages learners to examine the basic concepts associated with teaching and learning within higher education environments and methods to be an effective academic educator. This course focuses on educational theoretical underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners. This course discusses the fundamentals of teaching and is highly recommended for the new instructor, or instructors wishing to review theories and concepts related to teaching, learning, and assessment.

EDF 7111 - Research Methods I

Hours: 3 An examination and critical evaluation of research processes, including the principles of applied and practical statistical analysis, descriptive statistical approaches, evaluation of research theory, and the various quantitative and qualitative research designs utilized in the health science fields, with a special focus on educational research. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

EDF 7121 - Research Methods II

Hours: 3 An examination of research applications and methods using inferential and predictive statistical analysis commonly used, as well as qualitative and quasi-experimental approaches. Focus is on developing the authentic skills necessary for research practice in the health sciences and educational settings, including the skills necessary to publish and present research in peer-reviewed forums. Prerequisite: EDF 7111 Research Methods I

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EDF 7125 - Organizational Leadership and Policy in Health Care

Hours: 4 Effective organizational leadership in health care is critical for developing, implementing, sustaining, and modifying appropriate policies to address major health concerns, including controlling costs, increasing access to services, improving the quality of health services, and enhancing the effectiveness of program outcomes. A skilled workforce, ethical and trained leaders, and effective policies are integral to the implementation of programs and services that successfully promote the public's health. The goal of this course is to examine the conceptual, methodological, and ethical foundations of health care leadership and administration leading to the development and analysis of health related policy at all levels. The course will focus on analyzing the process of policymaking in the formulation, implementation, adoption, and modification phases of current health policy through effective leadership and administration.

EDF 7140 - Philosophy of Knowledge

Hours: 4 Philosophy of knowledge is concerned most fundamentally with epistemology, or in other words, the nature and scope of knowledge-what we know, how we know it, and how we organize what we know into systems such as academic and professional knowledge communities. This course examines how such systems of knowledge have developed in the contemporary world and investigates our beliefs about what can be known. Moreover, the course analyzes and evaluates the effectiveness and consequences to knowledge of dividing the pursuit and practices of knowing into academic and professional disciplines.

EDF 7150 - Foundations of Teaching and Learning

Hours: 4 Patient care, clinical administrative management, and academic appointments are areas where practitioners have teaching obligations. Students in this course will acquire a working knowledge of the mechanisms by which adults learn, understand, and remember. Students will apply these mechanisms to the study of teaching strategies and instructional decision making. Topics will include cognition, information processing and assessment, critical thinking, and the application of this knowledge for teaching.

EDF 7160 - Curriculum Development in Health Sciences Education

Hours: 3 Through application of sound educational principles, theories, and research evidence, the student will demonstrate knowledge of learner-centered curriculum development and program assessment for academic, clinical, and staff development settings. Curriculum development will include identifying program philosophy and outcomes, developing competency statements, writing course objectives, and selecting appropriate learning activities and evaluation methods. Problem-based learning will be explored for its application to health sciences education. Both initial curriculum development and strategic plans for change will

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occur in collaboration with external constituencies and within the context of current and future trends in health care, community and societal needs, and the health care environment.

EDF 7161 - Program and Curricular Design for Health Science Education

Hours: 3 The focus of this course is a systematic approach to curriculum design and program planning addressing the following features: critical exploration of multiple program planning models; philosophy of education; needs assessment; program outcomes, and learning objectives; transfer of learning and program structure; program evaluation and reporting. The student will demonstrate knowledge of learner-centered curriculum development and methods of program assessment for academic, clinical, and staff development settings. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

EDF 7171 - Motivational Theory in Health Care Education

Hours: 3 An investigation and discussion of current and historically significant theories of motivation in educational research and how they can be utilized in various settings including the classroom, at work, and with patients/clients. Prerequisite: EDF 7175 Foundational Theories in Education

EDF 7175 - Foundational Theories in Education

Hours: 3 This online course examines the theories of teaching and learning related to research and health science education. Selected learning theories are analyzed from the perspective of teaching and learning. Students will be introduced to the various historical learning theories and research-based educational theories from the perspective of a modern day learner. Strategies and ideas for the use of educational theories in learning will be explored with emphasis on application in today's learning environments.

EDF 7180 - Technology in Higher Education

Hours: 3 It is important for educators to understand both the potentials and pitfalls of technology in education. This course will provide the student with an understanding of learning models and the impact technology can have toward enhancing and enriching the learning process. The primary focus will be the application of teaching and learning strategies that integrate technology as a method or tool to enrich the educational process. Using technology tools for solving a variety of problems, teaching presentation, evaluating student performance, and implementing distance learning systems will also be explored.

EDF 7182 - Innovations in Healthcare Education

Hours: 3 This course challenges learners as they explore innovative evidence-based teaching methods and strategies in the development of healthcare curricula for an diverse population of

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students. Consideration for a variety of adult learning theories, student learning styles, interprofessional foci, and how and why students learn best is incorporated into designing healthcare curricula. A variety of teaching and instructional design strategies that promote active student-centered learning and their appropriate use are examined.

EDF 7190 - Current Issues in Health Sciences Education

Hours: 3 This course will allow students to research and choose those current issues most prevalent and most useful to the students in their current learning programs. The course will focus on self-guided learning and will drive the students through a process whereby they will explore relevant issues, debate with classmates, and present a final portfolio useful to the students in future teaching endeavors. Possible topics the students may research include ADA, higher education law, ethics, health care law, student retention, and advisement.

EDF 7200 - Residency I

Hours: 2 This course will serve as an introduction to a variety of topics and will occur over the course of 1 weekend on the St. Augustine, Florida, campus. There will be didactic classroom sessions with invited guest speakers, as well as debates, presentations, and question and answer sessions. Students also will have the opportunity to meet with faculty and to interact with other students in a face-to-face manner. There will be written and interactive online assignments to align with the topics presented on campus. It is expected these activities would be completed in 2–3 days.

EDF 7225 - Residency II

Hours: 2 This course will serve as an advanced presentation of topics that will build upon Residency I. There will be didactic classroom sessions with invited guest speakers. Students will spend time focused on developing a dissertation topic, working with advisors, and completing their final preparations for beginning their dissertation work. There will be interactive and online assignments to align with their topics. Students will be asked to make a teaching presentation and will be evaluated by peers and faculty during this time. The focus of this residency will be moving the student from coursework to the more independent work required in the latter portion of the curriculum. Prerequisite: EDF 7200 Residency I

EDF 7235 - Ethical Principles in Healthcare

Hours: 3 This course provides a comprehensive perspective on ethical issues in nursing and healthcare education and clinical practice. It takes a practical approach toward contemporary ethical issues surrounding healthcare professions and emphasizes an interprofessional appreciation of ethical decision-making. Ethical principles, theory and decision-making models will provide the foundation for ethical case analysis and other critical thinking activities. Principles and constructs such as morality, goals of professional practice, professional and

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organizational values, and socio-cultural contexts of a health care will be defined and realistic solutions will be discussed with discipline specific emphasis to create an interprofessional culture. Understanding the ethical-legal relationship in areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for the circumstances will be discussed.

EDF 7250 - Teaching Internship

Hours: Variable Students in the EdD program will be required to participate in a teaching internship that may be arranged in a variety of differing formats. Students may teach a continuing education course, an online course, or a course for academic credit along with a mentor who will work closely in the development of course materials, content, and presentation. Teaching may be done in a traditional face-to-face environment or as part of an online delivery method.

EDF 7260 - Assessment and Evaluation in Health Professions Education

Hours: 3 Students will learn evaluation methods used in health professions education curriculum. Content includes developing skills to create valid and reliable assessments of student learning using norm referenced and criterion referenced evaluation methods. A variety of classroom assessments will be explored as well as basic psychometric statistics; grading; communicating assessment information; testing ethics; and the use of assessments and evaluations in educational policy decisions. Students will explore assessments used for the cognitive, affective, and psychomotor domains and current issues and research related to alternatives to standardized evaluation methods, and outcome measurement in education. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies and EDF 7050 Teaching Methods for Higher Education

EDF 7324 - Contemporary Issues in Nursing Education

Hours: 3 This course provides an overview of the history, trends and current landscapes in nursing education. It focuses on the identification and analysis of issues, innovations, global trends, and policies of importance and influence in contemporary nursing education. Topics will include the different types and characteristics of public, private, and for-profit colleges and universities with their variety of entries into nursing practice. Topics include key stakeholders; changing student demographics; student retention; faculty and leadership development; accountability and accreditation; life-long learning; and technology and distance learning. Prerequisites: IPE 7000, EDF 7050 , EDF 7171 , EDF 7175

EDF 7325 - Dissertation Research Preparation

Hours: 4 Focus is on the successful passage of the written comprehensive examination, certification in research ethics and human subjects' protection, formation of the dissertation committee, and approval of the dissertation topic to move forward in the dissertation process.

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Prerequisite: Completion of 44 credits of coursework (all courses except this course and dissertation). In some cases the Program Director may waive this prerequisite.

EDF 7455 - Special Topics in Professional Practice

Hours: Varies This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experiences with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

EDF 7861 - Dissertation I

Hours: 3 This course is designed to help you complete chapters one, two, and three of your dissertation manuscript. There are three primary challenges in this course: (1) to complete the literature review, (2) to complete the methods section (chapter 3), (3) to file and secure Institutional Review Board permission, and (4) to put your manuscript into proper dissertation format.

EDF 7862 - Dissertation II

Hours: 3 In this course you conduct your experiment (experimental) or otherwise collect and analyze your data (correlational or qualitative). While the very function of completing your proposal is to have anticipated, as much as possible, all of the elements that would be necessary in this phase of the research, we will use this course to format the findings and to respond to unanticipated problems and opportunities. In this course you will complete writing chapter 3 of your dissertation with the details from your research and begin chapter 4.

EDF 7863 - Dissertation III

Hours: 3 In this course you report out your results in properly scholarly form, forward conclusions, and make recommendations for further research. It is in this course that you will complete the analysis of your data and integrate the literature that is associated with the interpretation of your results to formulate the conclusions for your dissertation.

EDF 7864 - Dissertation IV

Hours: 3 In this course you report out your results in properly scholarly form, forward conclusions, and make recommendations for further research. It is in this course that you will secure "Ready to Defend" signatures, practice, and defend your dissertation.

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EDF 7871 - Dissertation I

Hours: 4 As part of the doctorate of education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product.

EDF 7872 - Dissertation II

Hours: 4 As part of the doctorate of education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product. Prerequisite: EDF 7871

EDF 7873 - Dissertation III

Hours: 4 As part of the doctorate of education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product. Prerequisite: EDF 7871; EDF 7872

Health Services Administration

HSA 6325 - Advanced Practice in Business

Hours: 3 This interdisciplinary course will provide a real-world overview and exploration of basic business skills and principles necessary for preparing for and starting a healthcare business. A developmental continuum from idea generation to launch is discussed. Business strategies are examined to provide the learner with critical thinking skills necessary to become successful in the launching of a business within the health care industry. The advantage of entrepreneurial thinking and problem solving is reviewed. The course investigates substantive strategic marketing concepts and the process utilized to analyze, develop, implement and evaluate the

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business/practice environment. Emphasis will be placed on objective planning and evaluating metrics for success through interdisciplinary team collaboration. The intricacies of legal considerations, finance and accounting strategies and human resource management are not the focus of this course. Students will have the opportunity to develop key components of a business plan for a new business venture.

HSA 6497 - Integrated Field Project

Hours: 3 This is an integration of the knowledge and skills appropriate to a student's specialty area or area of interest. By applying theory and practice, students have the opportunity to explore various approaches relating to the delivery and administration of healthcare services. Under advisement of a faculty member, the student has two options in completing the project. One option is to identify unique and significant problems in the administration of health services and develop one publishable case report. The second option is to develop one publishable article related to critical issues in the delivery of healthcare today. Prerequisites are successful completion of Capstone Project I.

HSA 7110 - Entrepreneurial Strategies in Healthcare

Hours: 3 Using a flexible approach, students will navigate an individualized pathway where they will be introduced to theory and models of entrepreneurship in healthcare and provided application strategies through simulation at the introduction level using an interprofessional approach. The learning experience offers students the opportunity to achieve recognition of entrepreneurial excellence through digital credentials.

HSA 7115 - Healthcare Entrepreneur Marketing and Branding

Hours: 3 Using a flexible approach, students will navigate an individualized pathway to examine healthcare markets and entrepreneurial opportunities, analyze and develop a personal entrepreneurial brand, and identify optimal marketing strategies. The learning experience offers students the opportunity to achieve recognition of entrepreneurial excellence through digital credentials.

HSA 7120 - Funding and Launching a Healthcare Entrepreneurial Venture

Hours: 3 Using a flexible approach, students will navigate an individualized pathway to develop their entrepreneurial idea by examining funding and prioritization of resources, ethical and legal frameworks, and social responsibility. The learning experience offers students the opportunity to achieve recognition of entrepreneurial excellence through digital credentials.

HSA 7125 - Entrepreneurial Leadership in Healthcare

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Hours: 3 Using a flexible approach, students will navigate an individualized pathway by applying strategies for successful entrepreneurial leadership, choosing resources for growth and profitability, assessing the challenges of staffing and motivation, defending business decisions to their team and "competitors," and establishing a network and/or partnership for success. The learning experience offers students the opportunity to achieve recognition of entrepreneurial excellence through digital credentials.

HSA 7200 - Foundations of Health Care Administration

Hours: 3 Students investigate and analyze the changing landscape of the health care environment and the factors affecting the practice of health care administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for health care administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful health care administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a health care manager, administrator, and leader.

HSA 7225 - Strategic Planning in Health Care Administration

Hours: 3 Through this course students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan. They examine the role of strategic planning in achieving organizational performance, as well as the notion of planning as a cyclical process within the health care organization. Students also explore key concepts in strategic planning, including identifying the relationship of the plan to the organization's mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan's progress. Students apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific health care organization.

HSA 7233 - Revenue Cycle and Reimbursement Management

Hours: 1 Course Description In this course, students break down the complexities of revenue cycle and reimbursement management for healthcare services. The course provides details on the impact of patient access accuracy, billing and collections of various payers and patients, managed care, and steps healthcare administrators can take to navigate these challenges to maximize reimbursement. The Certified Revenue Cycle Representative (CRCR) study materials and examination offered through the Healthcare Financial Management Association (HFMA) is

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used as one of the learning tools. Current topics is used to ensure the timeliness of the healthcare reform efforts in the United States.

HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader

Hours: 3 This course provides basic accounting, finance, and economics for the healthcare leader. Students will be able to educate patient care team members on financial implications of patient care decisions, use financial statements for decision making, use basic accounting, finance, and economics concepts needed for efficient management of the healthcare organization, develop policies and procedures for coding and reimbursement, and negotiate contracts for effectiveness and compliance.

HSA 7250 - Human Resources Management and Organizational Development in Healthcare

Hours: 3 Using a systematic approach, students address the role of human resources in healthcare organizations. Students gain an understanding of key roles in planning for workforce needs and aligning with the strategic goals of the organization. Students examine organizational behavior and dynamics, as well as leadership principles to help navigate change. Students analyze theory and practice of managing individuals and groups through motivation, communication, teamwork, collaboration, leadership, organizational change, negotiation, and conflict management and resolution. Prerequisite: HSA 7200 Foundations of Healthcare Administration or Program Director approval

HSA 7260 - Operations and Quality Management in Health Care

Hours: 3 There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course familiarizes the student to a framework of various concepts and tools necessary for understanding the operationalization of health service delivery processes and their effect on performance outcomes. The development of leadership performance competencies that support interprofessional collaboration in organizational health care delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate. Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.

HSA 7375 - Health Care Informatics and Technology Management

Hours: 3 Students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and

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management. Students engage in weekly discussions and assignments designed to provide practical applications of content, focusing on electronic medical records and computerized physician order entry; linked information systems across episodes of care; integrated financial and clinical information systems; linkages among electronic information access systems; and Web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.

HSA 7450 - Human Resource Management and Organizational Development and Leadership for Health Care Administration

Hours: 3 Students address the role of human resources in health care organizations as well as the recruitment, retention, management, and development of employees. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance, as well as how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. They explore major federal and state legislation that influences human resources, key management functions within workforce planning and recruitment, and functions within workforce retention. Students devote specific attention to the administrative, operational, and strategic aspects of managing human resources, focusing on managing clinical and direct-care practitioners whose perspectives and expectations differ from those of management. Other topics that students explore and discuss include employment and contract labor law; compensation strategies, including benefits and pay for performance; staffing models; labor relations; performance management; workforce retention; and strategies for ensuring employee engagement, motivation, and satisfaction.

HSA 7455 - Special Topics in Professional Practice

Hours: Varies This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise.

HSC 6014 - Metabolic Disorders

Hours: 1 This entry-level, term-based course will review the pathology, etiology, signs, symptoms, and treatment of common metabolic disorders. The primary focus will be on the clinical implications of metabolic disorders from a rehabilitation perspective, including complications, modifications, and/or precautions.

Health Sciences

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HSC 5130C - Patient/Client Care Management I

Hours: 3 This course introduces basic patient management skills, including infection control principles, body mechanics, positioning and draping, assessment of vital signs, bed mobility, wheelchair activities, transfer techniques, passive range of motion exercise, and gait training with assistive devices. Students will develop initial skills in therapeutic touch, communication and interprofessional collaboration.

HSC 5135 - Evidence-Informed Practice I

Hours: 2 This course 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. The course includes analysis of evidence and research design.

HSC 5142 - Child Development

Hours: 3 The course will include the following: normal development across domains, developmental theories, reflexes and the role of reflexes in movement development, an overview of abnormal development and its clinical outcomes, and public laws that affect pediatric practice (schools and early intervention). The course introduces assessment and intervention strategies for pediatrics and will cover medical conditions specific to the pediatric population and therapy intervention.

HSC 5151C - Clinical Neuroscience

Hours: 5 Clinical neuroscience is a five-credit lecture and lab course in which students receive the neuroanatomical and neurophysiological foundations for understanding 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.

HSC 5310C - Clinical Neuroscience

Hours: 4 This course focuses on foundations of neuroanatomy and neurophysiology and their applications to neurological conditions seen in clinical practice. Prerequisite: Gross Anatomy I

HSC 5351 - Pharmacology

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Hours: 2 This course provides Occupational and Physical Therapy students with the general concepts of pharmacology as applicable to clinical practice. It describes classes of drugs commonly used by patients treated by therapists. These descriptions include (a) clinical uses, (b) therapeutic effects and mechanisms, and (c) side effects and contraindications. The effects of exercise, aging, and other factors on pharmacodynamics are also included when relevant to clinical practice.

HSC 5610 - Administration and Management in OT and PT

Hours: 2 The emphasis of this course is the application of administrative principles to the professions of occupational therapy (OT) and physical therapy (PT). The primary topics of the course are organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, and marketing. Students also explore guidelines for specific practice settings (e.g., skilled nursing facilities, home health, and outpatient). The course emphasizes case scenarios and requires higher-level learning.

HSC 5665 - Wellness and Health Promotion

Hours: 3 This course focuses on ways to promote health and prevent injury through behavioral change and identification of barriers to change. Health promotion planning will include individual, group, and population-based interventions. Students will examine risk behaviors that can compromise health throughout the lifespan. Applications to real-life clinic/home/community situations will allow integration of the material. The course includes participation in selected complementary and alternative health interventions.

HSC 5670 - Administration and Management in Rehabilitation Services

Hours: 3 The application of managerial and administrative principles to rehabilitation services within a changing health care environment and the impact upon the delivery of services in a variety of practice settings. Primary topics addressed include organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, collaboration and team functions, and marketing. Prerequisite: For PT Students: PHT 5570 Internship I

HSC 5700 - Wellness and Prevention in OT and PT

Hours: 3 This course will present the concept of wellness as a foundation to rehabilitation services and interventions. It will allow the students to investigate their own personal wellness and to internalize the information, to become role models of wellness in the health care profession. Additionally, the concept of wellness will be applied to the practice of rehabilitation, making relevant the content to the students' roles as future professionals. The course will include a health risk appraisal, fitness testing, nutrition analysis, emotional/mental assessments, self-reflections, identification of barriers to change, goal setting, and problem solving for

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applications to real-life clinic/home situations the rehabilitation specialist may encounter. Further, this course will incorporate area professionals for the presentation and integration of complementary/alternative forms of medicine.

HSC 5800 - Gerontology

Hours: 3 This course allows the student to synthesize the knowledge, skills, and values that are essential to the interprofessional care of the aging adult. The interactions of physical, cognitive, psychosocial, cultural, and spiritual variables are examined in the context of aging being a developmental stage of the lifespan. The roles of occupational and physical therapy to promote, maintain, and restore health and function in this population are emphasized. Interaction with community-dwelling older adults is included.

HSC 6011 - Cultural Competence

Hours: 1 This entry-level term-based course will explore concepts and practices of cultural competency in the current health care environment. Students will self-assess their cultural competence as a health care provider and examine ways to implement strategies learned into their future practice.

HSC 6031 - Cultural Competence

Hours: 1 This course will explore concepts and practices of cultural competency in the current health care environment. Students will self-assess their cultural competence as health care providers and examine ways to implement strategies learned into their future practice.

HSC 6034 - Metabolic Disorders

Hours: 1 This course will review the pathology, etiology, signs, symptoms and treatment of common metabolic disorders. The primary focus will be on the clinical implications of metabolic disorders from a rehabilitation perspective, including complications, modifications, and/or precautions.

HSC 6395 - Differential Diagnosis for the Therapist

Hours: 2 This course is designed to provide physical therapists with the background necessary to screen patients for the presence of disease. This information, combined with the therapist's knowledge and skills for management of neuromusculoskeletal dysfunction, will provide students with a comprehensive examination scheme. The information provided in the course should facilitate professional communication between the physical therapist and other health care professionals, as well as communication between the physical therapist and patient.

HSC 7200 - Information Literacy for Evidence-Based Practice

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Hours: 1 Information literacy is an important skill for evidence-based practice. It incorporates such skills as recognizing when information is needed, searching for information (including developing a research question and creating a search strategy), incorporating new information into an already established knowledge base, and using information ethically and legally. Multiple studies show that one of the most prominent barriers to evidence-based practice among clinicians is limited search skills combined with difficulty accessing evidence. This course can help students develop the information literacy skills they need to incorporate evidence into their practices. The course will also teach students how to use the University of St. Augustine library's online resources specifically and help clinicians identify what information resources are available to them beyond the University of St. Augustine.

HSC 7210 - Extremity Evaluation and Manipulation (E1)

Hours: 2 Based on the E1 Extremity Evaluation and Manipulation Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral joint examination and treatment. Clinical decision-making strategies or peripheral joint examination and treatment are strengthened through the use of selected readings required for this course. Prerequisite: Completion of the CPE seminar "Extremity Evaluation and Manipulation (E1)," offered by the University

HSC 7300 - Imaging for Physical and Occupational Therapists

Hours: 3 This course provides a background reading plain-film radiographs and in the radiographic presentation of commonly occurring dysfunctions of the spine, pelvis, and extremities. The basic tenets of MRI, CT scanning, and diagnostic ultrasound will be covered with imaging examples. Special emphasis is placed on the clinical application of diagnostic imaging findings to musculoskeletal injury and dysfunction. Students will have the opportunity to apply the principles of imaging evaluation to selected cases and special emphasis is placed on clinical application to musculoskeletal disorders. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio displaying best practice imaging application in a student's desired area of study.

HSC 7320 - Advancing Hand Therapy

Hours: 2 This course focuses on diagnoses that you would most typically treat in an outpatient orthopaedic hand clinic setting. These diagnoses will be presented with a variety of media that will complement the context and facilitate your learning. The purpose of this course is the application of quality clinical reasoning skills. Learning goals of this course include expanding the student's existing knowledge base in the area of upper extremity orthopaedic rehabilitation following trauma, disease processes, and post-surgical intervention. Secondly, students will apply this additional evidence based material to new clinical reasoning skills that will optimize the student's effectiveness with patient treatment.

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HSC 7325 - School-Based Practice

Hours: 3 This online course advances the experienced practitioner's clinical and professional knowledge to promote leadership in school-based practice. Through examination of the current evidence available, students will reflect on their current practice to identify strengths and needs related to historical and current legislation and guidelines, evaluation, intervention, individual educational programs (IEPs), outcomes, collaboration, and opportunities for advancing the role of related service providers within school systems.

HSC 7360 - Spinal Instability

Hours: 2 This is a 2 credit hour online course presenting concepts of whole-spine stabilization. Topics covered include clinical findings indicating the presence of instability, stabilization instructions for patient education, and utilization of stabilization through the process of rehabilitation. Special attention is given to clinical decision making regarding the selection of manipulation and exercises for patients with instability.

HSC 7400 - Differential Diagnosis

Hours: 3 This course is designed to provide physical therapists with the background necessary to screen patients for the presence of disease. This information, combined with the therapist's knowledge and skills for management of neuromusculoskeletal dysfunction, will provide you with a comprehensive examination scheme. The information provided in the course should facilitate professional communication between the physical therapist and other health care professionals, as well as communication between the physical therapist and patient. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio displaying best practice imaging application in a student's desired area of study.

HSC 7401 - Pharmacology

Hours: 3 This online course covers the basics of drug action as it relates to physical and occupational therapy. Drugs used in the treatment of muscle spasms and spasticity, cardiac drugs, centrally acting drugs, psychological medications, and drugs used in the treatment of pain and inflammation are covered. Interactions between therapy and medications are emphasized. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

HSC 7413 - Orthopedic Imaging for the Upper Extremity

Hours: 2 This online course provides a broad background reading plain-film radiographs and in the radiographic presentation of commonly occurring dysfunctions of the upper spine and upper extremity, as well as covering the basics of MRI, CT scanning, and diagnostic ultrasound. The

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clinical application of diagnostic-imaging findings to upper extremity rehabilitation is highlighted with special emphasis on the imaging of fractures and the biomechanical consequences of fractures. For each anatomical region, there are numerous online exercises in radiographic anatomy and advanced-imaging anatomy as well as interactive exercises in description of fractures. Students will have an opportunity to apply the principles of imaging evaluation to selected cases. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio displaying best practice imaging application in a student's desired area of study.

HSC 7415 - Foundations of Imaging

Hours: 3 This course covers imaging commonly used for evaluation and treatment of various pathologies, such as conventional radiographs (x-ray), ultrasound (US) images, computerized tomography (CT), and magnetic resonance imaging (MRI). It covers the clinical application of imaging tests for commonly occurring skeletal and soft tissue trauma of the spine, pelvis and extremities, as well as providing foundational knowledge of cardiopulmonary imaging and neuroimaging. Special emphasis is placed on the interprofessional terminology essential for communicating with other healthcare professionals when discussing imaging, indications, and contraindications, as well as how this assessment contributes to patient care.

HSC 7440 - Fundamentals of the Health Care Startup Business

Hours: 3 This course will provide a pragmatic overview and exploration of basic business skills and principles necessary for preparing for and starting a health care business. A developmental continuum from idea generation to launch is discussed. Business strategies are examined to provide the learner with critical-thinking skills necessary to become successful in the startup within the health care industry. The advantage of entrepreneurial thinking and problem solving is reviewed. The course investigates substantive strategic marketing concepts and the process utilized to analyze, develop, implement, and evaluate the business/practice environment. Emphasis will be placed on objective planning and evaluating metrics for success. The intricacies of legal considerations, finance and accounting strategies, and human resource management are not the focus of this course. Learners will have the opportunity to develop key components of a business plan for a startup.

HSC 7455 - Special Topics in Professional Practice

Hours: Varies This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

HSC 7460 – Organizational Finance

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Hours: 3 This course provides accounting methods and traditional financial management concepts for health care managers using the basic tools of health care financial decision-making. Topics include financial reporting statements, cost concepts and decision-making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

HSC 7470 - Legal and Regulatory Issues

Hours: 3 This course investigates the legal and regulatory environment of the health services industry. Case law, statutory and regulatory analysis, and trends in health services delivery law will be analyzed in context of implications among major stakeholder groups (providers, patients, administrators, third-party payers, and health care organizations). Topics include civil and criminal law, ethics, contract law, antitrust, malpractice, human resources/personnel laws, managed care laws, professional and corporate liability, information management/medical records, patient safety and mandatory reporting issues, patients' rights and responsibilities, among others.

Master Health Sciences

MHS 6120 - Current Issues in Health Care

Hours: 3 This course focuses on current issues in Healthcare Science. Wellness and health care at the individual, community and global level will be explored. Investigation of emerging trends, political and social practices, and procedures including current research and implications will be discussed.

MHS 6140 - Health Care Law

Hours: 3 This course introduces students to current federal and state regulatory agencies and processes in governing the provision of healthcare. Topics such as quality of care, access to care, and cost will be explored. Current issues as they relate to the law will be introduced and include professional licensure, malpractice, the provider-patient relationship, informed consent, the regulation of healthcare facilities, public and private insurance regulation, bioethics, end of life care, the Affordable Care Act.

MHS 6200 - Contemporary Trends in Wellness

Hours: 3 A holistic approach to wellness is presented via the components of total fitness, e.g., physical, social, emotional, and intellectual. Emphasis is placed on behaviors that serve to prevent illness or injury. Content addresses both theoretical and applied practices and includes strategies for optimal nutrition, spiritual wellness trends, global versus national health and

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fitness trends, comparative analysis of healthcare systems, alternative forms of preventive/rehabilitative medicine, and environmental impact on wellness.

MHS 6240 - Internship

Hours: 3 A holistic approach to wellness is presented via the components of total fitness, e.g., physical, social, emotional, and intellectual. Emphasis is placed on behaviors that serve to prevent illness or injury. Content addresses both theoretical and applied practices and includes strategies for optimal nutrition, spiritual wellness trends, global versus national health and fitness trends, comparative analysis of healthcare systems, alternative forms of preventive/rehabilitative medicine, and environmental impact on wellness.

MHS 7455 - Special Topics in Professional Practice

Hours: Varies This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

MHS 7700 - Comprehensive Project

Hours: 3 This course is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory to practice, students have the opportunity to explore an approach to the delivery of health care services. Under advisement of a faculty member, the student will design and implement a community service project, assist on a research project, or collaboratively write a position paper summarizing an evidence-based approach to changing health care practices. The project will be shared through written and/or oral communication methods to a local, state, regional, or national audience.

Independent Study

IDS 5802 - Independent Study

Hours: Variable This course allows for in-depth study in the student's area of interest or in an identified weakness. It is available only by permission of the Program Director. The student and a faculty member assigned by the Program Director will identify specific objectives. The student must complete all objectives by the end of the trimester.

Interprofessional Education

IPE 7000 - Introduction to Interprofessional Scholarly Studies

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Hours: 3 This course provides students with a foundation for success in a post-professional program. Emphasis is on interprofessional communication and collaboration, ethical decision making, location and use of scientific evidence, professional writing including prevention of inadvertent plagiarism, and resources available to students to support their learning and success in the post-professional program.

IPE 7000B - Introduction to Interprofessional Studies

Hours: 3 This course provides the student with a foundation for success in a post-professional program. Emphasis is on interprofessional communication and collaboration, ethical decision-making, location and use of scientific evidence, professional writing including prevention of inadvertent plagiarism, and resources available to students to support their learning and success in the post-professional program.

IPE 7025 - Psychosocial Strategies for Health Care

Hours: 3 This innovative course explores the evidence surrounding holistic patient care across healthcare and wellness professions. Psychosocial characteristics of effective practitioners are identified and patient education tools for use across healthcare and wellness settings are presented. Critical examination of contemporary literature serves as the foundation for implementation of client care plans.

IPE 7050 - Evidence-Based Practice for Health Care Professionals

Hours: 3 This course provides an overview of the evidence-based practice process to prepare the health care professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence is included, as well as an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

IPE 7050B - Evidence-Based Practice for Healthcare Professionals

Hours: 3 This course provides an overview of the evidence-based practice process to prepare the healthcare professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence is included as well as an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of

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inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed. Competency Based Education Course

IPE 7100 - Ethics in Health Care

Hours: 3 This course provides a comprehensive perspective on ethical issues in healthcare. It takes a practical approach toward contemporary ethical issues surrounding healthcare professions and emphasizes an interprofessional appreciation of ethical decision-making. Ethical principles, theory and decision-making models will provide the foundation for ethical case analysis and other critical thinking activities. Principles and constructs such as morality, goals of professional practice, professional and organizational values, and socio-cultural contexts of health care will be defined and realistic solutions will be discussed. Understanding the ethical-legal relationship in areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for the circumstances will be discussed.

IPE 7120 - Organizational Leadership and Policy in Health Care

Hours: 3 There are many opportunities for health care organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's health care delivery system. This course introduces students to various concepts and tools necessary for understanding operationalization of health service delivery and the effect on performance outcomes, including leadership competencies that support interprofessional collaboration, process improvement, health policy and regulation, and project and quality management. Students will discover the essential relationship linking operations and quality management and develop metrics for monitoring daily operations within their field.

IPE 7120B - Organizational Leadership and Policy in Healthcare

Hours: 3 There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course introduces students to various concepts and tools necessary for understanding operationalization of health service delivery and the effect on performance outcomes, including leadership competencies that support interprofessional collaboration, process improvement, health policy and regulation, and project and quality management. Students will discover the essential relationship linking operations and quality management and develop metrics for monitoring daily operations within their field. Competency Based Education Course

IPE 7133 - Strategic Planning in Healthcare Administration

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Hours: 3 Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan while working with an interprofessional team. Students will examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students also explore key concepts in strategic planning, including team building, identifying the relationship of the plan to the organization's mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan's progress. Students will apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization as the member of a multidisciplinary team. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

IPE 7155 - Clinical Data Analytics and Decision Support

Hours: 3 Course Description: This interprofessional course is focused on the synthesis of data and information into knowledge, wisdom, and clinical decision-making to support all members of the healthcare team and the consumer. Areas of emphasis include healthcare data standards and taxonomies, data analytics, and data security.

IPE 7200 - Cultural Competence in Healthcare

Hours: 3 This course introduces participants to population demographics and their impact on cultural influence with regard to health care and wellness. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention using an interprofessional model.

IPE 7230 - Program/Project Planning and Management for Practice and Policy Change

Hours: 3 Learning how to plan, develop and manage projects and programs are essential skills for healthcare professionals. This course focuses on the processes of analyzing organizations and systems, completing a gap analysis through use of selected quality improvement tools, and identifying specific steps in the project sequence. Experiential opportunities are integrated into the project life cycle phases in validating the need for developing an improvement change project. Leadership and interprofessional team collaboration are incorporated into project and program development and management.

IPE 7250 - Healthcare System Life Cycle Analysis and Design

Hours: 3 This healthcare informatics course is focused on the phases of system implementation life cycle. Areas of emphasis include project management, strategic planning, system analysis,

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workflow redesign, system implementation, evaluation and service management. Prerequisites: IPE 7000 Introduction to Interprofessional Scholarly Studies; IPE 7400 Healthcare Informatics and Technology Management

IPE 7255 - Evidence-based Concussion Management

Hours: 3 A contemporary approach to understanding the prevention, assessment, and rehabilitation of concussion injury. This course examines concussion position statements, methods of neurocognitive assessment and evaluation, case examples, and individual state laws. This course presents an interprofessional team approach to concussion management. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

IPE 7300 - Entrepreneurial Strategies in Health Care

Hours: 3 This course presents an interprofessional approach to the principles and practices of financial management, human resources management, vision and strategy, marketing and consulting, as well as many other business-related skills applied across the health care arena.

IPE 7316 - Women's Health and Wellbeing

Hours: 3 This course is designed to promote an interdisciplinary awareness of health and wellness, with a focus on the unique needs and experiences of women across the lifespan. A holistic, interprofessional approach will be taken to teach the relationships between physical, environmental, social, psychological and emotional health and well-being. Coursework will culminate in a final product that will be useful to enhance the health and life experiences of clients. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

IPE 7365 - Information Management for Quality and Safety

Hours: 3 This graduate level interprofessional informatics specialty course provides the learner an overview of healthcare quality and patient safety with an emphasis on healthcare informatics. This course uses a systems approach to introduce the learner to the complexities of quality and patient safety management with understanding of measurement and improvement of outcomes. This course will expose the learner to multiple measures for quality and patient safety from a variety of organizations and regulatory bodies that offer measure comparisons. The framework within this course will establish broad concepts to practical application of improvement steps, including issues related to data quality, challenges within HIT management, collaborative efforts between disciplines, and challenges of calculating quality measures with data from the EHR. Areas of emphasis include data analytics for quality improvement and patient safety, control chart methodology, failure modes and effects analysis, and HIT influence in change management. Prerequisite: IPE 7400 Healthcare Informatics and Technology Management

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IPE 7400 - Healthcare Informatics and Technology Management

Hours: 3 This online interprofessional education (IPE) course introduces the student to healthcare informatics focusing on the foundational experiences with health information systems and technology, roles within interprofessional teams to optimize ethical and legal use of technology to improve consumer safety, healthcare quality, and population health outcomes. Students examine data management systems to improve outcomes of care, and utilize evidence to inform redesign of workflow and utilization of health information systems to improve user experience, standards, and safety.

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health

Hours: 3 This course explores concepts relevant to population health practice. These include the importance of reflective practice and a focus on prevention and upstream interventions, with particular attention to social determinants of health and mitigation of adverse childhood events. Using an interprofessional/cross disciplinary approach, students examine how economics, social factors, cultural safety/competency, health literacy, policy, urbanization, globalization, the environment, and other factors influence health and disease. Students consider how research in prevention, health determinants, cultural ecology, and global health applies to population and community health efforts.

IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education

Hours: 3 This healthcare informatics and nurse informaticist specialty course is focused on the design, use, and promotion of innovative technologies that advance healthcare outcomes. Areas of emphasis include information literacy, social media, genomic, consumer products to facilitate health, and the Technology Informatics Guiding Education Reform (TIGER) initiative.

Nursing

NUR 7461 – DNP Indirect Care Role Practicum I

Hours: 4 The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the MSN program. As the capstone assignment, an e-portfolio is developed to demonstrate achievement of program learning outcomes. This course requires completion of 135 practicum hours.

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NUR 7462 – DNP Indirect Care Role Practicum II

Hours: 4 The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the MSN program. As the capstone assignment, an e-portfolio is developed to demonstrate achievement of program learning outcomes. This course requires completion of 90 practicum hours.

NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators

Hours: 3 This course builds upon undergraduate nursing education and practice experience to refine and further develop nursing knowledge and skills related to pathophysiology, health assessment, and pharmacology across the lifespan. The focus is on advanced knowledge and skills needed by nurse educators in both direct- and indirect-care roles. In this course students integrate concepts of pathophysiological processes, physical assessment and diagnostic findings, and pharmacologic management.

NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice

Hours: 3 Advanced nursing practice requires the integration of nursing science with knowledge from other sciences. Nurses use science-based theory along with the best scientific evidence to provide the highest level of nursing practice. This course explores nursing theories and theories from other disciplines. The course content systematically develops processes for the use of existing evidence for clinical decision making.

NUR 7400 - MSN Role Practicum I

Hours: 3 The purpose of this practicum course is for the student to synthesize knowledge acquired in didactic courses into role specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, discussion board and reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course requires completion of 135 practicum hours. **PREREQUISITES:** All core and specialty courses in the MSN program are pre (e.g., the last specialty course is taken concurrent with this course).

NUR 7450 - MSN Role Practicum II

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Hours: 3 The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience where the student, the practicum instructor, and the preceptor at the practicum site work together to provide opportunities for demonstration of synthesis. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the MSN program. An e-portfolio is developed to demonstrate achievement of program outcomes. This course requires completion of 90 practicum hours.

NUR 7461 - DNP Indirect Care Role Practicum I

Hours: 4 The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the MSN program. As the capstone assignment, an e-portfolio is developed to demonstrate achievement of program learning outcomes. This course requires completion of 135 practicum hours.

NUR 7462 - DNP Indirect Care Role Practicum II

Hours: 4 The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the MSN program. As the capstone assignment, an e-portfolio is developed to demonstrate achievement of program learning outcomes. This course requires completion of 90 practicum hours.

NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement

Hours: 3 Decisions in healthcare must be supported by evidence. This course focuses on establishment of evaluation criteria, data collection and analysis, and use of the results of this data analysis for decision-making for the improvement of healthcare outcomes. The evaluation phase of the DNP scholarly project, an evidence-based change project, is planned during this course and the project proposal is finalized.

NUR 7560 - Advanced Pharmacology

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Hours: 3 Advanced practice nurses must be knowledgeable about pharmacotherapeutics and principles of safe prescribing. This is an online course which focuses on advanced concepts of pharmacology, including pharmacokinetics, pharmacodynamics, and pharmacogenomics. Emphasis is placed on common drug classes prescribed by advanced practice nurses for acute and chronic conditions in patients across the life span. Factors influencing effective therapy and legal considerations are also included. The FNP follows a specific sequence of classes described in the Program of Study. Students should have successfully completed IPE 7050; IPE 7050; NUR 7610; and NUR 7160

NUR 7570 - Primary Healthcare of the Family I

Hours: 3 This course provides the family nurse practitioner student with advanced theoretical knowledge in the assessment and management of health promotion, health maintenance and disease prevention activities throughout the lifespan. The assessment and management of acute, common health concerns is begun. Emphasis will be placed on primary health care of individuals and their families in a multicultural environment.

NUR 7571 - FNP Role Practicum I

Hours: 4 This is the first primary care practicum in a series of three in the FNP program. The student will be expected to demonstrate beginning proficiency in assessment and management of common health/illness conditions throughout the lifespan. Emphasis will be placed on primary care of the family unit within a multicultural environment and health promotion and illness prevention activities. This is a clinical residency under the supervision of a preceptor.

NUR 7572 - FNP Role Practicum II (Required Residency)

Hours: 4 This is the second primary care practicum in a series of three in the FNP program. The student applies knowledge for comprehensive assessment and management of health promotion/disease prevention activities and selected acute and chronic health conditions throughout the life-span. Emphasis will be placed on primary care of individuals and the family unit within a multicultural environment. This is a clinical residency under the supervision of a preceptor.

NUR 7573 - FNP Role Practicum III (Required Residency)

Hours: 6 This is the final primary care course emphasizes crisis intervention, chronic illness, and complex health conditions for the family unit across the life span. Emphasis will be placed on primary care of the family unit within a multicultural environment and the diagnosis and management of complex and chronic conditions. This is a clinical residency under the supervision of a preceptor.

NUR 7575 - Primary Healthcare of the Family II

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Hours: 3 Family nurse practitioners require exceptional critical thinking and decision making as they provide primary care for patients. This online course is the second of three focused on clinical decision making for the diagnosis and management of acute and chronic conditions across the lifespan. Emphasis is placed on the delivery of evidence-based, safe, cost-effective care in a primary care setting.

NUR 7580 - Advanced Health Assessment and Differential Diagnosis

Hours: 3 Advanced practice nurses must be skilled in methods of physical assessment and knowledgeable regarding selecting and interpreting diagnostic studies to assess health and diagnosis disease. This is an online course with a brief intensive for summative evaluation. This focus on this course is on the process of comprehensive assessment and diagnosis of acute and chronic conditions in patients across the lifespan. Emphasis is on physical assessment skills, risk assessment, and diagnostic reasoning. This course includes a weekend (Friday/Saturday/Sunday) on campus intensive for summative evaluation of physical assessment skills and mediation if required. Prerequisites: The FNP follows a specific sequence of classes described in the Program of Study. Students should have successfully completed IPE 7000, IPE 7050, NUR 7610, and NUR 7160.

NUR 7585 - Primary Healthcare of the Family III

Hours: 3 Family nurse practitioners require exceptional critical thinking and decision making as they provide primary care for patients. This online course is the second of three focused on clinical decision making for the diagnosis and management of acute and chronic conditions across the lifespan. Emphasis is placed on the delivery of evidence-based, safe, cost-effective care in a primary care setting.

NUR 7610 - Advanced Physiology and Pathophysiology

Hours: 3 The focus of this graduate level course for advanced practice nursing students is to study alterations of common physiologic conditions occurring in individuals and populations across the lifespan at an advanced level. The course provides a foundation for advanced practice nurses through knowledge and application of pathophysiologic processes and cellular changes as well as manifestations at the systems level. Prerequisite: IPE 7000

NUR 7801 - DNP Practicum I

Hours: 4-7 The purposes of this DNP practicum include 1) synthesis of knowledge acquired in didactic courses related to evidence-based practice and 2) complete an organizational assessment to identify an organizational need for an evidence-based practice change which will be planned, implemented, and evaluated for the DNP scholarly project. This is a precepted

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experience with the student, the practicum faculty, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and completion of the DNP scholarly project. In this experience, reflective journals are used so that students reflect on their prior learning as they continue to develop DNP level skills in evidence-based practice and translation of evidence to practice.

NUR 7802 - DNP Practicum II

Hours: 4-7 The purposes of this DNP practicum include 1) synthesis of knowledge acquired in didactic courses related to leadership and translation of evidence to leadership, policy, and informational technology, 2) develop and obtain approval by the practicum faculty and the preceptor of a proposal for the DNP scholarly project and 3) obtain IRB approval for the DNP scholarly project. This is a precepted experience with the student, the practicum faculty, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and completion of the DNP scholarly project. In this experience, reflective journals are used so that students reflect on their prior learning as they continue to develop DNP level skills in leadership, program planning, and project management.

NUR 7803 - DNP Practicum III

Hours: 4-8 The primary purpose of this DNP practicum is the implementation and evaluation of the planned DNP scholarly project. This is a precepted experience with the student, the practicum faculty, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and completion of the DNP scholarly project. In this experience, reflective journals are used so that students reflect on their prior learning as they continue to develop DNP level skills in data-driven evaluation and dissemination of scholarly work. The scholarly project culminates in a preparation of a technical report of the results of the DNP scholarly project and a professional presentation to USAHS students, preceptors, faculty, and invited guests.

Occupational Therapy

OCT 5005 - Clinical Reasoning

Hours: 1 The student is challenged to apply principles of clinical reasoning to occupational therapy practice. Clinical vignettes and situations from previous fieldwork settings will be used to provide insight into the evolution of clinical reasoning skills.

OCT 5011 - Evidence-Based Practice

Hours: 2 Students will critique both qualitative and quantitative occupational therapy research designs and develop a proposal using the research skills that they learned in their first research class. Students will develop an evidence-based project summarizing the literature on an [STUDENTS, FACULTY AND STAFF SHOULD REFER TO THE ONLINE VERSION OF THE CATALOG AS THIS PDF MAY NOT CONTAIN THE MOST CURRENT INFORMATION.](#)

assigned topic and design a study to test a hypothesis or answer a research question based on available evidence.

OCT 5031 - Evidence-Based Research I

Hours: 1 This course will focus on developing clinicians who will be educated consumers of evidence-based research. Students will evaluate occupational therapy research, demonstrating skill in locating, evaluating, and critiquing the quality of evidence. Students will learn how to disseminate the evidence to audiences for the purposes of education of clients and family members.

OCT 5041 - Evidence-Based Research II

Hours: 1 Students will analyze the results of the research study and disseminate these results in a professional manner. Class discussions include using and interpreting statistics, the development of effective presentation skills, posters, and the process of submitting for publication, grants, and professional conferences.

OCT 5100 - Professional Forum

Hours: 2 This course provides students the opportunity to investigate ethical, political, and social forces that shape the national health care delivery system and the practice of occupational therapy. Students examine the influence of personal beliefs and values and cultural orientation concerning ethical issues. Students explore strategies for examining and responding to ethical dilemmas, and they discuss professional responsibilities, including continuing competence, licensure/scope of practice, supervision of therapy assistants, and supporting professional associations. This course uses class discussions and a debate format as the primary teaching methods to examine controversial issues.

OCT 5125C - Biomechanical Interventions

Hours: 4 This course presents the theory and rationale of competency-based occupational therapy and evidence-based interventions for clients with orthopedic deficits. Students will apply biomechanical frames of reference, evaluation, and treatment to the specific problems limiting a client's independence in basic or instrumental activities of daily living. These performance limitations may include range of motion (ROM), strength, pain, sensory loss, endurance, work conditioning, posture, ergonomics, and other physical disabilities.

OCT 5135C - Anatomy Applied to Occupation

Hours: 5 This course provides fundamental knowledge of the structure/function of the neuromuscular, musculoskeletal, and cardiovascular systems and of regions (upper/lower extremity, thorax, head, and neck) and their relationship to each other. Course content applies

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

OCT 5140 - Domain of OT

Hours: 3 In this course students examine the historical foundation and philosophical base of occupational therapy. Course content introduces the profession's core values and code of ethics. Students examine the Occupational Practice Framework with a focus on occupations, client factors, performance skills, and the influences and effects that environment, context, and performance patterns have on persons, groups, and populations. Students also explore the importance of lifelong learning in developing professional behavior and communication skills.

OCT 5145 - Occupational Engagement and Theories of Practice

Hours: 3 This course introduces theories, models, and frames of reference that influence practice in various settings across the lifespan. Students view typical occupational activities that individuals and groups engage in throughout the lifespan through a theoretical lens.

OCT 5200 - Acute Care in Occupational Therapy

Hours: 2 This course is intended to clarify medical conditions and issues routinely encountered by occupational therapists working in an acute care setting. The units include ICU, pulmonary, cardiac, vascular, infectious disease, oncology, gastrointestinal, and genitourinary. Students will apply occupation-based practice and address the contextual issues of delivering occupational therapy services in a challenging medical model setting. Laboratory activities will provide experience with typical equipment, evaluations, and interventions utilized in the acute care setting.

OCT 5210 - Scholarly Design

Hours: 2 This course focuses on the development of writing and reasoning skills related to research planning and design. Student skills progress through an evaluation of existing research and designing a sound research plan. Prerequisite: HSC 5135 Evidence-Informed Practice I

OCT 5215C - Human Movement for Occupational Performance

Hours: 3 Focuses on foundational knowledge regarding kinesiology and movement task analysis. Presentation of historical and contemporary motor control theories to synthesize how occupation-based treatment is influenced and supported by motor control principles. Prerequisite: OCT 5135C

OCT 5216C - Physical Modalities for Occupational Therapy

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Hours: 2 This course prepares students in the theory and clinical application of physical modalities. The course presents physical principles and biophysical effects of cryotherapy, heat, ultrasound, electrical currents, water, and debridement as they relate to treatment for indicated pathological conditions. The course content emphasizes using the principles of differential diagnosis in the selection/recommendation and application of appropriate physical agents.

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 in regards to treatment and documentation within the health care system are explored. An experiential lab component integrating foundational concepts in varied community settings is included.

Prerequisites: OCT 5140

OCT 5230 - Conditions Impacting Occupational Performance

Hours: 4 In this course students discuss the impact of common conditions throughout the lifespan on occupational performance. Students also review diagnosis, clinical features, treatment, pharmacology, and the role of occupational therapists and other health care professionals. Prerequisite: OCT 5135C Anatomy Applied to Occupation

OCT 5300 - Evaluation and Assessment

Hours: 4 With the Occupational Therapy Practice Framework (OTPF) as a foundation, the students will learn how to administer and interpret commonly used evaluations and assessments for identified disabilities and conditions. Based upon evaluation and assessment results the students will identify if occupational therapy treatment is indicated for select case studies and begin to identify appropriate treatment goals. Students will also learn how to write a narrative report documenting initial evaluation and assessment results, according to AOTA guidelines. Students will learn how to analyze activities, using the OTPF, and grade activities for multiple outcomes.

OCT 5330C - OT Methods I: Assistive Technology

Hours: 3 Introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Focuses on the role of the occupational therapist's use of technology to assist and prepare a client for independence in occupational engagement and performance. Prerequisites: OCT 5215C Human

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Movement for Occupational Performance; OCT 5230C Conditions Impacting Occupational Performance

OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings

Hours: 5 Presents the theory and rationale of competency and evidence based OT assessment and intervention for psychosocial dysfunctions across the lifespan. Examines community based settings, lifestyle redesign, and therapeutic use of self. Level I fieldwork experiences enable students to observe, integrate, and apply concepts of the course in clinical situations.

Prerequisites: OCT 5225C; OCT 5230

OCT 5340 - Scholarly Implementation and Dissemination

Hours: 2 Focuses on the development, integration, and implementation of data collection skills and the evaluation of the quality and equity of data related to research design and methodology. Identifies potential avenues for the dissemination of the results of a scholarly project. Directions for future scholarly activities and potential resources are discussed, including processes for locating and securing grants. Prerequisite: OCT 5210

OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence

Hours: 5 Presents the theory and rationale of competency-based assessments and interventions for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial dysfunctions as they apply to early lifespan development. Applies pediatric frames of reference to specific problems, including gross, fine and oral-motor skills; behavioral and social issues, handwriting, sensory integrative, visual, cognitive, and psychosocial problems within the framework of the multicultural family. Fieldwork Level I experiences integrate course content and clinical application. Prerequisites: HSC 5310C; OCT 5145; OCT 5215C; OCT 5225C; OCT 5230

OCT 5406C - Psychosocial Interventions

Hours: 4 This course presents the theory and rationale of competency-based OT interventions for psychosocial dysfunctions across the lifespan (although greater focus is placed upon teenage through senescence populations). Students will apply the mental health frames of reference to specific dysfunctional, occupational issues, including but not limited to decreased process skills, poor social integration, failure to manage emotional and behavioral problems, failure to adapt to environmental situations, poor role and habit formation, etc. Client-centered interventions, group process, cultural sensitivity, and evidence-based practice lay the foundations for learning. This course also discusses the role of the OTA in mental health.

OCT 5410C - Clinical Applications in Adulthood

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Hours: 5 Presents the theory and rationale of evidence based assessment and intervention for physical, developmental, sensory, perceptual/cognitive, psychosocial, and neurological dysfunctions as they apply to middle lifespan. Fieldwork Level I experiences will integrate course content and clinical application.

OCT 5425C - Clinical Applications in Geriatrics

Hours: 5 Presents the theory, rationale, and evidence supporting assessments and interventions with aging adults, including sensory, physical, perceptual/cognitive, and psychosocial dysfunctions as they apply to late lifespan. Fieldwork Level I experiences integrate course content with clinical application. Prerequisites: HSC 5310C; OCT 5215C; OCT 5230; OCT 5335C

OCT 5430 - Scholarly Application and Professional Seminar

Hours: 2 Integrates clinical reasoning, evidence-based inquiry, and critical thinking to analyze professional issues and current trends in healthcare. Students will create plans for professional development emphasizing leadership within the varied roles of the occupational therapy practitioner and will utilize scholarly skills to identify problems and develop solutions for individuals, populations, or society. Prerequisite: OCT 5210

OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities

Hours: 3 Presents the theory and evidence-based clinical application of physical agent modalities, orthotics, and prosthetics. Emphasizes principles of differential diagnosis and wound/tissue healing when selecting and applying the appropriate physical agent modality. Focuses on the design and application of orthotic devices to enhance occupational performance and participation. Prerequisites: OCT 5135C Anatomy Applied to Occupation; OCT 5215C Human Movement for Occupational Performance; OCT 5230C Conditions Impacting Occupational Performance

OCT 5510 - MOT Seminar I

Hours: 1

Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will collaborate to reflect on interdisciplinary roles, supervision issues, and ethical considerations in a variety of practice settings.

OCT 5550 - Fieldwork IIA

Hours: 11 This is the first of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills acquired in the didactic coursework to a [STUDENTS, FACULTY AND STAFF SHOULD REFER TO THE ONLINE VERSION OF THE CATALOG AS THIS PDF MAY NOT CONTAIN THE MOST CURRENT INFORMATION.](#)

clinical setting. Students will demonstrate entry-level competency and standards of practice within this practice area. Weekly online interaction with faculty facilitates student learning through reflective practice. Prerequisite: Successful completion of all occupational therapy program courses

OCT 5610C - Neurorehabilitation Interventions

Hours: 4 This course presents the theory and rationale of competency-based occupational therapy and evidence-based interventions for clients with neurological deficits. Students will apply neurorehabilitation frames of reference, evaluation, and treatment to the specific problems limiting a client's independence in basic or instrumental activities of daily living. These limitations may include, tone, balance, strength, motor planning, sensory loss, dysphagia, cognitive/perceptual deficits, or psychosocial/behavioral problems.

OCT 5620C - Pediatric Interventions

Hours: 4 This course presents the theory and rationale of competency-based OT and evidence-based intervention for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial dysfunctions as they apply to pediatrics. Students will apply pediatric frames of reference to specific problems, including gross, fine, and oral-motor skills; behavioral and social issues; handwriting; and sensory integrative, visual, cognitive, and psychosocial problems within the framework of the multicultural family. This course also discusses the role of the occupational therapy assistant (OTA) in pediatrics.

OCT 5625 - MOT Seminar II

Hours: 1 Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will apply scholarly inquiry to solve clinical scenarios and demonstrate the ability disseminate knowledge to peers. Development of professional goals to facilitate life-long learning is included. Prerequisite: OCT 5510

OCT 5630C - Assistive Technology and Community Service

Hours: 4 This course introduces the student to a variety of assistive technology (AT) devices and resources that promote independence after disability. Course content covers devices for mobility, communication, environment, and the activities of daily living. Students participate in numerous community outings that mirror the service learning model. Students are required to complete an environmental assessment on a patient in the community and construct an assistive technology device. As part of this process, students will discuss funding issues.

OCT 5660 - Fieldwork IIB

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Hours: 11 This is the second of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills mastered in IIA in a different clinical setting. Students will demonstrate entry-level competency and standards of practice within this second practice area. The course includes weekly online interaction with faculty to facilitate student learning through reflective practice. Prerequisite: OCT 5550 Fieldwork IIA

OCT 5701C - Orthotics and Prosthetics

Hours: 3 This course introduces the principles of orthotics and upper extremity prosthetics. Students will design, fabricate, apply and fit orthotic devices used to enhance occupational performance and participation. Students will receive training in the use of prosthetic devices based on the scientific principles of kinesiology, biomechanics, and physics.

OCT 5801 - Foundations of Occupational Therapy

Hours: 3 Students examine the historical foundation and philosophical base of occupational therapy. Current professional issues and health care trends are discussed in light of relevant social, economic, political, and multicultural factors. This course presents selected health professions and their current roles in the health care delivery system. It provides students with an orientation to occupational therapy and other health care professions through experiences emphasizing professional behavior and communication skills.

OCT 5802 - Fieldwork IA

Hours: 1 This is the first of two fieldwork courses that emphasizes clinical observation skills, documentation, and community service. Students participate in online course learning that highlights the importance of accurate and timely documentation and different documentation methods with an emphasis on SOAP note format. Students are placed in different OT settings depending on the students' backgrounds and interests. Students will develop mentoring relationships with health care professionals, observe/identify the OT process at each facility, document a selected individual's therapy session, and participate in reflective practice.

OCT 5803 - Fieldwork IB

Hours: 1 This is the second of two fieldwork courses emphasizing clinical observation skills, documentation, and community service. In order to build upon the knowledge gained in Fieldwork IA, students participate in additional online course learning for occupational therapy documentation. Students will be placed in various OT settings depending upon the students' backgrounds, interests, and Fieldwork IA assigned settings. During community service students will work with a variety of professionals to introduce others to the potential roles/benefits of occupational therapy. Students will observe the OT process and document a selected individual's therapy session or will document an individual observation as well as participate in reflective practice.

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OCT 5811 - Fieldwork IC - Mock Clinic

Hours: 2 This course prepares students for their Fieldwork II experiences. It integrates occupational therapy theory and practice with clients in both traditional and nontraditional settings using information gained from all coursework. Using a mock clinic, the student will practice history taking and objective assessments with the client. From the information gathered in the subjective and objective evaluation, the student will develop problem lists, long-term and short-term goals, and implement a treatment plan with appropriate documentation for the setting.

OCT 5813 - Fieldwork IIA

Hours: 12 Fieldwork IIA and IIB are full-time, off-campus fieldwork experiences with emphasis on the evaluation and intervention of clients in two different occupational therapy settings. Students will apply occupational therapy theory and skills acquired in the didactic coursework to clinical settings in a distance learning format. There will be weekly online interaction with the Academic Fieldwork Coordinator and/or an assigned occupational therapy faculty member. Faculty facilitate student learning through reflective practice, which takes place at a distance by means of independent study and online interaction. Each fieldwork rotation and online component will last 12 weeks.

OCT 5824 - Fieldwork IIB

Hours: 12 Fieldwork IIA and IIB are full-time, off-campus fieldwork experiences with emphasis on the evaluation and intervention of clients in two different occupational therapy settings. Students will apply occupational therapy theory and skills acquired in the didactic coursework to clinical settings in a distance learning format. There will be weekly online interaction with the Academic Fieldwork Coordinator and/or an assigned occupational therapy faculty member. Faculty facilitate student learning through reflective practice, which takes place at a distance by means of independent study and online interaction. Each fieldwork rotation and online component will last 12 weeks.

OCT 6310 - OTD Seminar I

Hours: 1 Integrate knowledge of delivery models, policies, and systems related to various current and emerging practice settings. Make clinical decisions through application and synthesis of theory and evidence-based reasoning for individuals and populations.

OCT 6420 - OTD Seminar 2

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Hours: 1 Plan and participate in professional development, leadership, and advocacy opportunities related to current and emerging practice areas including interprofessional practice. Compose a scholarly report identifying, adapting, or developing new strategies to address occupational therapy's ability to respond to society's changing needs.

OCT 6480 - Clinical Practice I

Hours: Variable Equivalent of 1 to 5 years of employment as an occupational therapist demonstrating practical application of occupational therapy skills and knowledge in a clinical setting. This course is only offered to students with a bachelor's degree.

OCT 6481 - Clinical Practice II

Hours: Variable Equivalent of 6 to 10 years of employment as an occupational therapist demonstrating practical application of occupational therapy skills and knowledge in a clinical setting.

OCT 6482 - Clinical Practice III

Hours: Variable Equivalent of 11 to 15 years of employment as an occupational therapist demonstrating practical application of occupational therapy skills and knowledge in a clinical setting.

OCT 6530 - OTD Seminar 3

Hours: 1 Collaborate and reflect on issues related to clinical practice including service delivery, supervision, and ethical considerations across a variety of practice settings. Participate scholarly inquiry to reinforce evidence-based practice and support knowledge translation.

OCT 6640 - OTD Seminar 4

Hours: 1 Collaborate and reflect on issues related to clinical practice including service delivery, supervision, and leadership and management across a variety of practice settings. Formulate program development plans and consider adapting service delivery models to respond to society's needs.

OCT 6700 - Capstone Project

Hours: 2 Students will defend the proposal of their doctoral pilot project that they will complete while on residency. They will incorporate feedback from the defense into a final project submission for committee approval. Students will take the NBCOT preparation examination and they must pass an oral comprehensive exam as part of this course prior to starting residency.

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OCT 6720 - Leadership and Advocacy

Hours: 3 Provides students with the opportunity to apply leadership strategies needed to shape the role of occupational therapy in our national health care delivery system. Reflection, critique and self-directed learning are used to enhance student's leadership skills. Principles and importance of advocacy are presented as essential for individual and professional growth.

OCT 6731 - Capstone Experience 1

Hours: 4 The capstone experience provides an opportunity to apply theoretical and empirical knowledge from foundation courses in the implementation of a focused area of OT practice. Students will prepare for and initiate an in-depth experience in one of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Students will have the opportunity to apply OT practice to different populations and cultures based on an expanded view of OTs role in healthcare. The experiential component of the capstone experience will be consistent with the objectives of the student's capstone project and provide the application piece of their capstone project in order to enhance the field of occupational therapy. Prerequisite: OCT 5660; OCT 6640; OCT 6700

OCT 6745 - Scholarship of Practice

Hours: 3 Students explore the spectrum of "scholarship" (discovery of new knowledge; development of new technologies, methods, materials, or uses; and the integration of knowledge leading to new understanding) and its relationship to clinical practice. Primary focus is on the importance of generating knowledge that is responsive to the priorities of society, consumers and clinicians, and which explicitly supports and advances clinical practice. Students will explore the literature to identify their profession's research priorities as well as best practices in clinically-focused scholarship. Emphasis is to instill in students the importance of developing collaborative relationships to promote scholarship in support of practice.

OCT 6832 - Capstone Experience 2

Hours: 12 The residency experience offers an opportunity to advance occupational therapy skills through an in-depth mentorship experience. Mentors will be individuals with expertise consistent with the student's selected area of focus. This residency experience will be designed to advance clinical practice skills, research, administration, leadership, advocacy, education or program, policy or theory development.

OCT 7150 - Capstone I

Hours: 1 This course represents a preparatory experience for Capstone II, which is the integration of the knowledge and skills appropriate to a student's specialty area. By developing a

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short proposal, students have an opportunity to reflect on learning achieved in the OTD program and the clinical/educational experiences related to their content learning in the program. The student is expected to summarize the topic and content of the capstone project. The students will review and apply professional writing skills in the proposal. Based on the suggested capstone topic, the student will be assigned a Faculty Advisor. This course is offered through an online distance education format.

OCT 7200 - Reflective Practice

Hours: 3 This is a required course for those OTD students with an entry-level bachelor's degree. The purpose of this course is to allow a student to broaden and deepen his or her knowledge and understanding of the value of occupational therapy in today's changing world. The student will choose four modules and create a learning plan for each. The modules may include but are not limited to Theory, Historical Perspective of OT, Creating Evidence Based Practice, Experiential Learning, Alternative Therapy Exploration, Emerging Practice, International Health Care, Health Care Policy, Current Trends in Health Care, or a module proposed by the student based on experience and current clinical practice area. Each module will entail a literature review and paper/project that will be reflective of the students' current learning goals and will be guided by a post-professional OTD faculty member.

OCT 7250 - Research Applications to Clinical Practice

Hours: 3 This course will broaden and deepen knowledge of occupational therapy theory and application in the real world. Students will utilize scientific literature to propose, implement, and evaluate the effectiveness of three approved projects within their practice setting using appropriate measures and producing a professional, scholarly proposal and evaluation.

OCT 7400 - Residency

Hours: 1 Each student is required to make a presentation of his or her capstone project as well as a summary of his or her completed OTD learning goals. During the course, students will spend time working with their capstone advisors to complete the formal on-campus presentation of the capstone to a group of faculty and/or students the day of graduation.

OCT 7455 - Special Topics in Professional Practice

Hours: Varies This Special Topics course encourages the student to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

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OCT 7470 - Clinical Integration I

Hours: 7 This course is the first of two courses that offers the working occupational therapist the opportunity to directly link his or her academic OTD program to his or her current clinical setting in order to broaden and deepen his or her knowledge of occupational therapy theory and application in the real world. Under advisement of a faculty member/mentor, students will propose, implement, and evaluate the effectiveness of three approved projects within their practice setting. Examples of projects may include program development, educational workshops, case studies, mastery of specialized clinical techniques, or professional leadership experiences at local, state, and national level. Each project must be of sufficient depth to warrant graduate credit but of reasonable breadth to be implemented and evaluated in a 2-3 week time frame. A manuscript detailing each project is required and will include the following: introduction, literature review, implementation, and evaluation. Graduate level writing, using APA format, is expected.

OCT 7471 - Clinical Integration II

Hours: 8 This course is the second of two courses that offers the working occupational therapist the opportunity to directly link his or her academic OTD program to his or her current clinical setting in order to broaden and deepen his or her knowledge of occupational therapy theory and application in the real world. Under advisement of a faculty member/mentor, students will propose, implement and evaluate the effectiveness of three approved projects within their practice setting. Examples of projects may include program development, educational workshops, case studies, mastery of specialized clinical techniques, or professional leadership experiences at local, state, and national level. Each project must be of sufficient depth to warrant graduate credit but of reasonable breadth to be implemented and evaluated in a 2-3 week time frame. A manuscript detailing each project is required and will include the following: introduction, literature review, implementation, and evaluation. Graduate level writing, using APA format, is expected.

OCT 7495 - The Science of Occupation

Hours: 3 This course is designed to orient the new student to the OTD program and provide an overview of the doctoral studies required at USA, all of which are foundationally based upon the concept of "occupation." The student will learn to analyze the theoretical tenets and terminology used in the science of occupational therapy, which will prepare the student for future coursework and success in the OTD program. The content in this course will assist the OTD student in analyzing frames of reference that focus on the science of occupation. As the student becomes familiar with the various ways the profession frames its models and theories the course will further analyze the concept of occupation both from within and from outside the profession of occupational therapy. The course provides a basis for analysis of occupation from a scientific perspective and assists the student in grounding occupation with practice. Finally the

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course facilitates higher-level thinking about the importance of occupationally based research and its relationship to the student's final capstone project.

OCT 7496 - Capstone I: Proposal and Preparation

Hours: 3 This Capstone I: Proposal and Preparation course is the first of a two-course series. This course is designed to prepare the student to integrate knowledge and skills appropriate to his/her specialty area to include a review of the literature, formulation of learning objectives, and a plan summarizing content and methodology of the Capstone Project. If applicable, the student will complete the first submission of an instructor-guided Institutional Review Board (IRB) process. In addition, the student has an opportunity to reflect on learning achieved in the post-professional OTD program and the clinical/educational experiences related to his/her content learning in the program. Upon completion of this course, the student is assigned a Capstone advisor to begin the second course of the series, Capstone II: Project Development and Dissemination. Prerequisite: Completion of all required and elective post-professional OTD coursework. In addition, a Capstone topic must be approved prior to enrollment in this course. The instructor may seek an exception to the prerequisites/co-requisites via the program director. Prerequisite: Completion of all required and elective post-professional OTD coursework. Corequisite: A Capstone topic must be approved prior to enrollment in this course. The instructor may seek an exception to the prerequisites/co-requisites via the Program Director.

OCT 7497 - Capstone Project

Hours: 4 This course is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory and practice, students have the opportunity to explore an approach to the delivery of occupational therapy services. Under advisement of a faculty member, the student will complete a community service project, a Product Demonstrating Excellence (PDE), a clinical research project, or a case report. The project will involve a literature review, methodology design, project implementation, and data collection to measure the project's effectiveness. The results will be shared through a publishable article or written manuscript along with an oral presentation.

OCT 7499 - Capstone II: Project and Dissemination

Hours: 3 The focus of this course is a systematic approach to curriculum design and program planning addressing the following features: critical exploration of multiple program planning models; philosophy of education; needs assessment; program outcomes and learning objectives; transfer of learning and program structure; program evaluation and reporting. The student will demonstrate knowledge of learner-centered curriculum development and methods of program assessment for academic, clinical, and staff development settings. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

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Physical Therapy

PHT 5006C - Massage and Soft Tissue Palpation

Hours: 1 Course material emphasizes the development of skills necessary to perform massage to the spine and extremities. Students will discuss physiological and psychological effects of massage, and indications, contraindications, and medicolegal aspects of massage. Instruction includes the theoretical basis for use of massage along with discussion of relevant research.

PHT 5103 - Critical Thinking II

Hours: 1 This course combines instruction in clinical problem solving and critical thinking through the skills of problem synthesis, metacognition, clinical reasoning, and decision making. Patient cases are utilized to develop these skills. These skills are especially needed for the autonomous practitioner who practices in states with direct access to physical therapy. The material in this course builds on the critical thinking course from the first trimester.

PHT 5121C - Gross Anatomy I

Hours: 4 Covers fundamentals of the structure, function and inter-relationship of major body systems and regions (upper extremity, spine and thorax).

PHT 5125C - Applied Anatomy I

Hours: 1 In this course students apply knowledge of human body structure and function to develop and apply basic therapy assessment skills for the upper extremities, thorax, head, and cervical spine.

PHT 5132C - Musculoskeletal I: Orthopaedics

Hours: 4 This course will be a presentation of the foundations of medical and physical therapy orthopaedics, including surgical and nonsurgical conditions. This course will emphasize the dysfunction philosophy as related primarily to extremity conditions and some spinal conditions. Examination and intervention methods will be introduced in lab session. Intervention approaches for different dysfunctions will be discussed. This course will follow the topics discussed in the Biomechanics class and complement the Therapeutic Exercise course. The material will be integrated and applied in Mock Clinic the third trimester. Examination, evaluation, and intervention of the extremities and spine will be further covered in the fifth trimester.

PHT 5133C - Musculoskeletal II: Mock Clinic

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Hours: 3 This course will integrate the theory and practice of examination of physical therapy patients with a musculoskeletal diagnosis. Through the use of a mock clinic, the student will learn and practice history taking during a patient interview, as well as practice tests and measurements through the 18 steps of a musculoskeletal examination. This course will build upon examination techniques learned in Skills and Procedures, Therapeutic Exercise I, and Musculoskeletal I, as well as applying the information taught in Anatomy, Biomechanics, Pathology, Massage, and Physical Modalities. From the information gathered in the interview and physical examination, the student will exercise diagnostic skills, practice prognostic and intervention prescribing skills, and document impairment lists, long-term and short-term goals, and intervention plans.

PHT 5134C - Musculoskeletal III: Advanced Extremity Examination, Evaluation, and Manipulation (E1)

Hours: 3 This course emphasizes the interpretation of basic science knowledge and integration with the basic clinical skills needed to complete a differential evaluation of extremity dysfunction and proceed to treatment. Knowledge and principles of functional anatomy, biomechanics, and pathology are presented as an integrated concept related to clinical cases. The clinical content of the course includes differential examination, with special emphasis on palpatory techniques such as end-feel, and joint mobility testing and treatment. Critical thinking and problem solving are emphasized with specific clinical cases.

PHT 5135C - Musculoskeletal IV: Advanced Spinal Examination, Evaluation, and Manipulation (S1)

Hours: 3 This course emphasizes the interpretation of basic science knowledge and integration with the basic clinical skills needed to complete a differential evaluation of extremity dysfunction and proceed to treatment. Knowledge and principles of functional anatomy, biomechanics, and pathology are presented as an integrated concept related to clinical cases. The clinical content of the course includes differential examination, with special emphasis on palpatory techniques such as end-feel, and joint mobility testing and treatment. Critical thinking and problem solving are emphasized with specific clinical cases.

PHT 5140C - Pediatric Physical Therapy

Hours: 2 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 5143C - Neuromuscular I: Concepts and Evaluation

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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 5145C - Neuromuscular II: Therapeutic Approaches

Hours: 3 This course expands on previous knowledge learned in the Neuromuscular I course taught in trimester 3. Emphasis of this course is on learning treatment techniques for the resulting impairments and disabilities of the patient with 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.

PHT 5147C - Neuromuscular III: Advanced Evaluation and Interventions for the Adult

Hours: 2 This course is an advanced assessment and treatment course for the adult neurologic client. This course is designed to integrate neurologic principles learned in previous courses as well as instruction in advanced assessment and treatment techniques for the neurologically impaired client. Emphasis will be on lab experiences consisting of patient or video demonstration and case studies. Students will perform assessments with emphasis on movement and task analysis, prioritizing patient problems, developing treatments/ plans of care (including goal setting, discharge planning and referrals), and practice techniques for varied neurologic clients of any age. Specific principles and applications of strength training, constraint induced movement therapy, body weight supported treadmill training, mental imagery, orthotics, wheelchair prescription and serial casting will be addressed. In addition, students will discuss evidence based practice for the patient with a neurologic disorder and critically analyze selected journal articles.

PHT 5150 - Pathophysiology

Hours: 4 Focuses on the concepts of medical physiology and pathology. Emphasizes normal human physiology, and the etiology, pathogenesis, and clinical manifestations of specific diseases.

PHT 5155 - Physical Therapist Practice I

Hours: 3 This course examines the history, practice, and profession of physical therapy across the health care delivery system. Topics include professional behaviors, cultural competence, communication and interpersonal skills, professional association, legal and ethical issues, and documentation.

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PHT 5160C - Soft Tissue Interventions I

Hours: 1 Emphasizes the development of skills necessary to perform soft tissue mobilization to the spine and extremities. Physiological and psychological effects, indications, contraindications and medicolegal aspects of massage are covered.

PHT 5220C - Gross Anatomy II

Hours: 4 Covers fundamentals of the structure, function and interrelationship of major body systems and regions (lower extremity, head, face, anterior neck, abdomen, and pelvis). Prerequisite: HSC 5120 Gross Anatomy I

PHT 5225C - Physical Modalities/Integumentary

Hours: 4 This course is designed to prepare the student in the theory and clinical application of physical modalities. The physical principles and biophysical effects of cryotherapy, heat, ultrasound, electrical currents, water, and debridement are presented as they relate to treatment for indicated pathological conditions. Emphasis upon the principles of differential diagnosis are to be used in the selection/recommendation and application of appropriate physical agents. In addition, the care and treatment of wounds and burns 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. Prerequisite: HSC 5125C Applied Anatomy I

PHT 5230C - Biomechanics

Hours: 4 Applies knowledge of human body structure and function to develop and apply basic therapy assessment skills for the lower extremities, pelvis, and lumbar spine. Prerequisites: HSC 5120C Gross Anatomy I; PHT 5220C Gross Anatomy II

PHT 5234C - General Therapeutic Exercise I

Hours: 4 This course is an introduction to therapeutic exercises and evaluation skills. The primary focus will be musculoskeletal dysfunctions arising from neuro, orthopaedic, or disease conditions. This course will be an application of principles covered in Biomechanics and will dovetail into concepts covered in Musculoskeletal I: Orthopaedics.

PHT 5236C - Therapeutic Exercise II

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Hours: 3 This course is a continuation of Therapeutic Exercise I. Course content will dovetail with and build upon topics previously presented in Therapeutic Exercise I. Potential topics to be covered include aquatic physical therapy, eccentrics and plyometrics, functional strengthening, functional capacity evaluations, spine stabilization, patellar/scapular taping, and neuromobilization. Prerequisites: PHT 5234C General Therapeutic Exercise I; PHT 5132C Musculoskeletal I: Orthopaedics; PHT 5230C Biomechanics; or dual degree status and completion of all previous coursework

PHT 5240 - Imaging

Hours: 2 Covers various medical imaging modalities and their applications in rehabilitation. Includes guidelines for selection and interpretation of imaging studies and legal and ethical considerations of imaging in clinical practice. Prerequisite: HSC 5120C Gross Anatomy I

PHT 5243 - Neuromuscular Examination, Evaluation, and Intervention

Hours: 2 This course is designed for the dual degree student entering the physical therapy component of the second degree program. This course builds on neurologic examination and treatment skills already learned in the OT curriculum. The students will explore topics more specific to the physical therapy profession and ready themselves for the Neuromuscular III course: Advanced Evaluation and Intervention. Topics taught include treatment theories including the Motor Relearning Program and the task-oriented approach, and examination and treatment of the postural control system and gait. Students will also perform a mock physical therapy evaluation and practice lab activities specific to concepts from PHT 5143C and PHT 5145C not covered in the OT curriculum (i.e., NDT techniques for balance and gait and PNF patterns and techniques for gait, the trunk, and the lower extremities). This course will assist in transitioning the dual student from the OT curriculum to the PT curriculum and the role of the physical therapist in neurologic rehabilitation.

PHT 5245C - Movement Science I

Hours: 4 Applies motor control, motor learning theory, and concepts of kinesiology to the examination of and interventions for human movement system functions and dysfunctions. Emphasizes the design and implementation of therapeutic interventions to various patient/client populations. Prerequisite: HSC 5120C Gross Anatomy I; HSC 5125C Applied Anatomy I; HSC 5130C Patient/Client Care Management I; PHT 5150 Pathophysiology

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

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are developed. Prerequisite: HSC 5120C Gross Anatomy I; HSC 5125C Applied Anatomy I; HSC 5135 Evidence-Informed Practice I

PHT 5315C - Neuromuscular I: Concepts and Examination

Hours: 3 Applies evidence-based theories of motor control and a task-oriented approach to guide the neurologic examination process. Development of clinical decision making and psychomotor skills to examine patients with common neurologic disorders is emphasized. Prerequisite: PHT 5150 Pathophysiology; PHT 5230C Biomechanics; HSC 5135 Evidence-Informed Practice

PHT 5345C - Movement Science II

Hours: 4 Further explores human movement with an emphasis on clinical outcomes and evidence-informed practice in rehabilitation. Development of advanced skills in clinical reasoning, examination, and interventions to enhance motor control in various patient/client populations. Prerequisite: PHT 5220C Gross Anatomy II; PHT 5226C Applied Anatomy II; PHT 5230C Biomechanics; PHT 5245C Movement Science I

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 health care providers. Prerequisite: HSC 5120C Gross Anatomy I; PHT 5150 Pathophysiology; PHT 5220C Gross Anatomy II

PHT 5375 - Pharmacology

Hours: 2 Introduces basic pharmacology concepts including methods of drug administration, absorption, distribution, storage, and elimination. Classes of drugs commonly used by patients receiving rehabilitation services are covered in terms of indications and contraindications, therapeutic effects and mechanisms, and side effects. Pharmacokinetic variables and how altered drug disposition may impact patients receiving physical rehabilitation are emphasized. Prerequisite: HSC 5135 Pathophysiology

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PHT 5405 - Psychosocial and Ethical Aspects of Physical Therapy

Hours: 3 Students in this course explore how psychosocial and ethical issues are related to and impact the practice of physical therapy (PT). This course facilitates the students' use of tools to analyze and respond to ethical dilemmas, and teaches students how to integrate psychological treatments into the practice of PT to enhance patients' outcomes. Specific issues, including chemical dependency, domestic violence, chronic conditions and grief, and pain are also addressed and applied to the practice of PT. Prerequisite: Research Methods I or permission of the professor

PHT 5415C - Neuromuscular II: Evidence in Interventions

Hours: 3 Focuses on the physical therapy management of adults with neurologic health conditions with an emphasis on interventions to promote positive neuroplastic changes utilizing a functional task-oriented approach with the integration of evidence-based outcome measures to inform the patient management process. Prerequisites: HSC 5310C Clinical Neuroscience; PHT 5315C Neuromuscular I: Concepts and Examination; PHT 5345C Movement Science II

PHT 5420C - Cardiovascular and Pulmonary Physical Therapy

Hours: 3 Focuses on the role of the physical therapist as part of the interprofessional health care team in the prevention and management of common cardiovascular and pulmonary conditions across the continuum of care. Development of screening, examination, evaluation, and intervention skills is emphasized. Prerequisites: PHT 5240 Imaging; PHT 5345C Movement Science II; PHT 5360 Differential Diagnosis; PHT 5375 Pharmacology

PHT 5430C - Patient Care Management II

Hours: 3 Emphasizes an interprofessional approach to the physical therapy management of patients with medical and surgical conditions in acute and post-acute care settings with application of clinical reasoning and the patient/client management model using case based learning. Prerequisite: HSC 5130C Patient/Client Care Management I

PHT 5435C - Biophysical Agents

Hours: 2 Focuses on the theory and application of physical, mechanical, and electrical modalities with emphasis on the principles of differential diagnosis in the selection, recommendation, and application of appropriate biophysical agents. Prerequisites: PHT 5150 Pathophysiology; PHT 5220C Gross Anatomy II; PHT 5230C Biomechanics

PHT 5440 - Physical Therapy for the Integumentary and Lymphatic Systems

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Hours: 1 Applies knowledge of anatomy and pathophysiology to the examination, evaluation, and delivery of interventions for patients with integumentary and lymphatic pathologies. Prerequisites: PHT 5150 Pathophysiology; PHT 5160 Soft Tissue Interventions I; PHT 5220C Gross Anatomy II; PHT 5226C Applied Anatomy II

PHT 5450C - Musculoskeletal III: Spine

Hours: 3 Application of basic science knowledge and clinical reasoning principles using the patient management/ICF model framework to musculoskeletal dysfunctions of the spine. Psychomotor examination and intervention skills developed in the management of patients/clients with musculoskeletal dysfunctions affecting the spine. . Prerequisites: PHT 5345C Movement Science II; PHT 5350C Musculoskeletal II: Extremity; PHT 5360 Differential Diagnosis

PHT 5455 - Physical Therapy Practice II

Hours: 3 Further develops skills in documentation, professionalism, and critical thinking skills in physical therapy. Topics include documentation, supervision of support personnel, teaching techniques, selfreflection, conflict management, interprofessional collaboration, professional communication, risk management, reimbursement, advocacy, and ethics. Prerequisite: HSC 5130C Patient/Client Care Management I; PHT 5155 Physical Therapist Practice I

PHT 5525C - Prosthetics, Orthotics, and Assistive Technology

Hours: 3 Examines the physical therapist's role on an interprofessional team member to determine patient need, prescribe, fabricate, obtain, train in use of, and evaluate effectiveness of orthotics, prosthetics, and assistive technology. Emphasizes physical therapy management of patients/clients with lower extremity amputation. Prerequisite: PHT 5315C Neuromuscular I: Concepts and Examination

PHT 5530C - Patient Care Management III

Hours: 3 Emphasizes an interprofessional approach to the physical therapy management of patients with conditions limiting activity and participation in outpatient and community-based settings with application of clinical reasoning and the patient/client management model using case based learning. Prerequisite: PHT 5570 Internship I

PHT 5535 - Evidence-Informed Practice II

Hours: 2 This course further prepares students to apply the best available evidence to clinical practice with emphasis on appraising the quality of research and its influence on clinical decision making in physical therapy. Prerequisite: HSC 5135 Evidence Informed Practice I

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PHT 5550C - Soft Tissue Interventions II

Hours: 2 Examination, evaluation, and interventions for soft tissues from a manual therapy approach. Explores the relationship between soft-tissue structures and joint mechanics. Introduces myofascial trigger point dry needling and pain science concepts related to soft-tissue interventions. Prerequisite: PHT 5570 Internship I

PHT 5570 - 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. Prerequisites: PHT 5415 Neuromuscular II: Evidence in Interventions; PHT 5420C Cardiovascular and Pulmonary Physical Therapy; PHT 5435C Biophysical Agents; PHT 5440 Physical Therapy for the Integumentary and Lymphatic Systems; PHT 5450C Musculoskeletal III: Spine; PHT 5455 Physical Therapist Practice II.

PHT 5610C - Pediatric Physical Therapy

Hours: 3 Applies evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for pediatric clients across all settings. Emphasis will be placed on child- and family-centered care that includes planning for lifelong challenges. Prerequisites: PHT 5415C Neuromuscular II: Evidence and Interventions; PHT 5525C Prosthetics, Orthotics, and Assistive Technology

PHT 5615C - Neuromuscular III: Advanced Examination and Intervention

Hours: 3 Advanced, evidence-informed examination and patient management knowledge and skills are applied to specialty areas of neurologic physical therapy and to adults with common and rare neurologic health conditions. Prerequisites: PHT 5415C Neuromuscular II: Evidence in Interventions; PHT 5570 Internship I

PHT 5620C - Geriatric Physical Therapy

Hours: 3 Covers the role of the physical therapist within the interprofessional health care team for the aging adult. Evidence-informed and ethical decision making is emphasized in promoting health, wellness, and quality of life for aging patients and clients. Prerequisite: PHT 5570 Internship I

PHT 5650C - Musculoskeletal IV: Clinical Reasoning

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Hours: 3 Promotes the synthesis of previous coursework to musculoskeletal simulated clinical situations to facilitate appropriate patient/client management decisions. Prerequisites: PHT 5550C Soft Tissue Intervention II; PHT 5570 Internship I

PHT 5702C - Prosthetics

Hours: 1 This course focuses on the rehabilitation management of lower-extremity amputations and prosthetics. Basic components include types of prosthetics, fitting, patient care, utilization, exercise programs, gait analysis, and training, as well as psychosocial components, preventive care issues, and medical management considerations.

PHT 5713C - Cardiovascular and Pulmonary Rehabilitation

Hours: 2 This course begins with an overview of the cardiopulmonary system, reviewing cardiopulmonary anatomy and physiology. It addresses the scientific basis of cardiopulmonary dysfunction and pathologies, following with the relevant clinical implications for treatment. Diagnostic testing, lines, tubes, surgical procedures, and assessment techniques are discussed as they influence physical therapy interventions. Physical therapy interventions, such as exercise testing/prescription, postural drainage, percussion, inspiratory training and rehabilitation team participation, are presented. Furthermore, these interventions are discussed across the continuum of care including acute (ICU, ER, CCU), rehabilitation, outpatient, skilled nursing, and home health settings with emphasis on screening, evaluating, and treating patients.

PHT 5770 - Internship II

Hours: 11 Internship II is a 12-week clinical experience in which students apply physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to progress toward entry-level professional practice and patient management. Prerequisite: PHT 5780 Knowledge Translation for Clinical Practice

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. Prerequisites: HSC 5665 Wellness and Health Promotion; HSC 5670 Administration and Management in Rehabilitation Services; PHT 5610C Pediatric Physical Therapy; PHT 5615C Neuromuscular III: Advanced Examination and Intervention; PHT 5620C Geriatric Physical Therapy; PHT 5650C Musculoskeletal IV: Clinical Reasoning

PHT 5801 - PT Practice I and II for Dual

Hours: 1 This course includes a study of the PT profession in the health care delivery system. Students will examine historical foundations and their professional association. Students will

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receive an introduction to the Guide to Physical Therapist Practice and its purpose and use in the practice of PT. Students will review the functional outcome approach to documentation with an integration of SOAP note format. This course is a component of the clinical education program and abides by all policies and procedures for clinical internship experiences as outlined in the clinical education handbook.

PHT 5802 - Physical Therapist Practice I

Hours: 2 This course includes a study of the PT profession in the health care delivery system. Students will examine historical foundations and their professional association. Students will be oriented to the practice of PT across various practice settings. Professional behaviors, communication skills, and interpersonal skills will be presented with emphasis on clinical application. Students will receive an introduction to the Guide to Physical Therapist Practice and its purpose and use in the practice of PT. Students will learn the functional outcome approach to documentation with an integration of SOAP note format.

PHT 5805 - Physical Therapist Practice II

Hours: 2 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 health care 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 health care practitioners will be discussed.

PHT 5809 - Exit Exam

Hours: 1 This course consists of written, oral, and practical examinations to demonstrate competence in clinical skills.

PHT 5813 - Internship I

Hours: 7 This course is divided into two parts and is the first of a three-part series of clinical internships. The first half of Internship I will consist of a seminar dealing with the course objectives 1–8. During the second half of Internship I, students will be away from campus and assigned to a clinical facility for 7 weeks. The clinical setting will be either an acute care hospital or an acute care/outpatient mix facility. The Clinical Performance Instrument (CPI) developed by APTA is the current grading tool for physical therapy students during their clinical internships.

PHT 5824 - Internship II

Hours: 8 This is the second full-time clinical experience in which the student will have the opportunity to apply the theory and skills acquired in the didactic coursework within the clinical

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setting. This internship will last 8 weeks and is considered a second stage in the cumulative process of obtaining competency in clinical skills. The Clinical Performance Instrument (CPI) developed by APTA is the current grading tool for physical therapy students during their clinical internships.

PHT 5828 - Internship III

Hours: 8 This is the third and final full-time clinical experience in which the student will have the opportunity to apply the theory and skills acquired in the didactic coursework within the clinical setting. This internship will last 8 weeks and is considered a next stage in the cumulative process of obtaining competency in clinical skills. The Clinical Performance Instrument (CPI) developed by APTA is the current grading tool for physical therapy students during their clinical internships.

PHT 5830 - Elective Internship IV

Hours: 1-8 This is an elective full-time clinical experience in which the student will have the opportunity to apply the theory and skills acquired in the didactic coursework within the clinical setting. Clinical opportunities may include, but are not limited to, specialized settings, such as women's health, military, or dance. Traditional settings such as orthopedics, neurorehab, or acute care may also be available. This internship consists of at least 40 hours per week and is considered the final stage in the cumulative process of obtaining competency in clinical skills. Students interested in this elective clinical internship must apply prior to their sixth trimester.

PHT 5835 - Evidence Informed Practice III

Hours: 1 Includes application and synthesis of academic and clinical learning to develop and present a professional product that integrates principles of scholarly inquiry. Prerequisite: PHT 5535 Evidence Informed Practice II

PHT 5870 - Internship III

Hours: 11 Internship III is a 12-week, full-time, terminal clinical experience in which the student applies and integrates physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to develop entry-level competency in professional practice and patient management. Prerequisite: PHT 5770 Internship II

PHT 5900 - Locomotor Training for the Neurologic Patient

Hours: 2 This course will provide the clinical application of previously learned knowledge with regards to the neural control of walking and the recovery of walking. Students will develop manual facilitation techniques to deliver locomotor training with partial body weight support on a treadmill to adults with various neurologic health conditions. Students will also engage

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patients in overground gait training and become proficient in performing outcome measures to show change in response to the locomotor training.

PHT 5906 - Research II: Proposal Development

Hours: 3 This course is designed to prepare the students as critical and effective consumers of research. The course will expose students to (a) the analysis of elements of the scientific process namely processes involved in the development of the introduction, literature review, methods, results, discussion, and the abstract, and (b) the application of the scientific process in various categories of scientific reports (the case reports, single case study experimental design, as well as traditional experimental methods). Specific guidelines will be used to analyze and comment on identified scientific papers. The use of the scientific process in writing case reports will be emphasized.

PHT 5907 - Research III: Patient Case Report

Hours: 1 This course applies information covered on case reports in Research II. Students are expected to gather necessary information during either Internship II or III to write a clear and professional case report following the guidelines given in Research II. Students are expected to integrate and critique related scholarly literature with taught and actual patient management knowledge/skills gained in the classroom and on internships.

PHT 6030 - Consultation, Screening, and Delegation

Hours: 1 This course covers the role of the physical therapist in client-related consultation, screening of patients, and direction and supervision of support personnel in physical therapy.

PHT 6032 - Cognition and Perception

Hours: 1 In this online course students will examine cognitive and perception disturbances and be able to accurately assess, interpret findings, set realistic goals, and plan appropriate interventions for patients/clients with these disturbances.

PHT 6033 - Basic Assessment and Intervention of Integument

Hours: 1 In this course students will explore the role of the physical therapist in screening, prevention, and management of selected disorders of the integumentary system.

PHT 6035 - Professionalism: Legal and Ethical Issues in Physical Therapy

Hours: 2 This course includes topics related to physical therapy professionalism; ethics; legal issues and jurisprudence; and Medicare and Medicaid reimbursement, fraud, and abuse.

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PHT 6037 - Environmental Barriers

Hours: 1 In this course students will explore environmental barriers that may impact patients/clients and design interventions and modifications to improve mobility and safety.

PHT 6038 - The Physical Therapist as Educator

Hours: 2 This course examines the role of the physical therapist as an educator of patients, caregivers, students, and other health care providers.

PHT 6102 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

Hours: 2 Anatomy and biomechanics of the areas are discussed. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is included. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 5135C; successful completion of the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University

PHT 6103 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)

Hours: 2 Anatomy and biomechanics of the craniofacial, cervical and upper thoracic spine areas are discussed. Several techniques from S1 are reviewed along with modifications and instructions of additional techniques are provided. An in-depth presentation on the syndromes of the cervical spine, sub-cranial and thoracic outlet is included. The student has the opportunity to explore the classification of headaches and current treatment approaches. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 5135C; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University

PHT 6104 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

Hours: 2 This course emphasizes the application of basic sciences to clinical examination and treatment skills, management policies, and supportive services for dysfunction of the pelvic region. Instruction in advanced technical and decision-making skills for the evaluation and treatment of pelvic dysfunction is provided. Prerequisites: PHT 5135C; completion of the CPE

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seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University

PHT 6111 - Extremity Evaluation (E2)

Hours: 2 Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings for this course. Prerequisites: PHT 5134C; completion of the CPE seminar "Extremity Integration (E2)," offered by the University

PHT 6120 - Myofascial Manipulation (MF1)

Hours: 2 This course deals with the evaluation and treatment techniques of myofascial tissue. The emphasis is placed on the relationship of the soft tissue structures to the joints/mechanics of the spine. Principles of functional anatomy, posture, soft-tissue anatomy, both normal and pathological, biomechanics of soft tissue, and treatment principles are presented. A variety of treatment techniques are also presented, including an introduction to myofascial trigger-point dry needling. Prerequisite: Completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University

PHT 6303 - Imaging for Physical Therapy

Hours: 2 This course provides a broad background reading plain-film radiographs and in the radiographic presentation of commonly occurring dysfunctions of the spine, temporomandibular joint, pelvis, and extremities. The basics of MRI, CT, and ultrasound scanning will be covered. Special emphasis is placed on the clinical application of diagnostic imaging findings to orthopaedic physical therapy.

PHT 6402 - Clinical Triage

Hours: 1 Clinical Triage offers a 40-hour experience to develop screening and management skills for the neuro-musculoskeletal patient in a primary care setting. This is an opportunity for physical therapists to shadow the health care practitioner while observing the integration of history and physical, lab results, radiographs, and medications in the typical primary care practice. This experience would allow the physical therapist to practice screening and history taking under the supervision of a physician. It provides the opportunity to improve communication between physicians, physical therapists, and staff (i.e. physician assistants, RN's, LPN's, and nurse practitioners).

PHT 6461E - Musculoskeletal Clinical Integration

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Hours: 2 This course is an integration of the knowledge and skills appropriate to orthopaedic/manual physical therapy practice. By applying theory and practice, students have the opportunity to perform and observe examination, evaluation, and intervention of various orthopaedic conditions in a clinical setting. Students will participate in discussions with faculty supervisors and fellow students regarding findings, impressions, and management of orthopaedic cases seen in the student clinic; document their experiences in chart and journal format; and demonstrate appropriate clinical behavior/performance as outlined in the Generic Abilities Criteria. Students will also demonstrate appropriate mastery of psychomotor learning/skills based on completion of the Basic Competency Checklist. Under advisement of a faculty member, the student will identify unique and significant problems in clinical treatment, develop one written patient case report, and present a case orally to peers. Students may be able to observe various procedures, surgeries, and consultations performed by physicians in the community.

PHT 6498 - Clinical Residency

Hours: 5 Clinical Residency is a 1,500-hour, 9-month patient-care experience under the immediate supervision of an approved mentor at a University-approved clinical residency site. Clinical Residency provides an opportunity for intimate sharing of knowledge and refinement of the application of clinical skill and decision making. It serves as an invaluable step in the process of professional development in the student's area of specialty. The student develops residency objectives prior to the experience, attends the residency, and completes 200 hours of defined educational activities. Prerequisite: It is recommended that the student attend at least two required seminars toward the selected certification track.

PHT 7050 - Preparation/Certification in Sports Physical Therapy

Hours: 3 Students review course material covering each area in the prerequisite courses. The instructors also present any updated information where appropriate. Students will receive preparation and testing on the St. Augustine, Florida, campus for basic science and spinal and extremity joint manipulation. Review and testing of seminar content taught by North American Sports Medicine Institute will occur at a date and time established by that organization. Written, oral, and practical examinations are given to test retention, comprehension, and applications of the teaching in each of the required courses.

PHT 7115 - Introduction to Primary Care

Hours: 2 This course explores topics related to the provision of physical therapy services in a variety of direct access environments. Pharmacology, imaging, and differential diagnosis for the physical therapist are introduced. Practice management will be examined, including reimbursement issues, marketing, communication, and ethical and legal considerations.

PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1)

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Hours: 3 This course discusses basic science principles and develops clinical skills needed to complete a differential evaluation and proceed to effective treatment of spinal dysfunction. General principles of functional anatomy, tissue and joint biomechanics, and pathology are presented. Online discussions will encompass relevant research and clinical application.

Prerequisite: Completion of the CPE seminar "Introduction to Spinal Evaluation and Manipulation (S1)," offered by the University

PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

Hours: 2 Anatomy and biomechanics of the pelvis, lumbar and thoracic spine are discussed in the online coursework associated with the live version of this seminar. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is instructed. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 7201; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University

PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)

Hours: 3 This course discusses basic science principles and develops clinical skills needed to complete a differential examination and proceed to effective intervention of cranial, cervical, and upper thoracic spinal impairments. Course content presents general principles of functional anatomy, tissue and joint biomechanics, and pathology/syndromes. Online discussions will encompass relevant research and clinical application. Prerequisites: PHT 7201; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University

PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

Hours: 2 This is an online course that explores the physical therapist's role in the evaluation and treatment of the lumbo-pelvic-hip system. The latest research in the biomechanics of the pelvic girdle is presented as well as a biomechanical and neurophysiological approach to the lumbo-pelvic-hip complex. The discussion of patient examination has an evidenced based focus. Topic areas include functional anatomy, biomechanics of the sacroiliac and pubic joints, selected pathologies, and dysfunctions. Clinical evaluation and treatment methods are demonstrated through the use of video clips. Prerequisites: PHT 7201 Introduction to Spinal Evaluation and Manipulation (S1); completion of the CPE seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University

PHT 7211 - Extremity Integration (E2)

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Hours: 2 Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings required for this course and application to patient cases. Prerequisites: HSC 7210 Extremity Evaluation and Manipulation (E1); completion of the CPE seminar "Extremity Integration (E2)," offered by the University

PHT 7220 - Myofascial Manipulation (MF1)

Hours: 3 This course deals with the evaluation and treatment techniques of myofascial manipulation. The emphasis is placed on the relationship of the soft tissue structures to the mechanics of the spine. Principles of functional anatomy, posture, soft tissue anatomy, both normal and pathological, biomechanics of soft tissue, and treatment principles are presented. Prerequisite: Completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University

PHT 7250 - Preparation/Certification in Manual Therapy

Hours: 3 A 6-day lecture and lab review course is conducted at the University of St. Augustine campuses covering each of the prerequisite courses of basic sciences, spinal and extremity joint evaluation and treatment, and soft tissue manipulation. The instructors also present an update on information as needed. On the fifth day, a 3-hour, multiple-choice examination is conducted. On the sixth day each student receives four to five 20-minute oral/practical examinations to test retention, comprehension, and applied skills. A seventh day may be added for those late registrants the University could not examine on the sixth day.

PHT 7331 - Evaluation and Treatment of the Craniomandibular System (CF1)

Hours: 2 This is an online course that explores the physical therapist's role in the evaluation and treatment of the craniomandibular system. Normal cranial and cervical postural functions contribute significantly to the function of the temporomandibular articulations and to dental occlusal. The emphasis of the course is on the relationships of these various components of the craniomandibular system.

PHT 7332 - Intermediate Craniofacial (CF2)

Hours: 3 This is an online course that focuses on the etiology of craniofacial pain and pathology affecting the TMJ and related structures. Furthermore, since this is the first of three advanced courses on craniofacial pain, we will review and expand on the anatomy of the craniomandibular system, as well as exploring conventional radiography and advanced imaging for this area. The emphasis of the course is on understanding the etiological complexities of craniofacial pain and the place of the physical therapist in its treatment. Prerequisites: PHT

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7331 Evaluation and Treatment of the Craniomandibular System; attendance at the continuing education seminar "Intermediate Cranio-Facial," conducted by the University

PHT 7333 - Advanced Craniofacial (CF3)

Hours: 3 This is an online course that focuses on the examination and treatment of craniofacial pain. The examination process, interview, observation, and physical examination is discussed in detail, with emphasis on reliability and validity of its various parts. Treatment is discussed, with a focus on the craniocervical junction and on patient management. Additional topics in this course include an indepth coverage of headaches and diagnostic classifications. Prerequisite: PHT 7332 Intermediate Craniofacial; attendance to the continuing education seminar "Advanced Craniofacial," conducted by the University

PHT 7334 - State of the Art Craniofacial

Hours: 1 This online course focuses on the examination and treatment of patients with craniofacial pain and temporomandibular disorders that are managed with dental appliances and surgical interventions. It covers oral/maxillofacial surgery and orthognathic surgery, as well as interventions for internal temporomandibular derangement. Preoperative and postoperative treatments are discussed with emphasis on clinical decision making based on the current literature. Prerequisite: PHT 7333 Advanced Craniofacial (CF3); completion of all the University's craniofacial seminars

PHT 7350 - Preparation/Certification in Craniofacial Mandibular

Hours: 3 Certification preparation and testing is 5 days in duration. The week includes review and updates in all craniofacial areas including basic science, spinal, sub-cranial, and TMJ examination and treatment techniques. Tests include oral, practical, and written exams.

PHT 7455 - Special Topics in Professional Practice

Hours: Varies This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies

PHT 7470 - Clinical Integration I: Reflective Practice

Hours: 8 The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and utilize reflective self-assessments of their

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current professional development. Students will perform self-reflection activities and develop a learning plan and outcomes to guide them throughout the remainder of their educational program. The students will be engaged in full time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth. This course is available only to student whose highest earned degree is at the baccalaureate level.

PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence

Hours: 8 The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the importance of lifelong learning and how continuing competence can be exhibited within the profession. The students will utilize reflective practice of their current and past professional development. Students will perform self-reflection activities and analysis of professional skill levels. The students will be engaged in full time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7473 - Clinical Integration III: Teaching Strategies

Hours: 8 This purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that teaching plays. This includes the teaching/instructing practitioners do to patients, caregivers, colleagues, and other health care workers, and how practitioners can improve their skill and expertise. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7474 - Clinical Integration IV: Leadership

Hours: 8 The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that we have in leadership within our profession and within autonomous practice within our health care system. Leadership strategies and opportunities will be discussed and students will reflect on their experiences and develop a plan for their future professional development in this area. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth.

PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice

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Hours: 6 The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that mentoring plays within the profession. Mentoring roles and the mentoring relationship will be discussed and students will reflect on their experiences and how they can develop skills in this area. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7496 - Capstone Project I

Hours: 1 This is an integration of the knowledge and skills appropriate to a student's specialty area. By developing a short proposal, students have an opportunity to reflect on learning achieved in the DPT program and the clinical education experiences related to their content learning in the program. The student is expected to summarize the topic and content of the capstone project. The students will review and apply professional writing skills in the proposal. Based on the suggested capstone topic, the student will be assigned a Faculty Advisor. This course is offered through a distance education format. Capstone Project I is a prerequisite for Capstone Project II. Prerequisite: Completion of all required and elective DPT coursework (but not including completion of Preparation/Certification)

PHT 7497 - Capstone Project II

Hours: 4 This is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory and practice, students have the opportunity to explore various approaches in the delivery of rehabilitation services. Under advisement of a faculty member, the student has two options in completing this project. One option is to identify unique and significant problems in clinical treatment and develop one publishable patient case report. The second option is to develop one publishable article related to critical issues in the delivery of health care today. This course is offered through a distance education format. Prerequisite: PHT 7496 Capstone Project I

PHT 7850 - Preparation/Certification in Primary Care

Hours: 3 This is a 6-day lab and lecture review course conducted on the St. Augustine, Florida, campus. Students complete pre-course self-directed review of prerequisite material along with attendance of 5 days of instructor-led review of didactic and laboratory material. On the fifth and sixth days there is a 3-hour written examination and individual oral/practical examinations conducted by faculty members from each prerequisite course. These exams are a test of retention, comprehension, and application to clinical practice. When all areas of the examination are passed, the student receives a certificate of competency in the clinical areas tested.

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Speech-Language Pathology

SLP 5002 - Audiology and Aural Rehabilitation

Hours: 3 This course is an introduction to the field of audiology and examines the diagnosis and treatment of hearing disorders across the lifespan including audiometric test methods and nonmedical rehabilitation options for the treatment of audiological disorders.

SLP 5008 - Speech Anatomy and Physiology

Hours: 3 This course involves the study of the anatomy and physiology of the speech and hearing mechanisms. Students will study the structure and function of the skeletal, neurological, and muscular systems for respiration, phonation, articulation and resonance, as well as mastication and deglutition and the hearing mechanism. The organization and physiology of related nervous systems and functional implications will be explored.

SLP 5014 - Introduction to Communication Sciences and Disorders

Hours: 3 This course introduces students to the professions and field of communication sciences and disorders (CSD). Basic concepts related to communication, speech, and language; typical development, anatomy, and physiology; as well as communication disorders occurring across the lifespan will be examined. Cultural differences, communication disturbances and disorders related to identification, assessment, and evidenced-based treatment will be explored.

SLP 5020 - Neuroanatomy

Hours: 3 This course introduces students to the neuroanatomy and physiology underlying hearing, speech, language, swallowing, and cognition. It emphasizes an understanding of the nervous system from a neurobiological perspective. Behavioral and communicative disturbances resulting from disease, defect, or injury are discussed.

SLP 5026 - Phonetics

Hours: 3 This course involves phonetic analysis of normal and disordered speech, including training in transcription using the international phonetic alphabet. The motoric aspects of speech sound production, including a concrete description of the distinct properties that are associated with the production of these speech sounds will be explored.

SLP 5032 - Normal Speech and Language Development

Hours: 3 This course involves theoretical concepts and research findings concerning the normal developmental processes of speech and language learning and provides an understanding of

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child speech and language from infancy through adolescence, focusing on normal development. Students will study language and literacy development for monolingual and bilingual children.

SLP 5101 - Clinical Practicum I

Hours: 1 This course integrates and synthesizes didactic/learned course content and clinical skills through simulation or client contact applying theory and evidence-based assessment and therapy skills training for students with individuals across the lifespan. Students participate in observation, screening, assessment, documentation and report writing activities online and during a residency weekend on campus for clinic hours with ASHA certified and state licensed SLPs. Assessment, treatment, and management issues with varied clinical and cultural populations will be addressed.

SLP 5110 - Early Language Development and Disorders in SLP

Hours: 3 This course examines normal and disordered language development from infancy through early school age including prelinguistic and paralinguistic communication, language, phonology, fluency, voice and pragmatics. Multisensory intervention strategies for successful communication skills, assessment, and treatment of children with varied developmental, linguistic or cultural differences will be explored.

SLP 5115 - Speech Sound Disorders

Hours: 3 This course applies knowledge of normal and disordered speech to phonological and articulation disorders. Identification, assessment, and treatment strategies will be examined. The role of dialect, language differences versus disorders, and cultural variance will be explored.

SLP 5120 - Adult Neurogenic Disorders

Hours: 3 This course provides information on communication disorders that result from neurological injury or illness in adults including aphasia, traumatic brain injury, right hemisphere disorder and dementia. Emphasis will be on the etiologies, characteristics, assessment, and intervention of these disorders.

SLP 5202 - Clinical Practicum II

Hours: 1 This course integrates and synthesizes didactic/learned course content and clinical skills through simulation or client contact applying theory and evidence-based assessment and therapy skills training for students with a focus on pre-school and school age clients. Students participate in observation, screening, assessment, documentation and report writing activities in-class and during a residency weekend on campus with ASHA certified and state licensed SLPs. Assessment, treatment, and management issues with varied clinical and cultural populations will

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be addressed, as well as evidenced based practice and appropriate counseling for clients. External site clinical experiences may be experienced.

SLP 5205 - Evidence Based Practice for Speech-Language Pathology

Hours: 3 This course examines the relevance and use of evidence-based research and practice for SLPs to improve outcomes for clients receiving speech-language therapy services. Students will explore research designs, methodologies, interpretation and analysis to be able to critically appraise and utilize written research, therapy strategies and evidence-based therapy materials.

SLP 5230 - School Age Development and Disorders in SLP

Hours: 3 This course examines normal and disordered speech and language development of school age children including effects of delays or disorders on listening, speaking, reading and writing skills. Assessment, treatment, collaborative intervention and service delivery, and providing educationally relevant speech-language therapy services, is addressed. Policy and procedures for public school practice are reviewed. Populations explored include students with language based learning disabilities, autism spectrum disorders, hearing loss, as well as issues related to cultural and linguistic diversity.

SLP 5235 - Dysphagia

Hours: 3 This course explores an overview of normal and abnormal swallowing function across the lifespan. Anatomical and physiological bases of swallowing disorders, assessment and treatment approaches with varied clinical and cultural populations are explored.

SLP 5303 - Clinical Practicum III

Hours: 1 This course integrates and synthesizes didactic/learned course content and clinical skills through simulation or client contact applying theory and evidence-based assessment and therapy skills training for students with clients in healthcare and school settings. Students participate in observation, screening, assessment, documentation and report writing activities in-class and during a residency weekend on campus with ASHA certified and state licensed SLPs. Assessment, treatment, and management issues with varied clinical and cultural populations will be addressed, as well as evidenced based practice and appropriate counseling for clients. External site clinical experiences will be experienced.

SLP 5315 - Specialty Course

Hours: 3 This course explores advanced areas of practice for speech-language pathologists including special populations encountered in medical and school settings allowing students to experience in-depth study in specific areas of individual interest. Examples of study areas may

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include (but not limited to) accent modification, autism, and culturally and linguistically diverse populations.

SLP 5340 - Fluency Disorders

Hours: 3 This course examines theories of the cause and onset of fluency disorders such as stuttering and cluttering. An introduction to basic clinical and experimental approaches to fluency disorders with varied clinical and cultural populations will be explored.

SLP 5345 - Motor Speech Disorders

Hours: 3 An advanced survey of developmental and acquired dysarthria and apraxia of speech. Differential diagnosis, assessment, treatment and management issues with varied clinical and cultural populations will be addressed.

SLP 5404 - Clinical Practicum IV

Hours: 1 This course integrates and synthesizes didactic/learned course content and clinical skills through simulation or client contact applying theory and evidence-based assessment and therapy skills training for students with clients across the lifespan in specialty settings. Students participate in observation, screening, assessment, documentation and report writing activities in-class and during a residency weekend on campus with ASHA certified and state licensed SLPs. Assessment, treatment, and management issues with varied clinical and cultural populations will be addressed, as well as evidenced based practice and appropriate counseling for clients. External site clinical experiences will be experienced.

SLP 5450 - Augmentative and Alternative Communication (AAC)

Hours: 2 This course explores approaches to augmentative and alternative communication including assessment and intervention. Hands-on experience with various methods of AAC strategies and devices will provide students with a foundation for therapies with varied clinical and cultural populations.

SLP 5455 - Voice Disorders

Hours: 2 This course explores the study of theoretical, diagnostic, and treatment issues in functional, organic, neurogenic, and psychogenic voice disorders. Implications for varied clinical and cultural populations are examined.

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SLP 5460 - Medical and School Practice

Hours: 2 This course compares and contrasts medical and school-based settings for speech-language pathologists. Settings, duties, populations, and site-specific expectations are studied. Assessment, treatment and management of varied clinical and cultural populations in the settings are addressed.

SLP 5465 - Culminating Case Report

Hours: 3 Advanced seminar examining current and trending topics of present and future interest within the field of speech language pathology. A major culminating project on a clinical issues topic will be completed and presented in an evidence-based case report. The assessment, treatment, and management of issues for varied clinical and cultural populations in the settings will be emphasized.

SLP 5505 - Clinical Practicum V

Hours: 7-8 This course integrates learned course content and clinically applies theory and evidence-based assessment and therapy skills training for students with clients across the lifespan. Students participate in observation, screening, assessment, documentation and report writing activities in-class and during a residency weekend on campus with ASHA certified and state licensed SLPs. In this final clinical practicum experience, students prioritize essential and professional clinical skills that ready them for the CF experience. External site clinical experiences will be experienced.

Faculty - Degree Programs

The University carefully chooses faculty who are educators and practitioners with proven ability to provide students with a meaningful and exciting educational experience relevant to clinical practice. All members of the faculty possess a mastery of their field and a practical hands-on approach to their specialty. The University is proud of its faculty, their strengths and diversity, as well as their commitment to the mission of the University.

Faculty location designations are as follows:

- CA-SM – California campus
- DE – Distance education
- FL-SA – St. Augustine, Florida campus
- FL-MI – Miami, Florida, campus
- TX-AU – Austin, Texas campus
- TX-DA - Dallas, Texas campus

Rachelle R. Agatha, Contributing Faculty - DE, FL-SA

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BS California Polytechnic State University – Business
MBA California State University, Sacramento – Business
EdD Fielding Graduate University – Education

Gayla A. Aguilar, OTR/L, Assistant Professor – FL-SA

BSOT University of Texas Health Science Center – Occupational Therapy
OTD Rocky Mountain University of Health Professions – Occupational Therapy

Sundip Aguilar, Assistant Program Director, EdD, Associate Professor - DE, FL-SA

BEd University of Phoenix - Curriculum & Instruction
MEd University of Phoenix - Secondary Education
EdD University of Phoenix - Leadership & Administration

Hilmir Agustsson, Assistant Professor – FL-SA, FL-MI

BSc University of Alberta – Physical Therapy
MHSc University of St. Augustine for Health Sciences – Health Sciences
DPT University of St. Augustine for Health Sciences – Physical Therapy

Amanda Allen, PT, Contributing Faculty - CA-SM

BS University of Arizona - School of Medicine
DPT Duke University - Physical Therapy

Aldo Alvarez Jr., Contributing Faculty - FL-MI, FL-SA

BS University of Miami – Microbiology
MS University of Miami - Sports Medicine

Jason V. Amich, Contributing Faculty – DE

BS Wesleyan University - Human Services
MBA Tiffin University - Healthcare Administration

Hazel Anderson, PT, Instructor - TX-AU

BSc Glasgow Caledonian University – Physiotherapy
DPT Texas Tech University - Physical Therapy

Kristin Anderson, PT, ACCE, CA-SM

BS California State University – Kinesiology
DPT University of Colorado - Physical Therapy

Catherine Andrea, PT, Instructor - FL-SA

BS Ohio University - Biology/Pre-medicine
MPT Cleveland State University - Physical Therapy

Natalie Ang, Contributing Faculty – DE

BA University of California, Irvine – Anthropology
MA University of Southern California - Occupational Therapy
OTD Rocky Mountain University of Health - Occupational Therapy

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Elizabeth Ardolino, PT, Associate Professor - TX-AU

BS University of Scranton – Health Science
MPT University of Scranton – Physical Therapy
MSPT Temple University – Physical Therapy
PhD Seton Hall University – Health Science, Movement Science Track

Andrew Arthur, PT, Contributing Faculty - TX-AU

BS Wartburg College – Biology
DPT The University of Iowa - Physical Therapy
PhD Texas Woman's University - Physical Therapy

Monna Arvinen-Barrow, Contributing Faculty – DE

BSc University College Northampton, United Kingdom – Psychology
PhD The University of Northampton, United Kingdom - Sport Psychology

Jason H. Ashby, Contributing Faculty - TX – AU

BS Ohio University - Exercise Physiology
MPT Cleveland State University - Physical Therapy
DPT Texas Tech University Health Sciences - Physical Therapy

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BS San Francisco State University – Kinesiology
DPT Samuel Merritt University - Physical Therapy

Richard Bahr, Contributing Faculty – DE

BS San Diego State University - Department of Athletic Medicine/Exercise Science

Karen Bakuzonis, Contributing Faculty – DE

BS Daemen College - Medical Records
MS Virginia Commonwealth University - Healthcare Administration
PhD University of Florida - Higher Education

Tobi Baldwin, PT, Assistant Professor - FL-SA

BS University of Western Ontario – Kinesiology
MS California University of Pennsylvania - Exercise Science
MPT University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BA Mississippi State University - Biochemistry & Molecular Biology
MS University of North Carolina - Occupational Therapy

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BS Texas A&M University – Biomedical Science

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MS Texas Woman's University – Physical Therapy
DPT Boston University – Physical Therapy

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BSPT Medical College of Virginia - Physical Therapy
MS Old Dominion University - Community Health Education
DPT Simmons College - Physical Therapy

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BS Loma Linda University – Life Sciences
MPT Loma Linda University – Physical Therapy
DPT Temple University – Physical Therapy

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BS Colorado State University - Occupational Therapy
MPH University of Hawaii - Maternal and Child Health Specialization
DHSc Nova Southeastern University - Health Science

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MS University of Nevada Las Vegas – Kinesiology
PhD Rocky Mountain University for Health Professions – Orthopedics and Sports Science

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MA University of South Florida - PE K-8
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BS University of Pittsburgh - Health Information Management

MBA Johns Hopkins University - Information Systems Management

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BS U.S. Air Force Academy – Operations Research Engineering

BSPT University of New Mexico – Physical Therapy

MS Texas Woman's University – Physical Therapy

PhD Texas Woman's University – Physical Therapy

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BS McNeese State University – Health and Human Performance

MS Walden University - Health Psychology

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MHS Medical University of South Carolina - Occupational Therapy

OTD University of St. Augustine for Health Sciences - Occupational Therapy

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MS Misericordia University - Occupational Therapy

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ODT Texas Woman's University - Occupational Therapy

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DNP University of Kentucky – Nursing Practice

Komal Deokule, Contributing Faculty - CA-SM

BA Maharaja Sayajirao University – Physiotherapy
MSc University College London – Physiotherapy

Lori Dewald, Contributing Faculty – DE, FL-SA

BS South Dakota State university - Physical Education and Athletic Training
BS Mankato State University – Elementary Education
MS University of Tennessee – School Health Education
EdD University of Tennessee – Educational and Counseling Psychology

Katherine Dieringer, Contributing Faculty - DE, FL-SA

BS University of Texas at Austin - Physical Education
MEd Eastern Kentucky University - Health Education
EdD University of North Texas - Curriculum and Instruction

Jennie DiGrado, OTR/L, Assistant Professor – CA-SM

BS Colorado State University – Occupational Therapy
OTD Creighton University – Occupational Therapy

Heather Disney, PT, Assistant Professor- CA-SM

BS San Diego State University – Kinesiology
DPT University of St. Augustine for Health Sciences - Physical Therapy

Jennifer Dodson, Contributing Faculty - FL-SA

BS Florida International University - Occupational Therapy

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MS Queen Margaret University - Occupational Therapy
OTD University of Southern California - Occupational Therapy

Manuel Domenech, PT, DPT Program Director, Austin – TX-AU

BSPT University of Kansas – Physical Therapy
MSPT MGH Institute for Health Professions – Physical Therapy
DPT Medical College of Virginia – Advance Physical Therapy
EdD Oklahoma State University – Occupational and Adult Education

Dawn Doutrich - Contributing Faculty - DE, FL-SA

BS Washington State University – Nursing
MS Oregon Health Sciences University – Nursing
PhD Oregon Health Sciences University – Nursing

Kasey Drayton - Contributing Faculty - DE, FL-SA

BS Boston University - Exercise Physiology
DPT Duke University - Physical Therapy

Thomas Eberle, PT, Assistant Professor – FL-MI

MSPT D'Youville College – Physical Therapy
DPT D'Youville College – Physical Therapy

Anna M. Edwards, PT, Contributing Faculty – CA-SM

BS University of California, San Francisco – Pre Physical Therapy/Kinesiology
MA San Diego State University – Physical Education
MBA San Diego State University – Business Administration
DPT University of St. Augustine for Health Sciences – Physical Therapy

David Edwards, Contributing Faculty – DE

BS Wheeling Jesuit University - Respiratory Therapy
DPT Wheeling Jesuit University - Physical Therapy

Richard Ericksen, Contributing Faculty – DE

BS University of Utah - Behavioral Science
MOT Texas Woman's University - Occupational Therapy

Jason Eure, Contributing Faculty – DE

BS Virginia Polytechnic Institute and State University - Nutrition and Exercise
DPT University of St. Augustine for Health Sciences - Physical Therapy

Julie Evener, Director of Library Services, Instructor – DE, FL-SA

BA Flagler College – English
MSLS University of South Carolina – Library and Information Science

Jane Ewoniuk, Contributing Faculty – DE

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BS University of Wyoming - Exercise Science
MOT Texas Woman's University - Occupational Therapy
DHSc Rocky Mountain University - Health Science

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