



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

University Catalog/Handbook 2020-2021

California | Florida | Texas



Clinical Excellence Through Graduate Education



University of St. Augustine
for Health Sciences

University Catalog/Handbook 2020–2021

CALIFORNIA | FLORIDA | TEXAS



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September 1, 2020–August 30, 2021

USAHS Catalog/Handbook

The 2020–2021 University of St. Augustine for Health Sciences (USAHS) Catalog/Handbook is the primary resource for academic information, including official curricular requirements and university policies. Students who are admitted for, and enrolled during, the 2020–2021 academic year are subject to the degree requirements described in this USAHS Catalog/Handbook. Further, the Catalog/Handbook is not a contract. The University reserves the right to make changes to the Catalog/Handbook at any time. The Catalog/Handbook can be found on the USAHS website, www.usa.edu, under the Admissions & Aid tab.

Each student should carefully read the current issue of the Catalog/Handbook. Students acknowledge receipt of the Catalog/Handbook as part of their enrollment agreement.

Message from the President



Welcome to the 2020–2021 Student Catalog/Handbook, which outlines admission requirements, academic policies, and educational programs at the University of St. Augustine for Health Sciences.

USAHS' greatest strength is its singular focus on health sciences education. Maintaining this focus throughout its history has enabled the University to build a culture dedicated to best practices in healthcare education, supporting wellness across the lifespan, advocating for professionalism in all health science disciplines, and advancing innovative practices.

The University's success is due not only to its focus on health sciences education but also to its philosophy of students first and curricula reflective of the most current healthcare practices. The University is unwavering in its search for the most effective tools to educate healthcare professionals and its commitment to employing innovative strategies to meet the needs of its students and diverse patients. As we anticipate changes to the healthcare and education landscapes, the University continues to act judiciously to empower faculty and staff to identify future trends and immediately reflect these advances in our educational approach.



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The University's commitment to excellence in healthcare education for all qualified students began with its founding and is strengthened by its vision to be the leading graduate health sciences university in the country. USAHS graduates outstanding healthcare professionals who are leaders in their communities and renowned in their disciplines. As we work together toward these achievements, the University welcomes all students, faculty, and staff to a successful 2020–2021 academic year.

Sincerely,

Vivian A. Sanchez
CEO/Interim President

Notice of Nondiscriminatory Policy

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

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

Students will be notified of changes to the catalog.

2020-2021 USAHS ACADEMIC CALENDAR

WWW.USA.EDU

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
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November 2020						
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29	30					

December 2020						
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January 2021						
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31						

February 2021						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

New Student Orientation Dates						
Sep 4	Fall Orientation					
Jan 8	Spring Orientation					
May 7	Summer Orientation					

Calendar Keys						
	First day of trimester					
	Midterm PP new start					
	Holiday-Closed					
	Faculty retreat on campus					
	Last day of trimester					
	Last day to withdraw from courses					

Sep 3	Appeals committee meets
	Faculty retreat on campus
Sep 4	Tuition due/Residential orientation
Sep 7	Labor Day - campuses closed
	Integrated Clinical Experience begins
	Terminal Clinical Experience I & II begin
	Fieldwork IIA & IIB begin
Sep 8	Session I online & Fall classes begin
	Clinical Practicum begin
Sep 21	Session II online courses begin
Oct 12	Midterm PP new student start
Oct 19	Term 5 PT online courses begin
Oct 26	Term 5 residential PT return to campus
Oct 30	15 week mid course grades due
Nov 21	Last day to withdraw from courses
Nov 25	Classes end at noon local time
	Administrative offices close 3:00 pm local time
Nov 30	Classes resume
Dec 16	Grades due for graduates
Dec 19	Last day of term/Degrees conferred
Jan 7	Appeals committee meets
	Faculty retreat on campus
Jan 8	Tuition due/Residential orientation
Jan 11	Session I online & Spring classes begin
	Integrated Clinical Experience begins
	Terminal Clinical Experience I & II begin
	Clinical Practicum begin
	Fieldwork IIA & IIB begin
Jan 25	Session II online courses begin
Feb 12	Midterm PP new student start
Feb 22	Term 5 PT online courses begin
Mar 1	Term 5 residential PT return to campus
Mar 5	15 week mid course grades due
Mar 27	Last day to withdraw from courses
Apr 21	Grades due for graduates
Apr 24	Last day of term/Degrees conferred
May 6	Appeals committee meets
	Faculty retreat on campus
May 7	Tuition due/Residential orientation
May 10	Session I online & Summer classes begin
	Integrated Clinical Experience begins
	Terminal Clinical Experience I & II begin
	Fieldwork IIA & IIB begin
	Clinical Practicum begin
May 24	Session II online courses begin
Jun 12	Midterm PP new student start
Jun 21	Term 5 PT online courses begin
Jun 28	Term 5 residential PT return to campus
Jul 2	15 week mid course grades due
Jul 24	Last day to withdraw from courses
Aug 18	Grades due for graduates
Aug 21	Last Day of Term; Degrees Conferred
Academic Holidays	
Sep 7	Labor Day
Nov 11	Veterans Day
Nov 25	Noon Students; 3 pm Employees
Nov 26 - 27	Thanksgiving
Dec 24 - 25	Christmas Eve and Christmas Day
Dec 31 - Jan 1	New Years Eve and New Years Day
Jan 18	Martin Luther King Day
Feb 15	President's Day
Feb 16	Students & Faculty - No classes
May 31	Memorial Day
Jul 5	July 4 Holiday observed
Jul 6	Students & Faculty - No classes

March 2021						
S	M	T	W	T	F	S
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April 2021						
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May 2021						
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23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Commencement Dates						
Dec - TBD	AU & MI Commencement					
Dec - TBD	SA, SM & DACommencement					

Apr - TBD	Spring Commencement					
Aug - TBD	Summer Commencement					

Start Dates						
Sep 8	Fall 2020 Start					
Oct 12	Midterm PP new student start*					
Jan 11	Spring 2021 Start					
Feb 12	Midterm PP new student start*					
May 10	Summer 2021 Start					
Jun 14	Midterm PP new student start*					

* - distance ed post professional
new student start



General Information

Board of Directors

John Hoey, Chair

Ana Lopez-Blazquez

Damon Conway

Paul Nicoletti

Donna Dorsey

Dr. Lynn Priddy

Sam Guo

Dr. Melanie Storms

Richard Krygiel

Dr. Neetu Trivedi

Administrative Officers and Staff

Chief Executive Officer and Interim President	Vivian A. Sanchez
Chief Academic Officer	Brian Goldstein, PhD
Chief Financial Officer	Jose Torres
Chief Information Officer	Damien Cooper
General Counsel and Senior Vice President	Deborah L. Zimic
Senior Vice President of Academic Initiatives	To be determined
Senior Vice President of Product Strategy, Marketing and Enrollment	Terry Rakosky
Vice President of Student Administration	Dawn Werling
Vice President of Financial Planning and Analysis	Silvana Hernandez



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Vice President of Accreditation and Assessment	Anne Hull, OT, EdD
Executive Dean of the College of Rehabilitative Sciences	Brian Goldstein, PhD, CCC-SLP
Dean of Teaching, Learning, and Innovation	Maria Puzziferro, PhD
Associate Dean, Institute of Physical Therapy	Jackie Crossen-Sills, PT, PhD
Associate Dean, Institute of Occupational Therapy	Tia Hughes, OTD, MBA, OTR/L
Interim Associate Dean, College of Health Sciences	Elaine Lonnemann, PT, DPT
Executive Director of Accreditation and Assessment	Claire Peel
Executive Director of Enrollment	Julie Gonick
Executive Director of Product Strategy	To be determined
Executive Director of Human Resources	Susan Waugh
Executive Director of Institutional Research and Assessment	Nga Phan
Executive Director of Communications and Media Relations	To be determined
Executive Director of Campus Operations and Facilities	Sylvia Berenguer
Program Director, Doctor of Physical Therapy Program St. Augustine, Florida	Jackie Crossen-Sills, PT, PhD
Director of Curriculum Quality, DPT Programs	Tobi Baldwin, PT, DTP, MS



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Program Director, Doctor of Physical Therapy Program San Marcos, California	Cherie Peters-Brinkerhoff, PT, EdD, MPT, MHA, C/NDT
Program Director, Doctor of Physical Therapy Program Austin, Texas	Manuel Domenech, PT, DPT, EdD
Associate Program Director, Doctor of Physical Therapy Program Miami, Florida	Kevin Kunkel, PT, PhD
Program Director, Doctor of Physical Therapy Program Dallas, Texas	Thomas Werner, PT, MA, PhD
Program Manager, Flex Doctor of Physical Therapy Program St. Augustine, Florida	Debra Gray, PT, DPT, MEd
Program Director, Occupational Therapy Programs St. Augustine, Florida	Mary Shotwell, PhD, OT/L, FAOTA
Program Director, Occupational Therapy Programs Miami, Florida	Jose Rafols, OTD, OTR/L
Program Director, Occupational Therapy Programs Austin, Texas	Mary Zadnik, ScD, MEd, OTR/L
Program Director, Occupational Therapy Programs San Marcos, California	Erin Schwier, EdD, OTD, OTR/L
Program Director, Occupational Therapy Programs Dallas, Texas	Stephanie Capshaw, OTD, OTR/L



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Program Director, Transitional Doctor of Physical Therapy St. Augustine, Florida	Elaine Lonnemann, DPT
Program Director, Post Professional Doctor of Occupational Therapy St. Augustine, Florida	Karen Snyder, PhD, OTR/L
Program Director, Master of Science in Speech-Language Pathology Austin, Texas	Kathy Wheat, PhD, SLP-CCC, ASHA Fellow
Program Director, Master of Health Science St. Augustine, Florida	To be determined
Director of the School of Nursing San Marcos, California	Robin Dennison, DNP, APRN, CCNS, CNE
Program Director, Master of Health Administration St. Augustine, Florida	To be determined
Director of Residency and Fellowship Programs	Amanda Grant, DPT, OCS, FAAOMPT, CLT, MTC
Assistant General Counsel	Claudia Chahin
Controller	Christina Chu
Registrar	Diane Rondinelli
Director of Admissions	To be determined
Director of University Clinical Services	Marisol Wallace, PT, DPT
Director of Continuing Professional Education	Lori Hankins
Director of Faculty Development	William Ganza
Director of Financial Aid	Vanessa Flowers



Director of Accreditation	Dean Bartness
Director of Compliance Initiatives	April Aldredge
Director of Library Services	Julie Evener, MLIS, EdD
Director of Simulation Education and CICP	Elisabeth McGee
Director of University Finance	Jeffrey Lagasse
Director of the Wellness Center	Ricky Willis
Director of the Writing Center	Hideki Nakazono

Mission Statement of the University

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

Core Values

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

University History and Growth

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



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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.

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.]

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

- In 1994 the Institute commenced a first professional degree in physical therapy—the Master of Physical Therapy (MPT). This program was accredited by the Commission on Accreditation in Physical Therapy (CAPTE) in October 1996 and reaccredited in 2001 and 2011.
- In 1996 the Institute of Occupational Therapy was founded to offer a Master of Occupational Therapy (MOT) degree, a first professional 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 could earn a Master of Occupational Therapy (MOT) degree and a Master of Physical Therapy (MPT) degree concurrently.
- On 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



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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 Orthopaedic Manual Physical Therapy Fellowship, initially accredited in 2002 and reaccredited in 2013 by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE).
- In 2004 the University began a Flexible Doctor of Physical Therapy (Flex DPT) program in Boca Raton, Florida, and gained accreditation by CAPTE. The Flex program combines online learning with face-to-face, hands-on instruction during select weekends. The Flex DPT program was moved from Boca Raton, Florida, to the St. Augustine campus in 2010.
- In June 2006 the University broke ground on a 98,000 square foot academic and clinic building at the St. Augustine campus. The building was completed in August 2007. Amenities include labs, seven classrooms, separate wet and dry anatomy labs, a fitness center, and a physical therapy clinic.
- In 2007 the University received approval from the California Bureau for Private, Postsecondary, and Vocational Education and accreditation from CAPTE to begin a DPT program in San Diego, California. This campus officially opened on August 29, 2007. The San Diego Flex DPT program was accredited by CAPTE in October 2008.
- Dr. Stanley Paris, the founding President, retired on August 4, 2007, and Dr. Michael Hillyard, DPA, was inaugurated as the second President of the University. In 2009 Dr. Hillyard resigned and Dr. Paris resumed the presidency of the University.
- In January 2009 the San Diego campus moved to a 76,000 square foot, three-building corporate center in San Marcos, California. The University received "developing program accreditation status" from ACOTE for the San Marcos program, which allowed the inaugural class to begin in fall 2009. The dual-degree MOT/DPT option also began in fall 2009.
- The University received approvals in 2009 to begin to offer the Doctor of Education (EdD) degree.
- In 2010 the University received approval from CIE to restructure the Doctor of Health Science (DHSc) degree. The Distance Education Accrediting Commission approved the accreditation of the DHSc degree in 2010.
- The University's Clinical Orthopaedic Residency was granted initial accreditation in 2010 and reaccreditation in 2016 by ABPTRFE.
- As a provider of continuing professional education, the University was granted initial accreditation in 2010 and reaccreditation in 2020 by the International Association for Continuing Education and Training (IACET).
- On April 16, 2011 Dr. Wanda Nitsch was inaugurated as the fourth President of USAHS. The University headquarters was moved to San Marcos, California.



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- In September 2011 the University was approved by the Texas Workforce Commission to offer the Doctor of Physical Therapy (DPT) degree in Austin, Texas, to commence in the fall of 2012. The Texas Higher Education Coordinating Board gave approval in October 2011. CAPTE granted accreditation in November 2011. Construction on the Austin campus commenced in February 2012 and opened with its inaugural DPT class in August 2012.
- In January 2013 the St. Augustine campus commenced the Master of Occupational Therapy degree in a flexible online and weekend format (Flex MOT) after receiving appropriate accreditation approval from the Accreditation Council for Occupational Therapy Education (ACOTE).
- In November 2013 the Flex DPT program in Austin, Texas, was granted accreditation by CAPTE and began a cohort of students in fall 2014.
- In November 2013 the University became part of the Laureate International Universities network. At the time, the Laureate network consisted of more than 82 campus-based and online universities offering undergraduate and graduate degree programs to over 1 million students in 29 countries throughout the Americas, Europe, Africa, Asia, and the Middle East.
- In July 2014 the University was granted initial regional accreditation by the WASC Senior College and University Commission (WSCUC).
- In 2015 the MOT program in Austin, Texas, which began a cohort of students in fall 2014, was granted accreditation by ACOTE. The University began the Master of Health Science Athletic Training (MHScAT) degree and opened the Miami, Florida, campus at its Dolphin Mall location. Approvals were gained for the Master of Health Administration (MHA) degree program.
- In 2016 the Miami campus DPT program was granted accreditation by CAPTE and accepted its inaugural class of DPT students. State licensure approvals were obtained to begin a DPT program on the Miami campus, an online Master of Science in Nursing program, and a Doctor of Nursing Practice program. The MHScAT program was redesigned to become the Master of Health Science (MHS) degree program.
- The University voluntarily resigned accreditation with the Distance Education Accrediting Commission on May 31, 2016, concluding a successful relationship of 23 years.
- In October 2017 the University's Master of Science in Nursing (MSN) program received initial accreditation from the Commission on Collegiate Nursing Education (CCNE).
- In September 2018 the permanent Miami, Florida, campus opened in Coral Gables for the inaugural class of students, and the Miami OTD program began a cohort. In fall 2018 the Austin campus welcomed its inaugural cohort of students in the Master of Science in Speech-Language Pathology (MS-SLP) program.
- In October 2018 the University's Doctor of Nursing Practice (DNP) and Post-Graduate Nursing Certificate (FNP specialization) programs received initial accreditation from CCNE.



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- In December 2018 the OTD programs of the San Marcos, California, and Austin, Texas, campuses, which welcomed their first cohort of students in spring 2017, were granted accreditation by ACOTE.
- In February 2019 the University was acquired by University of St. Augustine Acquisition Corp., which is affiliated with Altas Partners, an investment firm with a long-term orientation focused on acquiring significant interests in high-quality enterprises in partnership with outstanding management teams.
- In April 2019 the Miami MOT program, which welcomed its first cohort of students in fall 2017, was granted accreditation by ACOTE, and the University opened the Dallas, Texas, campus in the Riverside Commons complex in Irving, Texas.
- In May 2019 the OTD program was launched in Dallas, Texas.
- In June 2019 the University was granted reaffirmation of institutional accreditation by WSCUC.
- In July 2019 the St. Augustine, Florida, OTD program, which welcomed its first cohort of students in the fall of 2018, was granted accreditation by ACOTE.
- In September 2019 the MS-SLP program was launched in Dallas, Texas.
- In March 2020 the Miami, Florida, OTD program was granted accreditation by ACOTE.
- In April 2020 CAPTE granted Candidate for Accreditation status to the Dallas, Texas DPT program.

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

Institutional Learning Outcomes

As a result of their educational experiences at USAHS, 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
 - 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 of 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

University Self-Evaluation Process

The institution has an assessment process for all academic programs. In that process, each program has a curriculum map based on the program and course learning outcomes defined by the faculty. The curriculum map identifies the course in which each program learning outcome (PLO) is introduced, applied, and mastered. A signature assignment in each course allows program directors and faculty to determine whether students are progressing through the program as expected or whether adjustments to the curriculum or classroom technique are required. As part of the process, each program develops an assessment plan that defines which



PLO(s) will be assessed each year. The plan identifies the appropriate methods—both direct and indirect—to assess the PLOs, such as assessment data from signature assignments, performance evaluation on clinical education data, licensure exam pass rate, course evaluations, and/or student satisfaction. In the fifth year of the assessment cycle, the program engages in a comprehensive program review that includes an external evaluation.

Expectations for Students in Professional Programs

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

Student Employment

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

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

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

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



State Licensure, Approvals, and Authorizations

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

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

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

This licensure for the St. Augustine, Florida, campus includes the Doctor of Physical Therapy (DPT), the Master of Occupational Therapy (MOT), the Doctor of Occupational Therapy (OTD), the transitional Doctor of Physical Therapy (tDPT), Post-Professional Doctor of Occupational Therapy (PPOTD), the Master of Health Science (MHS), Master of Health Administration (MHA), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Doctor of Education (EdD), the Doctor of Health Science (DHSc) degrees, and Post-Graduate Nursing Certificates. 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.



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

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

The University of St. Augustine for Health Sciences has been granted a provisional license by the District of Columbia Higher Education Licensure Commission, 1050 First Street NE, 5th Floor, Washington, DC 20002; 202-481-3951 to offer the following online degree programs in the District of Columbia: Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Doctor of Physical Therapy (DPT), Master of Health Administration (MHA), Master of the Health Science (MHS), Post-Professional Doctor of Occupational Therapy (PPOTD), Transitional Doctor of Physical Therapy (tDPT), Doctor of Health Science (DHSc) and Doctor of Education (EdD).

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

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

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

The University of St. Augustine for Health Sciences is 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, nor signify that programs are certifiable by any professional agency or organization.

The University of St. Augustine for Health Sciences is registered with the Maryland Higher Education Commission to offer online education. For student complaints please contact the



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Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202; 410-528-8662/888-743-0823 (toll-free).

The University of St. Augustine for Health Sciences is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact the Office at Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; www.ohe.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 Health Sciences to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

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

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

Accreditations and Approvals

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

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

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



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WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, #100
Alameda, CA 94501
510-748-9001
www.wascsenior.org

The Doctor of Physical Therapy (DPT) programs at the University of St. Augustine for Health Sciences in St. Augustine and Miami, Florida; Austin, Texas; and San Marcos, California, and the DPT Flex programs in St. Augustine, Florida; Austin, Texas; and San Marcos, California, are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245, email: accreditation@apta.org; or website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 904-770-3556 x1256 or email jcrosssensills@usa.edu.

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

Effective April 29, 2020, the University of St. Augustine for Health Sciences' Doctor of Physical Therapy program at the Dallas, Texas, campus has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax, Alexandria, VA, 22314; telephone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call Dr. Jackie Crossen-Sills at 904-770-3556 x1256 or email jcrosssensills@usa.edu.

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for accreditation is not an accreditation status nor does it assure eventual accreditation.

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

The entry-level occupational therapy master's degree (MOT) programs at the St. Augustine and Miami, Florida; Austin, Texas; and San Marcos, California, campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA,



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and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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

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

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

The entry-level OTD program at the Dallas, Texas, campus has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA, and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification



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Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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

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

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

The Master of Science in Speech-Language Pathology education program 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. Candidacy 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 for Health Sciences is 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 for Health Sciences 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 for Health Sciences is authorized to offer IACET continuing education units (CEUs) for its programs that qualify under the ANSI/IACET Standard.

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



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

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

Important Notice

Revised 8/18/2020. See Addenda in online catalog.

Effective January 2019, the California Board of Registered Nursing ("Board") adopted regulations requiring nurse practitioner programs to obtain approval by the Board to offer clinical placements to their students in the state of California. Currently, to the best of our knowledge, there is no approval process in place, and we continue to reach out to the Board to obtain further instructions. Once USAHS receives information on the approval process, we anticipate following the required procedures for approval by the Board. This does not impact USAHS' existing authorizations for clinical placements in other states.

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

For more information, contact:

Board of Certification for the Athletic Trainer

1415 Harney Street, Suite 200

Omaha, Nebraska 68102

(402) 559-0091

BOC@bocatc.org

Financial Resources

USAHS has no pending petition in bankruptcy nor operates as a debtor in possession. The University has not filed a petition within the preceding 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.



Campuses and Clinical Sites

Addresses and Contact Information

San Marcos Campus*

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

St. Augustine Campus

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

Miami Campus

800 S Douglas Road, Suite 149
Coral Gables, FL 33134
United States of America

Austin Campus

5401 La Crosse Avenue
Austin, TX 78739
United States of America

Dallas Campus

5010 Riverside Drive, Suite 150
Irving, TX 75039
United States of America

General Inquiries

Toll Free: 800-241-1027
Website: www.usa.edu

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

Degrees and Post-Graduate Nursing Certificates

College of Rehabilitative Sciences

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

- The Master of Science in Speech-Language Pathology (MS-SLP) degree program is offered as a 5-trimester program (designed to take 1 year, 8 months to complete) that combines online courses with a residency experience on campus once per trimester in Trimesters 1, 2, 3, and 5.
- The Master of Occupational Therapy (MOT) degree program is offered in 2 formats: (1) a 6-trimester, campus-based program that is designed to take 2 years to complete, and



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(2) a 9-trimester, flexible program (designed to take 3 years to complete) that combines online courses with weekend labs.

- The Doctor of Occupational Therapy (OTD) degree program is offered in 2 formats: (1) an 8-trimester, campus-based program that is designed to take 2 years and 8 months to complete, and (2) a 12-trimester, flexible program (designed to take 4 years to complete) that combines online courses with weekend labs.
- The Doctor of Physical Therapy (DPT) program is offered in 2 formats: (1) an 8-trimester, campus-based program (designed to take 2 years and 8 months to complete) and (2) a 12-trimester, flexible program (designed to take 4 years to complete) that combines online courses with weekend labs.

These degrees are offered on the following campuses:

San Marcos, California

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

St. Augustine, Florida

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

Miami, Florida

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

Austin, Texas

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



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Dallas, Texas

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

College of Health Sciences

There are 8 post-professional degrees offered through a variety of opportunities, including online learning activities, nationwide seminars, and on-campus residencies. These programs are offered in part or in full as distance education programs and are administered out of the San Marcos, California, campus. The majority of the coursework is offered online, with options to attend face-to-face requirements at a USAHS campus location.

- The transitional Doctor of Physical Therapy (tDPT) degree is for those individuals with either a bachelor's or master's degree in physical therapy. The requirements for this degree vary depending on previous coursework and area of interest. The transitional DPT degree 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. *Please note: The next planned start date for this program is Summer 2021.*
- 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. *Please note: The next planned start date for this program is Summer 2021.*
- The Master of Science in Nursing (MSN) degree is for registered nurses who already hold a Bachelor of Science in Nursing (BSN) degree. Specialty roles currently offered include family nurse practitioner, 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 family nurse practitioner, nurse executive or nurse informaticist. For nurses who enter the program with an MSN, role specialization was completed in their MSN program so no role specialization is required. The DNP



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program, whether BSN-entry or MSN-entry, is offered online with practicum hours with a preceptor in the student's own community. *Please note: The Nurse Informaticist specialization is not currently enrolling students.*

- The Doctor of Education (EdD) degree is for healthcare providers with either a master's degree or a clinical doctorate. The EdD degree is offered in an online format and includes two weekend clinical residencies.
- The Doctor of Health Science (DHSc) degree is for physical and occupational therapists with either a master's degree or a clinical doctorate. Students take part in designing a curriculum that is online, in a seminar format, or a combination of both. There are two weekend doctoral residency courses. *Please note: This program is not currently enrolling students.*

Nursing Post-Graduate Certificates

- Family Nurse Practitioner Certificate
- Nurse Educator Certificate
- Nurse Executive Certificate
- Nurse Informaticist Certificate (*not currently enrolling students*)

Methods for Education Delivery

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

Course Formats

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

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



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

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

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

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

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 healthcare practitioner. Depending on the program, the title of these experiences can vary. For example, in occupational therapy these courses are called *fieldwork*, in physical therapy they are called *clinical experiences*, and in nursing they are *practicums*.

Course Delivery

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

Online Delivery: These courses are delivered purely online using a combination of synchronous and asynchronous methods. Students complete learning activities and engage in faculty and peer interactions on a weekly schedule, and in some cases may have synchronous scheduled videoconference meetings. Some online courses may offer students the opportunity to work at their own pace and interact only with the assigned faculty member.



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

Philosophy of Online and Blended Education

USAHS intends to provide a delivery method of education that not only excels in quality but is unique in performance. The University aims 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.

Purpose of Online and Blended Education

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

The Campuses

San Marcos

The University's San Marcos, California, campus and administrative headquarters is located at 700 Windy Point Drive, San Marcos, CA 92069. The California campus location is composed of three buildings, housing over 76,000 square feet of laboratories, classrooms, a library, a Center for Innovative Clinical Practice (CICP), a recording studio for faculty to professionally record lectures and demonstrations, and student lounge and study areas.

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

San Diego is California's second-largest city and the eighth-largest city in the United States. San Diego is known for its Mediterranean climate, a city where the sunlight warms the soul. There are more than 320 square miles of hills and canyons to explore, as well as 70 miles of



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glistening beaches. Popular attractions include the world-famous San Diego Zoo and Safari Park, Sea World San Diego, and LEGOLAND California Theme Park. San Diego offers an expansive variety of things to see and do, appealing to guests of all ages from around the world. San Diego is considered one of the most desirable year-round vacation spots in the nation.

St. Augustine

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

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

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

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

St. Augustine is a 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.



Miami

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

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

Coral Gables, Florida, located only 4 miles from downtown Miami and 12 miles from world-famous South Beach, is home to historical attractions such as The Biltmore Hotel, Fairchild Gardens, and Venetian Pool. As a year-round tourist destination, each year Miami hosts multiple renowned festivals such as Miami Book Fair, Art Basal Miami Beach, Miami Music Week, and Calle Ocho Music Festival, and is home to the Miami Heat, Miami Marlins, and Miami Dolphins professional sports teams. The Miami, Florida, campus in Coral Gables offers a diverse experience for destination, local, and international students.

Austin

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

U.S. News & World Report has ranked Austin first on its list of "125 Best Places to Live in the United States" for the past 3 years. As the state capital, Austin provides a wealth of entertainment options and unique attractions. The hundreds of music venues have earned Austin the title of "live music capital of the world" with more than 1,900 bands and performing artists now calling the Austin area home.



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

Dallas

The University's Dallas, Texas, campus is located at 5010 Riverside Drive, Irving, Texas 75039. Only 11 miles from downtown Dallas and 10 miles from the Dallas-Fort Worth Airport, our Dallas campus is centrally located in a popular office complex called Riverside Commons and features administrative offices, state-of-the-art classrooms, dry labs, ADL, library, testing rooms, study spaces, and a student lounge. The 26,000 square foot campus is walking distance to the metro light rail station and close to great shopping, good food, housing, and other amenities.

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

Building Hours

Students may access campus buildings 7 days a week from 7:00 a.m. to 10:00 p.m. local time, except during holidays and term breaks as defined in the Academic Calendar. Building hours are extended during midterms and finals.

Business Days

The University offers classes 7 days per week. Students should refer to the course syllabus regarding due dates.

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



Commuter Alternatives Program (CAP)

USAHS is focused on providing its students, staff, and faculty with options to enhance the experiences on campus. USAHS is conscious of its carbon footprint and the impact the university has on the local environment. In an effort to balance both, the university offers CAP.

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

Students, faculty, and staff can participate in one of the following options:

- **Carpooling:** Two or more participants who wish to ride together may enroll in CAP under the carpool option. Participants who choose this option will each receive an Amazon gift card each term and one CAP Parking Permit hang tag to be shared among the carpool team members. Carpool teams must register together and complete the CAP form with the carpool box checked. Participants who choose to sign up for this option for the first time will be required to turn in the originally issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who were signed up under this option from the previous term will be required to exchange their expired CAP Parking Permit for a current permit.
- **Bike, Public Transportation, or Walk:** Participants who rely on alternate methods of transportation may enroll in CAP under the Bike, Public Transportation or Walk option. Participants who choose this option will receive an Amazon gift card each term, in lieu of a parking permit to park on campus. Participants who choose to sign up for this option for the first time will be required to turn in the originally issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who were signed up under this option from the previous term will be required to confirm their enrollment for the current period.

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

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

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



Parking

The University is an independent organization, and as such, the property and parking lots are private property. The operation and/or parking of any vehicle on USAHS property is a privilege, not a right. The University has the right to regulate the use of motor vehicles on its property for the good and safety of everyone. Carpooling is strongly encouraged whenever possible.

All students complete a parking registration form at registration and must keep this information updated with the University. All cars must have a University parking decal or hanging tag, and it must be displayed at all times. This decal/tag is valid while a student is enrolled at the University. The decal/tag must be used only by the student to whom it was issued.

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

Students must provide a copy of their vehicle registration as part of the new student registration and when purchasing a replacement decal. Students are responsible for updating the University through the MyUSA portal whenever any changes occur to their vehicle type or license tag.

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

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

San Marcos Campus

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

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



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

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

Additional provisions of the University parking policy include the following:

- No parking is permitted along the curbs of Windy Point Drive, Borden Road, or the streets within defined neighborhoods.
- No parking is permitted at the red curbs or in handicapped or visitor spots unless the necessary designation applies.
- No double-parking is permitted.
- Excessive speed in the parking lot is prohibited.
- All automobiles must be locked while on University property.
- All stop signs are to be observed.
- No overnight parking is allowed.

Because of city ordinances and traffic plans, participation in CAP is encouraged. These options include the following:

- *Carpool:* Carpooling is strongly encouraged whenever possible. To encourage this activity, premium parking spots between the two buildings are reserved for registered CAP participants.
- *Bike:* Bike racks are available for individuals biking to school. Bikes should be secured with an appropriately applied chain and lock.
- *Public transportation:* North County Transit offers a public transportation system called the Sprinter. The closest station to the campus is San Marcos Civic Center Station (#12). It is about three-quarters of a mile from this station to the campus. There are currently no public bus options to the campus. Students can ride the Sprinter and bike/walk to the campus. For more information about light rail visit <http://www.gonctd.com/sprinter-stations.htm>.

St. Augustine Campus

Students are not permitted to park in the north, west, and south patient/visitor/staff/faculty parking lots from 8:00 a.m. to 5:00 p.m. Students who are parked in these lots will be issued a parking citation of \$25.00. The parking citation money is dispersed to the students' professional organization. After 5:00 p.m. students may park in the west and south visitor/staff/faculty parking lots. Students may park in front of the main entrance for a maximum of 15 minutes to deliver items to faculty/staff or pick up items. This policy is subject to change.



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

Additional provisions of the University parking policy are as follows:

- No parking is permitted along the curbs of the student parking lot.
- No parking is permitted adjacent to University property—that is, access and side roads and other business' parking lots.
- No parking is permitted on the extreme northern facing parking spots "carved" into the Orthopaedic Associates space.
- No double-parking is permitted.
- Excessive speed in the student parking lot or in accessing University roadways is prohibited.
- All automobiles must be locked while on University property.
- All stop signs and stop bars are to be observed.
- Parking in the gravel lot is permitted but may be limited due to other University functions.
- Students are not permitted to park in the parking spots on the driveway entering and exiting the University.
- Access to the student parking lot is via San Bartolo Avenue. Access through the Flagler Hospital Emergency Room entrance road is prohibited.

Flex at St. Augustine Campus

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

Miami Campus

Priority for parking access will be given to students who enroll in one of the Commuter Alternatives Program (CAP) options.

Students with a valid parking access card are permitted to park in the Douglas Entrance Parking Garage, on the 10th to 12th floors from 6:00 a.m. to 11:00 p.m. This policy is subject to change.

Additional provisions of the University parking policy are as follows:

- No parking is permitted in the surrounding residential vicinity.
- No double-parking is permitted.
- Excessive speed in the Douglas Entrance parking garage is prohibited.



- All automobiles must be locked while in Douglas Entrance parking garage property.
- All stop signs and stop bars are to be observed.

Austin Campus

Students are not permitted to park in any of the parking spots on the perimeter of the three buildings, excluding designated visitor, handicapped, or carpool spots unless the appropriate parking permit is displayed. All USAHS students are responsible for any parking tickets received for improperly parking on the street. Any students who are parked in unapproved spots in the parking lot will be issued a parking citation by the University. The parking citation money will be dispersed to the respective student professional association.

Additional provisions of the University parking policy are as follows:

- No parking is permitted at any time along the curbs of the student parking lot.
- No parking is permitted in handicapped or visitor spots without the appropriate designation.
- Students should try to avoid parking on the streets surrounding the campus. It is important to be considerate and avoid causing problems for surrounding neighborhoods and businesses.
- No parking is permitted behind construction areas.
- No double-parking is permitted.
- Excessive speed in the student parking lot or in accessing University roadways is prohibited.
- All automobiles must be locked while on University property.
- All stop signs are to be observed.

Flex at Austin Campus

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

Dallas Campus

Parking is available on the premises. All cars must display the USAHS hanging tag.



Lockers

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

Lockers can be found in the following locations:

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

Clinical Sites

The University has affiliations with clinical sites nationwide and internationally for the clinical portion of the student's experience. Not all sites are available for student assignments each term. The clinical education faculty will communicate with students regarding the protocol for clinical placement. For more information on the clinical placement process, please see the Clinical Education Handbook found at MyUSA, Clinical Education tab, Student Resources and Forms link.



Admissions, Records, and Registration

Admissions

Admissions Office

The Admissions Office helps students move from applicant status to acceptance into the University. The office ensures that applicants meet the required guidelines for admissions and helps the Admissions Committee in selecting the most qualified students.

Student Acquisition Teams

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

Admission to the University's Degree Programs

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

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

Admission to USAHS is indicated by a formal digital admissions letter sent to the candidate from the Office of Admission offering a seat into the class and program for the approaching term. Accompanying each admission's offer is an enrollment agreement. This agreement is signed by the student and a USAHS representative and specifies the conditions under which



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USAHS will provide instruction to the student. Additionally, information on costs for the specific program are included. A completed copy of the enrollment agreement is provided to the student and saved in USAHS' permanent files.

Candidates who are not admitted to the University are permitted to reapply to any program after the first denial of admission. A candidate whose admission is denied a second time, no matter the program, cannot reapply.

Candidates who are not admitted may immediately reapply for the next available term (e.g., an applicant who is denied admission for the Fall term may reapply for the Spring term that immediately follows). However, when reapplying the application must reflect significant improvements that would warrant reconsideration (e.g., improved GPA or GRE scores). The admission decision of the second application is final.

Should the University rescind admission for any reason after a candidate's acceptance, including but not limited to failing to meet the requirements of the background check, drug screen, or prerequisite course completion, the candidate may reapply after six months from the date the offer is rescinded, unless the admission decision is deemed final with no opportunity to reapply.

Applications for Admission

MOT, MOT Flex

Prerequisites

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

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



Application

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

- A baccalaureate degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than 5 years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- GRE scores sent directly to the University by Educational Testing Service. GRE must not be more than 5 years old. Recommended combined minimum GRE score of 294 for verbal and quantitative sections. Analytical score is also evaluated. For those who have earned a master's degree previously, the GRE requirement is waived.
- Current resume or curriculum vitae.
- A minimum of 40 volunteer or observation experience hours (volunteer hours, work hours, observation hours, etc.) in 2 different occupational therapy settings (20 in one setting and 20 in another).
- References from either two licensed occupational therapists (preferred) or from one occupational therapist and one faculty member or academic advisor.
- Statement of purpose. A short statement of why the applicant wishes to pursue occupational therapy as a career and why he/she chose USAHS for that pursuit.
- A comprehensive background check requiring fingerprints and drug screen to be administered during the admissions process at the applicant's expense.

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

OTD, OTD Flex

Prerequisites

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

- 3 semester credits of general college physics or kinesiology
- 3 semester credits of human-based, general college biology
- 6 semester credits of anatomy and physiology
- 1 semester credit of medical terminology
- 3 semester credits of human development across the lifespan



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- 12 semester credits of social sciences (e.g., psychology, sociology, anthropology, human behavior and development)
- 3 semester 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.

Application

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

- A baccalaureate degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than 5 years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- GRE scores sent directly to the University by Educational Testing Service. GRE must not be more than 5 years old. Recommended combined minimum GRE score of 294 for verbal and quantitative sections. Analytical score is also evaluated. For those who have earned a master's degree previously, the GRE requirement is waived.
- Current resume or curriculum vitae.
- A minimum of 40 volunteer or observation experience hours (volunteer hours, work hours, observation hours, etc.) in 2 different occupational therapy settings (20 in one setting and 20 in another).
- References from either two licensed occupational therapists (preferred) or from one occupational therapist and one faculty member or academic advisor.
- Statement of purpose. A short statement of why the applicant wishes to pursue occupational therapy as a career and why he/she chose USAHS for that pursuit.
- A comprehensive background check requiring fingerprints and drug screen to be administered during the admissions process at the applicant's expense.

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



PPOTD

Prerequisites

No additional prerequisites required.

Application

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

- A baccalaureate or master's degree in occupational therapy from an accredited institution.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- Two recommendations from professional colleagues.
- Applicants should be a licensed occupational therapist or be eligible for licensing and should be employed as an occupational therapist or have a minimum of one year's experience as an occupational therapist. USAHS MOT graduates may enter the program without a license but must be licensed and employed as an occupational therapist by the second term of the program.

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

DPT, DPT Flex

Prerequisites

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

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



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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.

Application

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

- A baccalaureate degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than 5 years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- GRE scores sent directly to the University by Educational Testing Service. GRE must not be more than 5 years old. Recommended combined minimum GRE score of 294 for verbal and quantitative sections. Analytical score is also evaluated.
- Current resume or curriculum vitae.
- A minimum of 80 volunteer or observation experience hours (volunteer hours, work hours, observation hours, etc.) in a physical therapy setting.
- References from either two licensed physical therapists (preferred) or one physical therapist and one faculty member or academic advisor.
- Statement of purpose. A short statement of why the applicant wishes to pursue physical therapy as a career and why he/she chose USAHS for that pursuit.
- A comprehensive background check requiring fingerprints and drug screen to be administered during the admissions process at the applicant's expense.

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

tDPT

Prerequisites

No additional prerequisites required.



Application

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

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

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

MS-SLP

Prerequisites

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

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



Leveling Courses

USAHS has designed leveling courses to provide a summary of learning objectives and serve as a pathway to the MS-SLP program. Applicants who hold bachelor's degrees in fields other than CSD, SLP, or the equivalent must complete leveling Communication Sciences and Disorders courses before beginning graduate work in Speech-Language Pathology at USAHS. Applicants with a CSD or SLP degree may need to complete one or more leveling courses only if the transcript of the undergraduate program does not include the required prerequisite leveling coursework. An undergraduate degree is required to enroll in leveling courses. Students taking SLP leveling courses may not register for more than 9 credits/term.

Required prerequisite leveling courses for all applicants include the following:

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

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

Application

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

- A baccalaureate degree or equivalent from an accredited college or university. The bachelor's degree need not be limited to the fields of Communication Sciences and Disorders (CSD), Speech-Language Pathology (SLP), or equivalent. See MS-SLP Prerequisites.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than 5 years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- GRE scores sent directly to the University by Educational Testing Service. GRE must not be more than 5 years old. Recommended combined minimum GRE score of 294 for verbal and quantitative sections. Analytical writing score is also evaluated. Candidates who have previously earned a master's degree are exempt from the GRE requirement.
- Current resume or curriculum vitae.



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- A minimum of 25 guided observation hours in a speech-language therapy setting with an ASHA-certified SLP is required. Volunteer opportunities and work experiences do not meet the requirement.
- Two letters of professional recommendation (e.g., professor, supervisor, or employer) on professional letterhead (recommended).
- A writing sample of two, double-spaced pages in 12-point, Times New Roman or Arial font answering the question *Why do you think you can make a difference in Speech-Language Pathology?*
- A comprehensive background check requiring fingerprints and drug screen to be administered during the admissions process at the applicant's expense.
- On-site or virtual (e.g., via Skype or FaceTime) interviews as needed.

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

MHA*

Prerequisites

No additional prerequisites required.

Application

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

- A baccalaureate or master's degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- Two letters of reference.
- Statement of purpose.

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

**Please note: The next planned start date for this program is Summer 2021.*



MHS*

Prerequisites

No additional prerequisites required.

Application

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

- A baccalaureate degree or equivalent from an accredited college or university—preferably in the health sciences.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current resume or curriculum vitae.
- One recommendation from a professional colleague.
- Applicants interested in the Athletic Training Specialization who are residents of the United States, Canada, and Ireland must provide evidence that the applicant is a Licensed Athletic Trainer (LAT), and/or a Certified Athletic Trainer (ATC), a Canadian Athletic Therapist (CAT), or an Athletic Rehabilitation Therapist Ireland (ARTI).

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

**Please note: The next planned start date for this program is Summer 2021.*

MSN

Prerequisites

No additional prerequisites required.

Application

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

- A bachelor's degree in nursing (BSN).
- Official transcripts showing degree conferral of a BSN with a cumulative GPA of 2.8 on a 4.0 scale. Only transcripts that match the student's academic history as noted on the



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application are required; however, additional transcripts may be requested if the following science coursework is not reflected in the transcript of the degree conferred:

- Anatomy and physiology
 - Pathophysiology
 - Microbiology
 - Physical assessment
 - Pharmacology
- Applicants are not required to submit transcripts for nondegree related coursework certificates.
 - Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence, which must be maintained throughout the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility need to hold an RN license deemed appropriate by that facility.
 - Professional resume or curriculum vitae showing an equivalent of 1 full-time year of experience (2,000 hours) as a registered nurse by the start of the first practicum.
 - Two professional references submitted electronically from a nurse educator, preceptor, or immediate supervisor; professional references from peers or personal relationships are not acceptable.
 - Essay of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.
 - A comprehensive background check requiring fingerprints and drug screen to be administered during the admissions process at the applicant's expense.
 - An interview if requested.
 - Applicants who completed their education in a foreign country 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 bachelor's degree earned at an accredited college or university in the US.

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

DNP

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

Prerequisites

No additional prerequisites required.



Application (BSN-entry and MSN-entry)

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

- Bachelor of Science Nursing (BSN-entry) or Master of Science Nursing (MSN-entry).
- Official transcripts showing required degree conferral with a cumulative GPA of 3.0.

BSN-entry: Only transcripts that match the student's academic history as noted on the application are required; however, additional transcripts may be requested if the following science coursework is not reflected in the transcript of the degree conferred:

- Anatomy and physiology
 - Pathophysiology
 - Microbiology
 - Physical assessment
 - Pharmacology
- Applicants are not required to submit transcripts for non-degree-related coursework certificates.
 - Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence, which must be maintained throughout the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility need to hold an RN license deemed appropriate by that facility.
 - Professional resume or curriculum vitae showing an equivalent of one full-time year of experience (2,000 hours) as an RN by the time the first practicum course begins.
 - Two professional references from a nurse educator, preceptor, or immediate supervisor; peers or personal relationships are not acceptable.
 - Essay of approximately 500 words demonstrating scholarly writing and describing short- and long-term career goals and plans to achieve those goals.
 - A comprehensive background check requiring fingerprints and drug screen to be administered during the admissions process at the applicant's expense.
 - An interview if requested.
 - Applicants who completed their education in a foreign country must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES).
 - *BSN-entry:* The evaluation must indicate previous education at the minimum level of a bachelor's degree earned at an accredited college or university in the US.
 - *MSN-entry:* The evaluation must indicate previous education at the minimum level of a master's degree earned at an accredited college or university in the US.

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



Application (USAHS MSN Alumni)

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

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

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

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

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

EdD

Prerequisites

No additional prerequisites required.

Application

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

- A master's degree or clinical doctorate degree.
- Official transcripts from each college or university previously attended. An official



transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.

- Current resume or curriculum vitae.
- Writing assessment.
- References from two professional colleagues.
- Copy of professional license, if applicable.

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

Post-Graduate (PG) Nursing Certificates

- Family Nurse Practitioner Certificate
- Nurse Educator Certificate
- Nurse Executive Certificate
- Nurse Informaticist Certificate (*not currently enrolling students*)

Prerequisites

No additional prerequisites required.

Application

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

- A Master of Science in Nursing or Doctor of Nursing Practice with a cumulative GPA of 3.0 on a 4.0 scale.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Professional resume or curriculum vitae showing an equivalent of 1 full-time year of experience (2,000 hours) as a registered nurse by the start of the first practicum.
- Professional references submitted electronically from a nurse educator, preceptor, or immediate supervisor; professional references from peers or personal relationships are not acceptable.
- Evidence of an unrestricted/unencumbered registered nurse (RN) license. This licensure status must be maintained throughout the entire program.
- Essay demonstrating scholarly writing of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.



- A comprehensive background check requiring fingerprints and drug screen to be administered during the admissions process at the applicant's expense.
- Applicants who completed their education in a foreign country must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES).

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

Orthopaedic Certifications

- Clinical Orthopaedic Residency
- Orthopaedic Manual Physical Therapy Fellowship

Prerequisites

Clinical Orthopaedic Residency

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

Orthopaedic Manual Physical Therapy Fellowship

- Completion of an accredited orthopaedic residency

OR

- Successful score on the orthopaedic certified specialist exam and completion of USAHS E1 and S1 seminars

Application

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

- Official transcripts from the degree conferring institution. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Physical therapy state license.
- Current resume or curriculum vitae, which lists continuing education and professional publications.
- Two references from professional colleagues.



- Essay.
- Current photograph.

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

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

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.
- For tDPT, A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 80 (Internet-based testing [IBT]) is required. If candidate is licensed in the United States a TOEFL is not required. Note: a score of 89 is required if the candidate is pursuing FCCPT evaluation.

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 (or master's degree, if required for the program) earned at an accredited college or university in the United States. The following are among agencies approved for this purpose; additional evaluators can be found on www.naces.org.

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

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

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

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

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



International Students Applying for Admission

The residential, entry-level Physical Therapy and Occupational Therapy programs in San Marcos, California; Austin, Texas; St. Augustine, Florida; and Miami, Florida, are approved by the Immigration and Naturalization Service to admit international students who require an F-1 student visa. Executive Orders have been issued to address standards for immigrant, nonimmigrant, and refugee entry into the United States from certain banned countries. As the requirements of the Executive Orders 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 Orders 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.

Additionally, all international students should note that many countries have their own accrediting and licensing bodies, and degree recognition and licensure differs from country to country. Additionally, there are a number of countries that do not recognize online degrees for employment or promotion purposes, particularly government agency employment or promotion. University programs are designed to meet accreditation, licensure, and other requirements in the United States. It is important that students residing outside the United States, review and understand the requirements of their country of residence to confirm licensure requirements as well as recognition of the student's program of study for purposes of employment or promotion in those countries.

Alternative Prerequisite Credits

Credit by Exam

College course credit awarded for Advanced Placement (AP) or through the College-Level Examination Program (CLEP) can be considered to fulfill program prerequisites. If approved by the Admissions Department, the credits earned will be equivalent to a C grade.

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

CLEP results on an unofficial score report or transcript from the College Board are acceptable for admissions review provided satisfactory scores were attained. Students must still submit an



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official transcript to verify satisfactory completion of the course. See clep.collegeboard.org for information on college credit by examination.

American Council on Education (ACE)

USAHS will consider credit recommendations from ACE to fulfill program prerequisites provided the coursework is applicable. Candidates with military experience should submit their transcripts for review. If approved by the Admissions Department, the credits will be equivalent to a C grade. See the ACE website for information on ACE credit recommendations.

Misrepresentation

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

Records and Documents Submitted for Admission Processing

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

Notice to Veterans Affairs or Other Government Employees

USAHS may, at times, offer discounted tuition, scholarships, or other benefits to eligible students or prospective students enrolling in USAHS. Pursuant to the standards of the Executive Branch, it is the student's responsibility to consult his or her employer prior to receiving such a discount, scholarship, or other benefit to confirm with the student's employer to ensure he or she is in compliance with any policies or procedures required by an employee in



that position. Further, Veterans Affairs (VA) employees are prohibited from being involved in any recommendations, decisions, approvals, or disapprovals that could affect USAHS.

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

Non-Degree-Seeking Students

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

Admissions

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

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

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

Registration

Students in NDS status cannot register for more than 15 credits per term.* Students in NDS status will register for classes on a space-available basis and regular degree-seeking students



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will receive registration priority. Students in NDS status are not permitted to enroll in courses that involve clinical or internship experiences.

Students in NDS status are given grades and may request academic records. Students in NDS status will be prohibited from enrolling in additional courses if they receive 2 unsuccessful grades. An unsuccessful grade is a D+, D, F, or W. Students are also subject to all policies governing student conduct as found in the Catalog/Handbook.

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

**Students taking SLP leveling courses may take up to 9 credits per term. Foreign-trained PTs seeking licensure may take up to 21 credits per term.*

Financial Aid/Bursar

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

Licensure

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

University Student Services

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

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



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

Orientation

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

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

Records, Registration, and Degree Requirements

Records

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

Personal Information

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



Address Changes

It is important to have a local address on file for all campus-based students in the event of emergency situations as well as for administrative purposes such as validating enrollment at the campus where the student's program is offered.

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

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

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

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

Name Changes

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

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

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



Liability Release and Claim Waiver

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

Student Information and Records Notification of Rights Under FERPA

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

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

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

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants to be changed, and specify why it should be changed.

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

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



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The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the USAHS in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of USAHS who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for USAHS.

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

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

Release of Student Information

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

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

Registration

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



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MHA, MHS, MSN, DNP, EdD, tDPT, PPOTD, and PG Nursing Certificate students register for coursework online. Log into the MyUSA portal, select the Student Services tab, then select the Registrar tab, and choose Post-Professional Registration. From there, students will be able to register for coursework and step-by-step instructions are provided. If assistance is required regarding registration, consult the Program Coordinator.

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

Course Schedules

It is the student's responsibility to check the syllabus for due dates of assignments or dates of examinations. If an online course is accelerated, a student may complete assignments as he or she is ready. However, the student will be provided with a time frame or due date for completion of the course. It is the student's responsibility to check the syllabus and confer with faculty for complete information on schedules, assignments, and due dates.

Grade Reports

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

Course Withdrawal

Revised 8/27/2020. See Addenda in online catalog.

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

Because some courses are not offered every term, course withdrawal could significantly impact a student's time to completion and satisfactory academic progress. In certain programs, such as MS-SLP, every course is a required prerequisite before progressing in the program, and in some programs, such as MS-SLP and certain Flex programs, courses are offered only once per academic year.

It is the student's responsibility to work with an Academic Advisor to verify the availability of a course in subsequent terms and to continue a path to completion.

DPT, MOT, OTD, MS-SLP

The withdrawal period is 1 week after classes begin until 3 weeks before the last day of class (not to include finals). A student may not have more than one W in any course. After two

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course Ws in a program, the student will be notified by the Registrar. A third course W in a program must be approved by the instructor and the Faculty Advisor. A student requesting a fourth W in a course will be approved only under extenuating circumstances by the Academic Progression and Retention Committee (APRC) and the Program Director. Students need to be in contact with the Financial Aid Office when withdrawing from a course. All appeals throughout the course withdrawal process will be heard by the Academic Appeals Committee (AAC).

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

Students may drop a course up until the first complete week. The withdrawal period is 1 week after classes begin until 3 weeks before the last day of class (not to include finals). Students cannot have more than one W in any course. After three program Ws a student will be referred to the Academic Progression and Retention Committee (APRC).

See the Course Schedules policy for additional information regarding course withdrawals.

Leave of Absence

See Leave of Absence in General Academic Policies.

Program Withdrawal

Students wishing to withdraw from a program should consult first with their faculty adviser. Students who decide to withdraw from a program must complete the Program Withdrawal Form located on MyUSA and submit it to the Registrar's Office. Depending on the date of the withdrawal, the student may be responsible for all coursework, tuition, and fees for the current semester, if enrolled in courses (see Course Withdrawal and Refund Policy).

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

- Withdraw the student from all courses, the program, and the University.
 - *Current Courses:* Students who withdraw from a program prior to the course withdrawal deadline will receive a W grade on their transcripts for all enrolled courses in that term. Students who withdraw from a program after the course withdrawal deadline will be withdrawn from their current coursework and receive the final grade earned for those courses in which they were enrolled as of the date of withdrawal from the program, which could include failing grades (see Course Withdrawal and Refund Policy).



- *Future Courses:* The student's registration for subsequent terms will be canceled, if applicable.
- Process a refund, if applicable (see Refund Policy).

Students who formally withdraw from a program but who subsequently wish to be reinstated may be eligible under the Reinstatement policy.

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

Program/Specialty Change and Location Change

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

Incoming Students—Program Change

Incoming (new) students who want to request a change of their admission to another degree program must make a request in writing (email is acceptable) to the Director of Admissions at least 6 weeks prior to the start of the trimester. To be considered, the student must have successfully completed all the required prerequisites for the program to which he or she is requesting to change. The Director of Admissions will notify the student via email of the outcome of the request. Note: The start and completion dates may be extended for students who change degree programs.

First Term and Beyond Students—Program Change

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

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



MOT/OTD Students–Program Change

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

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

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

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

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

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

Post-Professional Specialty Track Change

Post-Professional Specialty Track Change Forms must be submitted to the Registrar's office (registrar@usa.edu) by midterm of the trimester. Specialty 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 specialty to which he or she is requesting to change.

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



Location Change

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

Campus Exchange Program (MOT, DPT)

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

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

- A student must be in good academic standing.
- A student must not have any misconduct issues in his or her record.
- A student must receive his or her Program Director's approval.
- A DPT student must be willing to exchange in Term 3, 4, or 6 (due to internships, scheduling, graduation, and other factors). Flex DPT students should consult with the Program Manager to discuss options.
- An MOT student must be willing to exchange in Term 3, 4, or 5 (due to fieldwork experiences, scheduling, graduation, and other factors). Flex MOT students do not currently have this opportunity unless they are requesting a transfer to a campus-based program.
- A student must be willing to guarantee his or her own travel and lodging arrangements (students may want to consider contacting the other campus' student association leaders to see which students at the other campus may have room occupancies available due to internships or other factors).

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

1. Fill out the Campus Exchange Application found on the MyUSA portal, Student Services tab, Forms link.



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2. Submit the completed application (and application fee) to the student's home campus Program Director no later than the end of the fourth week of the trimester preceding the trimester the student wishes to exchange.
3. Await Program Director's approval (students should note that although they meet the criteria, they may not be approved due to classroom seat availability or other factors).

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

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

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

Reenrollment Timelines

A USAHS MOT, OTD, DPT or MS-SLP program graduate who decides to seek admission to another USAHS First Professional degree program must enroll within 3 years of his or her graduation date or he or she may be required to retake foundational (HSC) coursework and complete additional internship/fieldwork experiences. To be considered for admission to another First Professional degree program, a USAHS graduate must submit a completed Application for Admission to the Admissions Office; however, transcripts and GRE score reports do not need to be resubmitted with the new application.

Enrollment Certifications

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



Transcripts

To ensure the confidentiality of student records, the University issues official transcripts of academic information only by written or electronic signature from the student or graduate using 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 tab, My Transcripts link. Alumni may order transcripts by going to the Alumni link on www.usa.edu, About tab and following the link on the Alumni page.

Transferability of Course Credit

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

Washington State Residents

The transferability of credits earned at University of St. Augustine for Health Sciences is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at USAHS will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at USAHS to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at USAHS will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.



Degree Completion/Graduation

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

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

Should a student be unable to successfully complete one of the final courses but has successfully met all other degree requirements, the student may be allowed to walk at commencement with the respective cohort class. The candidate will sign an acknowledgment regarding participation in the ceremony. The candidate will be "hooded" during the ceremony but will not receive a diploma. If the coursework is completed within the first 7 days of the subsequent term, the diploma and transcript notation will reflect the cohort's conferral date. Should the coursework be completed after the first 7 days of the subsequent term, the diplomas will be issued and the transcript notation will be dated to reflect the subsequent conferral date upon degree completion.

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

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

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

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



Awards

College of Rehabilitative Sciences

Outstanding OT, PT, SLP Student Awards

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

Outstanding Student Awards Criteria

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

Stanley V. Paris and Catherine E. Patla Award

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



Scholastic Achievement Award

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

College of Health Sciences Awards

Excellence in Scholarship Award

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

Excellence in Interprofessional Collaboration Award

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

Other Awards

Patricia King Alumni Award for Professional Excellence

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

Recognition for the Residency in Orthopaedic Physical Therapy

The University's Residency in Orthopaedic Physical Therapy is credentialed by the American Physical Therapy Association. This postgraduate program includes a minimum of 1 year of clinical mentoring as well as didactic learning.



Recognition for the Fellowship in Manual Physical Therapy

The University's Fellowship in Manual Physical Therapy is credentialed by the American Physical Therapy Association and recognized by the American Academy of Manual Physical Therapists. This postgraduate program includes a minimum of 1 year of clinical mentoring as well as didactic learning.

Replacement Diploma

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

Licensure Forms

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



Student Resources

Mission

The Student Services offices are responsible for providing pre-admission, admission, registration, and financial services to prospective students, current students, and alumni. The offices oversee, coordinate, and administer multifaceted activities and student-centered services that include recruitment programs, pre-admission advisement, admissions, and registrar functions, and alumni services. The staff value excellent customer service, timely and accurate communication, professionalism, and teamwork.

Advisors

Student Success Advisors

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

Advisors provide concierge support and help students navigate through the University. They assist students in completing required forms, understanding USAHS policies and procedures, adjusting schedules, and much more. Advisors also have access to resources that can assist students with study strategies, time and stress management techniques, and organizational tips.

Advisors partner with students to 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. Advisors are on the front lines of student services and are always willing to answer questions and provide support.

Phone: 800-241-1027

David Schoenherr, San Marcos Campus

ext. 2411 dschoenherr@usa.edu

Kailynn Cannata, Austin Campus, Dallas Campus

ext. 3117 kcannata@usa.edu

Juliette Henry-Pitter, Miami Campus

ext. 4135 jhenrypitter@usa.edu



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Cynthia Edwards, St. Augustine Campus	ext. 1303 cedwards1@usa.edu
Sherrie Jensen, Post-Professional Advisor	ext. 1354 sjensen@usa.edu
Frank Bennett, Post-Professional Advisor	ext. 1225 fbennett@usa.edu
Tonya Riley, Post-Professional Advisor	ext. 5702 triley@usa.edu

Faculty Advisor

A Faculty Advisor will be appointed to 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 Program Director.

Bursar's Office

The Bursar's Office handles billing, refunds, and payments. The Bursar can provide information to students regarding the CashNet Payment Plan and setting up refund preferences in BankMobile. They can also provide receipts upon request.

Susan Jones, Bursar Team Lead, Business Office, St. Augustine and Miami Campuses	904-770-3540 sjones@usa.edu
Candice Salazar, Business Office Bursar, Austin and Dallas Campuses	737-202-3304 csalazar@usa.edu
Kristin Hitchcock, Business Office Bursar, San Marcos Campus	760-410-5356 khitchcock@usa.edu

Career Services

USAHS does not guarantee employment, and completion of the degree program is not a guarantee of employment.

Career Services provides services to students online via the Optimal Resume and Handshake platforms, through on-campus career fairs twice yearly, and via online career coaching. Access Career Services by logging into the MyUSA portal, Student Services tab, Career Services link.



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In Optimal Resume, students can create a resume and cover letter and have them reviewed by a career coach, record a practice interview, create a career portfolio, and view informational videos on current career topics. Go to Optimal Resume to create an account.

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

Career fairs are held twice a year on each campus.

Student referrals to prospective employers are not based on direct contact with the employer regarding current job openings.

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

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

Continuing Professional Education Office

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

Telephone: 800-241-1027, ext. 1400

Lori Hankins, Director of Continuing Education ext. 1203 lhankins@usa.edu

Ouida Howell, Assistant Director of Continuing Education ext. 1266 ohowell@usa.edu

Enrollment Office

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



Financial Aid Office

Financial aid information is available by going to Financial Information. Any inquiries or requests for student information should be directed to Department of Financial Aid Services, USAHS, 1 University Boulevard, St. Augustine, FL 32086; email: ContactFinancialAid@usa.edu; phone: (904) 423-2010; or by making an appointment.

Vanessa Flowers, Director, Financial Aid

Erica Kelly, Financial Aid System Analyst

Jessica Gooden, Financial Aid Counselor

Clara Cadatel, Financial Aid Counselor

Michael Thompson, Financial Aid Counselor

Jazmin Garcia, Financial Aid Counselor

David Skinner, Financial Aid Counselor

Shelisskia Douggans, Financial Aid Counselor

Registrar's Office

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

Telephone: 800-241-1027 ext. 1600

Diane Rondinelli, Registrar

904-770-3505 drondinelli@usa.edu

Laura Sanders, Associate Registrar

904-770-3595 lsanders@usa.edu

Cristina (Cris) Clark, Assistant Registrar

904-770-3605 ccclark@usa.edu

Brooke Nelson, Assistant Registrar

760-410-5385 bnelson@usa.edu



International Student Services

International applicants applying to a full-time residential or flex program in Miami, Florida; St. Augustine, Florida; Austin, Texas; and San Marcos, California, may receive assistance obtaining the required I-20 form from a designated school official (DSO). A DSO may be reached by calling ext. 800-241-1027, ext. 1600 or by emailing registrar@usa.edu for assistance.

Assistance for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), USAHS is dedicated to providing reasonable accommodations to any student with a qualifying disability. Please see Accessibility and Accommodations for more information.

Writing Center

The mission of the Writing Center at USAHS 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 in the writing process.

Coaching appointments are made online via the WCONLINE platform where students can upload a file for review either in an online session with a coach or via recorded asynchronous feedback.

First-time users will need to register their account using their USAHS email address. Students who miss or same-day-cancel multiple appointments may have their Writing Center accounts suspended and will need to contact the director of the Writing Center for reactivation.

Writing Center information and resources can be accessed in the MyUSA student portal, Student Services tab, Writing Center link.

Hideki Nakazono
Director of the Writing Center

760-410-5327
ext. 2427

hnakazono@usa.edu

Darcy Fox
Writing Center Coach

904-770-3465
ext. 3465

dfox@usa.edu



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Nicholas Eastham
Writing Center Coach

904-770-3461
ext. 3461

neastham@usa.edu

Tonya Nagle
Writing Center Coach

904-712-5018
ext. 3259

tnagle@usa.edu

Elaine Pascale
Writing Center Coach

737-202-3243
ext. 3243

epascale@usa.edu

Carl Sell
Writing Center Coach

737-202-3268
ext. 3268

csell@usa.edu

Wellness Centers (St. Augustine and Austin)

Mission Statement

The mission of USAHS Wellness Center is to provide an environment that promotes and facilitates a healthy and productive lifestyle in our students, faculty, staff, and ultimately our clients and the local community. This will be achieved by (1) development of programs that will allow the University philosophy on health and wellness to become a reality and (2) providing a state of the art wellness facility that will include wellness-related testing/screening and quality instruction in the various domains of wellness.

USAHS ID badges are required to access the Wellness Centers and Obstacle Courses. Students must complete a liability waiver prior to utilizing the Wellness Center and must complete a mandatory orientation prior to utilizing the Obstacle Course on the St. Augustine Campus.

For more information, including access and policies, go to the MyUSA portal, Student Services tab, Wellness Center link.

Ricky Willis

Director of Wellness

904-770-3721

rwillis@usa.edu

Health Services

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

The University is not licensed to provide healthcare services.



San Marcos Campus

Emergency services are available at the following locations:

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

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

St. Augustine Campus

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

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

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

Miami Campus

Emergency and nonemergency medical services are available at the following Miami locations:

Kendall Regional Medical Center
11750 SW 40Th St
Miami FL 33175
305-223-3000

Baptist Health Medical Plaza at Doral Urgent
Care
9915 NW 41st St
Doral FL 33178
786-586-3830



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Austin Campus

Emergency and nonemergency medical services are available at the following Austin locations:

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

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

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

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

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

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

Dallas Campus

Emergency and nonemergency medical services are available at the following Irving locations:

Medical City Las Colinas
(Emergency & Full-Service Hospital)
6800 N. MacArthur Blvd.
Irving, TX 75039
972-969-2000

MedSpring Urgent Care
7400 N. MacArthur Blvd.
Irving, TX 75063
469-804-9295

Integra Urgent Care
7447 N. MacArthur Blvd. Ste. 190
Irving, TX 75063
972-861-5200

Baylor Surgical Hospital at Las Colinas
400 W. Interstate 635 Ste. 101
Irving, TX 75063
972-868-4000

Advance ER (Galleria Area)
12338 Inwood Rd.
Dallas, TX 75244
469-730-0289



Counseling Services

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

24/7 Confidential Support

Students (and members of the same household) may call 844-819-4777 toll free and be connected to free and confidential, highly trained, masters- or doctoral-level clinicians via phone. This licensed counselor can help with anxiety, depression, stress, grief, relationship conflict, substance abuse, or any other personal issue a student may be experiencing. If needed, the 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 utilize Ask the Expert to receive personal responses to questions.

Library and Information Resources

The University's Learning Resource Center, composed 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 Library's holdings include more than 10,000 books and eBooks, full-text access to more than 200,000 journals, and streaming 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. Go to library.usa.edu for full details.



Institutional Review Board

The Institutional Review Board (IRB) is a University committee that reviews all research proposals involving the use of human subjects. The purpose of the IRB is to protect the human rights of those subjects and keep them from harmful procedures. All students participating in research projects that involve human subjects (including Case Reports) are required to submit the appropriate IRB documentation. Students must have a faculty advisor for their research project and should submit proposals to the IRB that is located geographically closest to their faculty advisor. The IRB committee meets once each month for convened reviews. Dates are posted on the USAHS website for each campus. Expedited and exempt protocols are reviewed on a rolling basis. For IRB policies, procedures, and forms, go to the MyUSA portal, Academics tab.

Student Membership in Professional Associations

All USAHS students in MOT, OTD, DPT, and SLP must be members of their respective national professional associations (American Physical Therapy Association [APTA], American Occupational Therapy Association [AOTA], National Student Speech Language Hearing Association [NSSLHA]). Current students will be asked to show proof of membership as part of the practicum or physical therapist practice courses. OT students will also need to provide evidence of state membership.

Student Associations

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

Examples of activities covered by the student activity fee include but are not limited to the following activities:

- authorized University functions
- community awareness programs
- miscellaneous preapproved events

This fee is allocated for campus-based student professional associations. Physical therapy students will be members of SPTA. Occupational therapy students will be members of SOTA. Speech-Language Pathology students will be members of SSLPA. Dual-degree students will be members of SOTA in the first half of the dual-degree program and SPTA in the second half.



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Student representatives from all classes and programs meet monthly with Program Directors to share information and discuss concerns.

All student events are to be coordinated through these associations with all allocated monies to be controlled by the SPTA, SOTA, and SSLPA organizations. All functions/events involving the University or the use of its name require prior review and written approval by (1) the respective Program Director and (2) the University's Director of Marketing. Possible examples of University-sanctioned events might include community/charitable events such as the annual 5K run and University or departmental picnics/celebrations. A student-organized off-site baseball team would be an example of a non-University event that could be supported by the student associations but would need approval if the University name were used. Any requests to use the University logo on clothing etc. require the same approval as listed above.

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

Student Events

Students who would like to plan an event should submit an Event Request Form to their Campus Director for approval at least 30 days prior to the event. Event Request Forms are located on MyUSA in the Student Services tab under Forms.

Student Organizations

Student organizations are a vital part of campus life and offer significant opportunities and benefits to their members, the institution, the professional network, and the community. Through participation in student organizations, students have opportunities to develop leadership skills, enhance their understanding of professional perspectives, and have a profound positive impact on their classmates, their profession, and the community.

A student organization is defined as a registered, student-led group of at least 10 actively enrolled students with a common interest and purpose. Generally, only registered student organizations are recognized by USAHS and eligible to use campus resources. In order to be recognized, to conduct USAHS-sanctioned activities, and to be eligible to access resources within the University community, student organizations must meet the following criteria:

- Be open to all students actively enrolled in the organization's campus.
- Contribute to the advancement of the health sciences mission of the University.



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- Serve a purpose not already met by another student organization or department on the campus where the organization is seeking recognition.
- Assume responsibility for their actions and the activities they sponsor.

To be considered for recognition as a student organization, the organization representative must submit a proposal and if approved, complete the registration process. Registration forms are accepted during registration periods and due by October 1 and April 1 each year. Upon recognition, organizations must comply with USAHS institution policies and renew registration annually to continue to conduct activities and access resources of the University. The University reserves the right to deny or suspend registration for student organizations that do not promote and adhere to the mission, values, and policies of the institution, including those student organizations that primarily have a social, religious, political, or athletic focus rather than a health sciences mission.

For detailed guidelines and access to forms and templates, go to the MyUSA portal, Student Services tab.

Student Retention Program: Tutoring

USAHS offers a variety of free tutoring services, including weekly large and small group sessions. Students are encouraged to regularly take advantage of self-directed learning, group tutoring, and faculty office hours.

Students who need the additional help of individualized tutoring may request a free 1:1, peer-to-peer tutor by completing Individual Tutoring Request Form found on MyUSA, Student Services tab, Tutoring link. To help to identify areas of need and ensure individual tutoring sessions are most effective for the student, students must complete the form with their course faculty member before submitting it to their Student Success Advisor.

Students who have a demonstrated need should request a tutor as soon as possible. Peer tutors experience increased demand during midterm and final exam periods and their availability is limited. The University is committed to placing students who have a demonstrated need with a peer tutor; however, the availability of peer tutors for all students or all courses is not guaranteed.

Off-Campus Housing

USAHS does not provide student housing; all students are responsible for securing their own living arrangements while attending the University. There are a variety of housing options near all campuses.



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Students can learn more about housing options from the University's Facebook groups. In each group, students can connect with other incoming students to look for potential roommates as well as see a list of apartment complexes near campus that have current vacancies.

[San Marcos Facebook Group](#)*

Campus Contact

David Schoenherr
dschoenherr@usa.edu
760-591-3012

[Austin Facebook Group](#)

Campus Contact

Kailynn Cannata
kcannata@usa.edu
737-202-3317

[St. Augustine Facebook Group](#)

Campus Contact

Dr. Cynthia Edwards
cedwards1@usa.edu
904-770-3677

[Dallas Facebook Group](#)

Campus Contact

Esther Garcia
egarcia2@usa.edu
469-498-5705

[Miami Facebook Group](#)

Campus Contact

Juliet Henry-Pitter
jhenrypitter@usa.edu
786-725-4035

**Monthly rental rates typically range from \$500/month for an individual to \$1200/month and more for apartment rentals. Please note this information is subject to change.*



Financial Information

Tuition, Fees, and Cost of Attendance

The University of St. Augustine for Health Sciences (USAHS) publishes an official schedule of tuition, fees, and cost of attendance 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 and must be paid by the start of classes. All charges are subject to change without advance notice.

Some or all instruction and/or other academic activities for all or part of the 2020–2021 academic year may be delivered fully online. Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event that instruction and/or other academic activities occur fully online for any part of the academic year.

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

Austin, Texas, Campus: The MS-SLP program is 5 trimesters in duration consisting of a minimum of 55/58 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$12,800 per trimester × 5)	\$64,000.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses	\$3,600.00
Program fee** (\$100 per trimester × 5)	\$500.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$7,295.67 per trimester × 5)	\$36,478.33
Transportation (\$1,030 per trimester × 5)	\$5,150.00
Personal expenses and health insurance (\$2,133.33 per trimester × 5)	\$10,666.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.



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Dallas, Texas, Campus: The MS-SLP program is 5 trimesters in duration consisting of a minimum of 55/58 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$12,800 per trimester × 5)	\$64,000.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses	\$3,600.00
Program fee** (\$100 per trimester × 5)	\$500.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$7,295.67 per trimester × 5)	\$36,478.33
Transportation (\$1,030 per trimester × 5)	\$5,150.00
Personal expenses and health insurance (\$2,133.33 per trimester × 5)	\$10,666.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

Master of Occupational Therapy (MOT)

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

Tuition (\$14,022 per trimester × 6)	\$84,133.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$600 per trimester × 6)	\$3,600.00
Program fee** (\$160 per trimester × 6)	\$960.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00



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Room and board (\$6,510.67 per trimester × 6)	\$39,064.00
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Transportation (\$1030 per trimester × 6)	\$6,180.00
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Personal expenses and health insurance (\$2,133.33 per trimester × 6)	\$12,800.00
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*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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

Tuition (\$15,249 per trimester × 6)	\$91,492.00
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Tuition deposit (subtracted from first trimester tuition)	\$500.00
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Books and school expenses (\$600 per trimester × 6)	\$3,600.00
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Program fee** (\$160 per trimester × 6)	\$960.00
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Student activity fee	\$20.00
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Graduation fee (regalia not included)	\$100.00
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Room and board (\$9,894 per trimester × 6)	\$59,364.00
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Transportation (\$1030 per trimester × 6)	\$6,180.00
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Personal expenses and health insurance (\$2,133.33 per trimester × 6)	\$12,800.00
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*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

Austin, Texas, Campus: The residential MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$14,022 per trimester × 6)	\$84,133.00
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Tuition deposit (subtracted from first trimester tuition)	\$500.00
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Books and school expenses (\$600 per trimester × 6)	\$3,600.00
Program fee** (\$160 per trimester × 6)	\$960.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$7,295.67 per trimester × 6)	\$43,774.00
Transportation (\$1030 per trimester × 6)	\$6,180.00
Personal expenses and health insurance (\$2,133.33 per trimester × 6)	\$12,800.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

Miami, Florida, Campus: The residential MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$14,022 per trimester × 6)	\$84,133.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$600 per trimester × 6)	\$3,600.00
Program fee** (\$160 per trimester × 6)	\$960.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$9,537 per trimester × 6)	\$57,222.00
Transportation (\$1,030.67 per trimester × 6)	\$6,180.00
Personal expenses and health insurance (\$2,133.33 per trimester × 6)	\$12,800.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.



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Doctor of Physical Therapy (DPT)

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

Tuition (\$13,207 per trimester × 8)	\$105,656.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester × 8)	\$4,200.00
Program fee** (\$160 per trimester × 8)	\$1,280.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$6,510.67 per trimester × 8)	\$52,085.33
Transportation (\$1030 per trimester × 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester × 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

Miami, Florida, Campus: The residential DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$13,207 per trimester × 8)	\$105,656.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester × 8)	\$4,200.00
Program fee** (\$160 per trimester × 8)	\$1,280.00



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Student Activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$9,537.00 per trimester x 8)	\$76,296.00
Transportation (\$1030 per trimester x 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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

Tuition (\$14,770.75 per trimester x 8)	\$118,166.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester x 8)	\$4,200.00
Program fee** (\$160 per trimester x 8)	\$1,280.00
Student activity fee	20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$9,894.00 per trimester x 8)	\$75,152.00
Transportation (\$1030 per trimester x 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.



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Austin, Texas, Campus: The residential DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$13,207 per trimester x 8)	\$105,656.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester x 8)	\$4,200.00
Program fee** (\$160 per trimester x 8)	\$1,280.00
Student activity fee	20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$7,295.67 per trimester x 8)	\$58,365.33
Transportation (\$1030 per trimester x 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

Dallas, Texas, Campus: The residential DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$13,207 per trimester x 8)	\$105,656.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester x 8)	\$4,200.00
Program fee** (\$160 per trimester x 8)	\$1,280.00
Student activity fee	20.00
Graduation fee (regalia not included)	\$100.00



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Room and board (\$8,832.00 per trimester x 8)	\$70,584.00
Transportation (\$1030 per trimester x 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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, fees, and cost of attendance are as follows:*

Tuition (\$7,775.42 per trimester x 12)	\$93,305.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$350 per trimester x 12)	\$4,200.00
Program fee** (\$100 per trimester x 12)	\$1,200.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$6,510.67 per trimester x 12)	\$78,128.00
Transportation (\$1030 per trimester x 12)	\$12,360.00
Personal expenses and health insurance (\$2,133.33 per trimester x 12)	\$25,600.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.



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

Tuition (\$9,157.75 per trimester × 12)	\$109,893.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$350 per trimester × 12)	\$4,200.00
Program fee** (\$100 per trimester × 12)	\$1,200.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$9,894.00 per trimester × 12)	\$118,728.00
Transportation (\$1030 per trimester × 12)	\$12,360.00
Personal expenses and health insurance (\$2,133.33 per trimester × 12)	\$25,600.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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

Tuition (\$8,389 per trimester × 12)	\$100,668.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$350 per trimester × 12)	\$4,200.00
Program fee** (\$100 per trimester × 12)	\$1,200.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00



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Room and board (\$7,295.67 per trimester x 12)	\$87,548.00
Transportation (\$1030 per trimester x 12)	\$12,360.00
Personal expenses and health insurance (\$2,133.33 per trimester x 12)	\$25,600.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

Flexible Master of Occupational Therapy (MOT)

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

Tuition (\$8,824 per trimester x 9)	\$79,417.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$400 per trimester x 9)	\$3,600.00
Program fee** (\$100 per trimester x 9)	\$900.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$6,510.67 per trimester x 9)	\$58,596.00
Transportation (\$1030 per trimester x 9)	\$9,270.00
Personal expenses and health insurance (\$2,133.33 per trimester x 9)	\$19,200.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.



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

Tuition (\$8,824 per trimester x 9)	\$79,417.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$400 per trimester x 9)	\$3,600.00
Program fee** (\$100 per trimester x 9)	\$900.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$7,295.67 per trimester x 9)	\$65,661.00
Transportation (\$1030 per trimester x 9)	\$9,270.00
Personal expenses and health insurance (\$2,133.33 per trimester x 9)	\$19,200.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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

Tuition (\$8,824 per trimester x 9)	\$79,417.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$400 per trimester x 9)	\$3,600.00
Program fee** (\$100 per trimester x 9)	\$900.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00



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Room and board (\$9,537 per trimester x 9) \$85,833.00

Transportation (\$1030 per trimester x 9) \$9,270.00

Personal expenses and health insurance (\$2,133.33 per trimester x 9) \$19,200.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

San Marcos, California, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$9,055 per trimester x 9) \$81,492.00

Tuition deposit (subtracted from first trimester tuition) \$500.00

Books and school expenses (\$400 per trimester x 9) \$3,600.00

Program fee** (\$100 per trimester x 9) \$900.00

Student activity fee \$20.00

Graduation fee (regalia not included) \$100.00

Room and board (\$9,894 per trimester x 9) \$89,046.00

Transportation (\$1030 per trimester x 9) \$9,270.00

Personal expenses and health insurance (\$2,133.33 per trimester x 9) \$19,200.00

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.



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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, fees, and cost of attendance are as follows:*

Tuition (\$12,948 per trimester x 8)	\$103,584.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester x 8)	\$4,200.00
Program fee** (\$160 per trimester x 8)	\$1,280.00
Student activity fee	\$20.00
Graduation fee (regalia not included)	\$100.00
Room and board (\$6,510.67 per trimester x 8)	\$52,085.33
Transportation (\$1030 per trimester x 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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

Tuition (\$12,948 per trimester x 8)	\$103,584.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester x 8)	\$4,200.00
Program fee** (\$160 per trimester x 8)	\$1,280.00
Student activity fee	\$20.00



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Graduation Fee (regalia not included)	\$100.00
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Room and board (\$9,894 per trimester x 8)	\$79,152.00
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Transportation (\$1030 per trimester x 8)	\$8,240.00
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Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67
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*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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

Tuition (\$12,948 per trimester x 8)	\$103,584.00
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Tuition deposit (subtracted from first trimester tuition)	\$500.00
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Books and school expenses (\$525 per trimester x 8)	\$4,200.00
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Program fee** (\$160 per trimester x 8)	\$1,280.00
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Student activity fee	\$20.00
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Graduation Fee (regalia not included)	\$100.00
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Room and board (\$7,295.67 per trimester x 8)	\$58,365.33
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Transportation (\$1030 per trimester x 8)	\$8,240.00
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Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67
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*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.



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

Tuition (\$10,517 per trimester x 8)	\$84,133.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester x 8)	\$4,200.00
Program fee** (\$160 per trimester x 8)	\$1,280.00
Student activity fee	\$20.00
Graduation Fee (regalia not included)	\$100.00
Room and board (\$9,537 per trimester x 8)	\$76,296.00
Transportation (\$1,030 per trimester x 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS.**Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

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

Tuition (\$12,948 per trimester x 8)	\$103,584.00
Tuition deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$525 per trimester x 8)	\$4,200.00
Program fee** (\$160 per trimester x 8)	\$1,280.00
Student activity fee	\$20.00



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Graduation Fee (regalia not included)	\$100.00
Room and board (\$8,823 per trimester x 8)	\$70,584.00
Transportation (\$1030 per trimester x 8)	\$8,240.00
Personal expenses and health insurance (\$2,133.33 per trimester x 8)	\$17,066.67

*Student may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services.

Flexible Doctor of Occupational Therapy (OTD)

Dallas, Texas Campus: The program is 12 trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and cost of attendance are as follows:*

Tuition (\$6,618 per trimester x 12)	\$79,417.00
Tuition Deposit (subtracted from first trimester tuition)	\$500.00
Books and school expenses (\$350 per trimester x 12)	\$4,200.00
Program fee** (\$100 per trimester x 12)	\$1,200.00
Student activity fee	\$20.00
Graduation Fee (regalia not included)	\$100.00
Room and board \$8,823 per trimester x 12)	\$105,876.00
Transportation (\$1030 per trimester x 12)	\$12,360.00
Personal expenses and health insurance (\$2,133.33 per trimester x 12)	\$25,600.00

*Student may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. **Includes fees associated with technology and software, library services and other student services such as orientation, advising, writing center, and career services.



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Post-Professional Doctor of Occupational Therapy (PPOTD)*

Tuition for all courses not involving a separate seminar will be \$669/credit hour (based on track). For the bachelor's degree student, it is a 60-credit hour program and for the master's degree student it is a 35-credit hour program. USAHS MOT graduates may transfer 6 credit hours, leaving 29.

Tuition - 29 credit hour program approximately	\$19,389.00
Tuition - 35 credit hour program approximately	\$23,401.00
Tuition - 60 credit hour program approximately	\$30,495.00
Books and school expenses	\$1,000.00
Technology fee (\$1,002 per year)	\$3,006.00–\$4,676.00
Graduation fee	
If attending commencement (regalia not included)	\$100.00
Optional custom regalia (estimate)	\$650.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$45,300.00–\$70,517.00
Transportation (\$966.67 per trimester)	\$8,700.00–\$13,543.00
Personal expenses and health insurance (\$2,053.33 per trimester)	\$18,480.00–\$28,767.20

*Cost of living expenses are estimates and are not paid to USAHS.

Transitional Doctor of Physical Therapy (tDPT)*

Tuition for required and elective courses will be \$640/credit hour and courses within a certification (and for which seminar fees are charged separately) will bear a per credit hour charge of \$260.00. Price does not include seminar fee (ranges from \$495–\$795 per seminar) or travel to seminars. Clinical integration coursework for the bachelor's degree student is comprised of a series of 5 courses (totaling 38 credits) that cost \$200 per course. For the



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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	\$13,460.00–15,360.00
Tuition - 60 credit hour program approximately	\$13,180.00–15,080.00
Books and school expenses	\$1,000.00
Technology fee (\$1,002 per year)	\$3,006.00–\$4,008.00
Graduation fee	
If attending commencement (regalia not included)	\$100.00
Optional custom regalia (estimate)	\$650.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$45,300.00–\$60,400.00
Transportation (\$966.67 per trimester)	\$8,700.00–\$11,600.00
Personal expenses and health insurance (\$2,053.33 per trimester)	\$18,480.00–\$24,640.00

*Cost of living expenses are estimates and are not paid to USAHS.

Master of Health Administration (MHA)*

Tuition for all courses is \$703/credit hour.

Tuition - 37 credit hour program approximately	\$26,010.00
Books and school expenses	\$1,000.00
Technology fee (\$1002 per year)	\$2,004.00
Lab fee (only if registered in ATP 7255 course)	\$200.00



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Graduation fee

If attending commencement (regalia not included)	\$100.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$30,200.00
Transportation (\$966.67 per trimester)	\$5,800.00
Personal expenses and health insurance (\$2,053.33 per trimester)	\$12,320.00

*The next planned start date is Summer 2021. Further, cost of living expenses are estimates and are not paid to USAHS.

Master of Health Science (MHS)*

Tuition for all courses not involving a separate seminar is \$578/credit hour.

Tuition - 36 credit hour program approximately	\$20,808.00
Books and school expenses	\$1,000.00
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 (regalia not included)	\$100.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$30,200.00
Transportation (\$966.67 per trimester)	\$5,800.00
Personal expenses and health insurance (\$2,053.33 per trimester)	\$12,320.00

*The next planned start date is Summer 2021. Further, cost of living expenses are estimates and are not paid to USAHS.



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Master of Science in Nursing (MSN), Non-FNP specializations*

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

Tuition - 36 credit hour program approximately	\$25,000.00
Books and school expenses	\$1,000.00
Technology fee (\$334 per term)	\$2,004.00
Comprehensive background check (criminal background check, drug screen, fingerprint report)	\$130.00
Health and safety requirements	\$500.00
Graduation fee	
If attending commencement (regalia not included)	\$100.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$30,200.00
Transportation (\$966.67 per trimester)	\$5,800.00
Personal expenses and health insurance (\$2,053.33 per trimester)	\$12,320.00

*Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS.

Master of Science in Nursing (MSN), FNP specialization*

Tuition for all courses is \$768/credit hour

Tuition - 50 credit hour program approximately	\$38,400.00
Books and school expenses	\$2,550.00
Health assessment kit	\$550.00



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Technology fee (\$334 per term)	\$2,672.00
Comprehensive background check (criminal background check, drug screen, fingerprint report)	\$130.00
Health and safety requirements	\$500.00
Graduation fee	
If attending commencement (regalia not included)	\$100.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$40,266.67
Transportation (\$966.67 per trimester)	\$7,733.33
Personal expenses and health insurance (\$2,053.33 per trimester)	\$16,426.67

*Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS.

Doctor Nursing Practice (DNP), Nurse Executive Specialization (BSN-Entry)*

Tuition for all courses is \$900/credit hour

Tuition - 64 credit hour program approximately	\$57,600.00
Books and school expenses	\$1,000.00
Technology fee	\$3,340.00
Comprehensive background check (criminal background check, drug screen, fingerprint report)	\$130.00
Health and safety requirements	\$500.00



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Graduation fee

If attending commencement (regalia not included)	\$100.00
Optional custom regalia estimate	\$650.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$50,333.33
Transportation (\$966.67 per trimester)	\$9,666.67
Personal expenses and health insurance (\$2,053.33 per trimester)	\$20,533.33

*Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS.

Doctor Nursing Practice (DNP) (MSN-Entry)*

Tuition for all courses is \$900/credit hour

Tuition - 42–52 credit hour program approximately	\$37,800.00–\$46,800.00
Tuition USAHS MSN alumni tracks - 22–30 credit hour program approximately	\$19,800.00–\$27,000.00
Books and school expenses	\$1,000.00
Books and school expenses (USAHS MSN alumni tracks)	\$571.44
Technology fee	\$2,338.00
Technology fee (USAHS MSN alumni tracks)	\$1,336.00
Comprehensive background check (criminal background check, drug screen, fingerprint report)	\$130.00
Health and safety requirements	\$500.00



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Graduation fee

If attending commencement (regalia not included)	\$100.00
Optional custom regalia estimate	\$650.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$35,233.00
Room and board (\$5,033.33 per trimester, USAHS MSN alumni tracks)	\$20,133.33
Transportation (\$966.67 per trimester)	\$6,766.67
Transportation (\$966.67 per trimester, USAHS MSN alumni tracks)	\$3,866.67
Personal expenses and health insurance (\$2,053.33 per trimester)	\$14,373.33
Personal expenses and health insurance (\$2,053.33 per trimester, USAHS MSN alumni tracks)	\$8,213.33

*Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS.

Doctor Nursing Practice (DNP), FNP specialization*

Tuition for all courses is \$918/credit hour.

Tuition - 71 credit hour program approximately	\$65,178.00
Books and school expenses	\$2,550.00
Health assessment kit	\$550.00
Technology fee	\$4,008.00
Comprehensive background check (criminal background check, drug screen, fingerprint report)	\$130.00



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Health and safety requirements	\$500.00
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Graduation fee

If attending commencement (regalia not included)	\$100.00
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Optional custom regalia estimate	\$650.00
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If not attending commencement	\$25.00
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Room and board (\$5,033.33 per trimester)	\$60,400.00
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Transportation (\$966.67 per trimester)	\$11,600.00
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Personal expenses and health insurance (\$2,053.33 per trimester)	\$24,640.00
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*Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS.

Doctor of Education (EdD)*

Tuition for all courses not involving a separate seminar is \$792/credit hour.

Tuition - 60 credit hour program approximately	\$47,521.00
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Books	\$1,000.00
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Technology fee (\$1,002 per year)	\$4,342.00
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Graduation fee

If attending commencement (regalia not included)	\$100.00
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Optional custom regalia estimate	\$650.00
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If not attending commencement	\$25.00
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Room and board (\$5,033.33 per trimester)	\$65,433.33
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Transportation (\$966.67 per trimester)	\$12,566.67
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Personal expenses and health insurance (\$2,053.33 per trimester)	\$26,693.33
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*Cost of living expenses are estimates and are not paid to USAHS.

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
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Books	\$1,000.00
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Technology fee (\$1,002 per year)	\$5,010.00
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Graduation fee

If attending commencement (regalia not included)	\$100.00
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Optional custom regalia estimate	\$650.00
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If not attending commencement	\$25.00
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*This program is not currently accepting new students.

Post Graduate Nursing Certificates, Non-FNP specializations*

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

Tuition - 17 credit hour program approximately	\$11,798.00
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Books and school expenses	\$1,000.00
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Technology fee (\$334 per term)	\$1,002.00
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Comprehensive background check (criminal background check, drug screen, fingerprint report)	\$130.00
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Health and safety requirements	\$500.00
Graduation fee	
If attending commencement (regalia not included)	\$100.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$15,100.00
Transportation (\$966.67 per trimester)	\$2,900.00
Personal expenses and health insurance (\$2,053.33 per trimester)	\$6,160.00

*Cost of living expenses are estimates and are not paid to USAHS.

Post Graduate Nursing Certificates, FNP specialization*

Tuition for all courses is \$768/credit hour.

Tuition - 31 credit hour program approximately	\$23,808.00
Books and school expenses	\$2,550.00
Technology fee (\$334 per term)	\$1,670.00
Comprehensive background check (criminal background check, drug screen, fingerprint report)	\$130.00
Health and safety requirements	\$500.00
Graduation fee	
If attending commencement (regalia not included)	\$100.00
If not attending commencement	\$25.00
Room and board (\$5,033.33 per trimester)	\$25,166.67



Transportation (\$966.67 per trimester) \$4,833.33

Personal expenses and health insurance (\$2,053.33 per trimester) \$10,266.67

*Cost of living expenses are estimates and are not paid to USAHS.

USAHS Student Payment Policy

Students must either pay tuition and applicable fees or have other financial arrangements in place by the term start. Students who intend to receive financial aid but have not completed the loan application or renewal process must pay tuition by the scheduled due date. Students who anticipate difficulty adhering to these deadlines should contact the bursar's office immediately.

After the start of a term, students who have an unpaid balance may have a hold placed on their account at the sole discretion of USAHS unless covered by Financial Aid. A bursar hold prevents a student from registering for any future term until the outstanding balance is paid; the hold does not remove the student from current classes. If a student with a bursar hold has withdrawn and then seeks readmission to the university, the hold must be satisfied prior to readmission. Once the outstanding balance is paid, the hold can be removed by contacting the bursar's office. Students failing to pay tuition greater than \$500 within 60 calendar days into the semester may be dismissed. Methods of payment include CashNet Payment Plan, guaranteed financial aid, and third-party sponsorship.

Accepted Methods of Payment

- Cash is not accepted.
- Credit Card: Visa, MasterCard, Discover, American Express.
 - Online payment preferred; there is no fee associated with using your credit card for online payment.
- Check/Money Order
 - Made payable to **University of St. Augustine for Health Sciences**
 - Reference Student ID number on the check.
 - There is a \$30 returned check fee should the bank not honor a personal check. If a check is not honored by the bank a second time, there will be an additional \$30 returned check fee and additional personal checks will not be accepted.

To make an online payment:

1. Go to MyUSA and log in.
2. Go to Student Services.



3. Click Bursar from the side navigation.
4. Go to Make a Payment.
5. Select My Account Balances.
6. Click on the dollar amount next to Accounts Receivable (and campus), even if it shows zero.
7. Next select Make payment at the bottom. Enter the dollar amount of the payment xxx.xx (no dollar sign or comma) in the Accounts Receivable space and click submit.
8. Students do not have to pay what shows in the account balance, they may pay more or less.
9. An Accounts Receivable balance with a negative sign in front of it simply means the student has a credit balance from a tuition deposit.
10. Students will still click on the balance and then enter the payment amount after clicking make payment.
11. Follow credit card instructions.
12. Once the payment processes, students will receive a confirmation email.

Late Payment Fee

Any tuition and fee balance not paid in full or pending loan disbursement or third-party payment at the time of trimester registration may be subject to a 10% late penalty. Tuition, fees, and late penalty must be paid in full no later than the close of business on the last day of the week in which classes begin.

Financial Dismissal

Financial dismissal effectively withdraws a student from the university. Students who have been financially dismissed and want to be reinstated in the same term must contact the bursar and arrange for payment immediately. Students who have been financially dismissed and are not reinstated during the same term must apply for readmission before re-entering the program, as well as paying off the previous balance.

CashNet Tuition Payment Plan

No interest payment plan, the loan amount can include Tuition, fees, and cost of attendance. There is a one-time \$55 application fee per contract. Campus-based and post-professional students may use the payment plan, but it is not available to non-degree students. All payments to CashNet must be completed by graduation.



CashNet offers the following payment plans:

- **4 Pay Plan:** 4 equal monthly payments. The minimum dollar amount is \$1,000.00.
- **8 Pay Plan:** 8 equal monthly payments. The minimum dollar amount is \$2,000.00.
- **12 Pay Plan:** 12 equal monthly payments. The minimum dollar amount is \$3,000.00.

Fall trimester payment plans should be in place no later than September 1. Fall trimester plans open August 5 and close October 25. **Payment plans are not available for the Fall term after October 25th.**

Spring trimester payment plans should be in place no later than January 1. Spring trimester plans open December 9 and close March 3. **Payment plans are not available for the Spring term after March 3rd.**

Summer trimester plans should be in place no later than May 1. Summer trimester plans open April 6 and close July 3. **Payment plans are not available for the Summer term after July 3rd.**

No matter how many contracts are set up, all must be paid off before graduation. Students will make equal monthly payments to CashNet (according to the length of the payment plan selected). CashNet will then forward the payment to the University twice per month, usually a month in arrears.

Once a payment plan contract is set up, please notify the Business Office Bursar of the payment plan and the dollar amount so it can be verified and noted on the account. The Bursar can be reached at bursar@usa.edu.

For more information, students can contact the CashNet customer care line for students at 800-556-6884 or 800-635-0120 or go to commerce.cashnet.com/usapay. New users must create an account to make an online payment.

Refund Policy

Tuition Refund Policy for MOT, OTD, DPT, MS-SLP Programs

Cancellation and Tuition Refund Policy

USAHS's 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.



\$500 Deposit Refund Policy for MOT, OTD, DPT, MS-SLP 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 will be returned to the student. The University retains \$100 as an admissions fee.

Notice of Cancellation for MOT, OTD, DPT, MS-SLP Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than 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 for MOT, OTD, DPT, MS-SLP Programs

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees, and cost of attendance will be refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the refund policy.

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses

For students who withdraw from *all* classes during days 1–7 of the trimester (add/drop period), 100% of tuition/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.



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 the 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.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Nursing Certificate 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 a 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 PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Nursing Certificate Programs

USAHS's institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.



Notice of Cancellation for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Nursing Certificate Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment.

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, and Post-Graduate Nursing Certificate Programs

USAHS has an established add/drop period that is the 1st week (7 days) of each trimester. 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 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. Refunds for 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.



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

Iowa Residents

For Iowa National Guard or Reserve Forces Only

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

- The student may withdraw from the entire registration for that term and receive a full refund of tuition and mandatory fees for that term
- The student may make arrangements with the instructor(s) for course grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration and all tuition, fees, and cost of attendance intact.
- The student may make arrangements with only some instructors for grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration, tuition, and fees intact for only those courses in which the student makes arrangements. Any course for which arrangements cannot be made for grades or incompletes will be considered withdrawn and the tuition and mandatory fees for the course refunded.

Tuition Refund Policy for MOT, OTD, DPT, MS-SLP Programs for Iowa Residents

Cancellation and Tuition Refund Policy for MOT, OTD, DPT, MS-SLP Programs

USAHS's 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 MOT, OTD, DPT, MS-SLP Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits 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 MOT, OTD, DPT, MS-SLP Programs

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees, and cost of attendance 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 withdraw due to physical incapacity, and who have provided official documentation that physical incapacity is the reason he or she is not able to complete the course, the student will be refunded by the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

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



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

Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Nursing Certificate Program for Iowa Residents

Student's Right to Cancel PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP Programs

Students may withdraw from a degree program at any time. Contact the director of the degree program to request a 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 PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Nursing Certificate Programs

USAHS's institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Institutional Refund Policy.

Notice of Cancellation for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Nursing Certificate Programs

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits 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 PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Nursing Certificate Programs

USAHS has an established add/drop period that is the 1st week (7 days) of each trimester. All tuition, fees, and cost of attendance 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. Refunds for 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 withdraw 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 and who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

Maryland Residents

Tuition Refund Policy for Maryland Residents

For students residing in Maryland, the University complies with the state of Maryland's refund policy. This policy 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:



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Proportion of Total Course, Program, or Trimester Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to and including 60%	20% refund
More than 60%	No refund

Wisconsin Residents

Wisconsin Tuition Refund Policy for MOT, OTD, DPT, MS-SLP Programs

Wisconsin Students Notice of Cancellation

Students residing in Wisconsin have the right to cancel enrollment for a program and shall be provided a full refund of all money paid by the student towards tuition and fees provided that either

1. the student cancels the enrollment by midnight of the third business day after all parties have signed the enrollment agreement, or
2. the prospective student was accepted but was unqualified and the school did not secure a disclaimer under SPS 409.04, or
3. enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.

USAHS provides the Wisconsin Notice of Cancellation Form with the enrollment agreement. All students residing in Wisconsin who utilize the cancellation privilege will receive a full refund within 10 business days.



Wisconsin Students Refund Policy

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.

If notification of withdrawal from the University is submitted after 7 days of submission of the tuition deposit and up to the start of the trimester courses, a partial refund of \$400 will be returned to the student. The University retains \$100 as an admissions fee. USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees, and cost of attendance will be refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

At Least	But Less Than	Refund of Tuition
1 class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	No	No Refund

Refunds are made within 30 days of the date the University determines that the student has withdrawn. Students should notify the University in writing of the withdrawal, but a written notice of withdrawal is not required. Except in verified cases of emergency, if a student fails to submit the required documentation and be approved for a Leave of Absence, the student will be withdrawn 2 weeks after the University becomes aware that the student has stopped participating. See Leave of Absence policy for further information on LOA.



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

Wisconsin Tuition Refund Policy for PPOTD, tDPT, MHA, MHS, EdD, MSN, DNP, Post-Graduate Nursing Certificate Programs

Wisconsin Students Notice of Cancellation

Students residing in Wisconsin have the right to cancel enrollment for a program and shall be provided a full refund of all money paid by the student towards tuition and fees provided that

1. the student cancels the enrollment by midnight of the third business day after all parties have signed the enrollment agreement, or
2. the prospective student was accepted but was unqualified and the school did not secure a disclaimer under SPS 409.04, or
3. enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.

USAHS provides the Wisconsin Notice of Cancellation Form with the enrollment agreement. All students residing in Wisconsin who utilize the cancellation privilege will receive a full refund within 10 business days.

Wisconsin Students Refund Policy

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 and up to the start of the trimester courses, a partial refund of \$400 will be returned to the student. The University retains \$100 as an admissions fee. USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition, fees, and cost of attendance will be refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:



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At Least	But Less Than	Refund of Tuition
1 class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	No	No Refund

Refunds are made within 30 days of the date the University determines that the student has withdrawn. Students should notify the University in writing of the withdrawal, but a written notice of withdrawal is not required. Except in verified cases of emergency, if a student fails to submit the required documentation and be approved for a Leave of Absence, the student will be withdrawn 2 weeks after the University becomes aware that the student has stopped participating. See Leave of Absence policy for further information on LOA.

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

Student Tuition Recovery Fund—California

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.



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To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120-days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or another monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within 4 years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than 4 years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original 4 year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.



Continuing Education Seminar Fee Refund Policy

See Continuing Professional Education.

Financial Aid Office

For financial aid information, visit the Financial Aid page on the USAHS website at Financial Assistance Information. Any inquiries or requests for student information should be sent to the Department of Financial Aid Services, USAHS, 1 University Boulevard, St. Augustine, FL 32086; email: ContactFinancialAid@usa.edu; phone: 904-423-2010.

Financial Assistance Programs

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

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

The department staff are available to help students by email and telephone, and they offer a live webinar session each term. Regular office hours are 8:00 a.m. to 8:00 p.m. in each time zone, 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 healthcare providers who employ therapists or scholarships available for graduate education.

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

Federal and Private loan options are available to cover education expenses for students who meet the eligibility guidelines set by the lenders and who maintain eligibility and enrollment requirements including the satisfactory academic policy of USAHS. However, please note that for Accelerated Learning courses, students must enroll in and concurrently complete an



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"Anchor" course (i.e., course not designated with a "B" suffix) in order to be eligible for Financial Aid for the Accelerated Learning course.

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 4.30% fixed with a 1.062% loan fee. Loans originated on or after October 1, 2020, and before October 1, 2021, will have a 1.057% disbursement fee. Students are required to fill out the Free Application for Federal Student Aid (FAFSA) form to establish they are eligible to apply for this loan. Visit www.studentaid.gov for more information.

Direct PLUS Loans: These are federal loans that graduate or professional degree students may use to help pay education expenses not covered by other financial aid through the U.S. Department of Education. The current interest rate is 5.30% fixed with a 4.248% loan fee. Loans originated on or after October 1, 2019, and before October 1, 2020, will have a 4.228% disbursement fee. Learn more at Federal Student Aid.

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

Washington State Residents

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.



Financial Aid Satisfactory Academic Progress (SAP) Policy—MOT, MS-SLP, DPT, OTD

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

Qualitative Requirements

Prior to the completion of 59 credits for MOT and OTD, 61 for DPT, and 36 for SLP it is expected that the student will meet the following minimum criteria:

- At the completion of the first trimester (or 17 credit hours for MOT, OTD, and DPT) have a minimum GPA of 2.0
- At the completion of the second trimester (or 38 credit hours for MOT, OTD, and DPT) have a minimum cumulative GPA of 2.3
- The University requires that all students enrolled in the professional education programs have a 2.50 GPA after the completion of the third (full-time) trimester, or 59 credits for MOT, OTD, 61 credits for DPT, and 36 for SLP in the academic curriculum to continue in the respective program and maintain a 2.50 GPA or above for the remainder of the program.

If a student does not achieve this cumulative GPA, he or she will be placed on Financial Aid warning and may be dismissed from the program by the Registrar. Other reasons for dismissal include:

- An F is received in any course
- Two grades of D are received
- A student receiving a failing grade during fieldwork or internship (See the Clinical Education Handbook)

Quantitative Requirements

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

In addition to requirements set forth above by the University's Academic Policy, the Office of Financial Aid enforces a maximum time frame for the receipt of federal financial aid as listed below:



Program Format	Maximum Timeframe to Receive Financial Aid
Doctor of Physical Therapy (students beginning 1/1/17 or later)	12 terms
Doctor of Physical Therapy (students beginning before 1/1/17)	11 terms
Flex Doctor of Physical Therapy	18 terms
Doctor of Occupational Therapy	12 terms
Master of Occupational Therapy	9 terms
Flex Master of Occupational Therapy	14 terms
Flex Doctor of Occupational Therapy	18 terms
Dual Full-Time Master of Occupational Therapy/Doctor of Physical Therapy	15 terms
Master of Speech-Language Pathology	8 terms

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

Financial Aid Warning

Any one of the listed events will result in the student being placed on warning status. Students who are below the minimum cumulative GPA, have not met other grade related requirements for the program, exceed the term completion rate, and/or are in jeopardy of not completing within the maximum time are placed on financial aid warning for one term. Students receive written notification to their university e-mail account if they are placed on financial aid warning status. If the student is not in compliance after one term of financial aid warning, federal financial aid eligibility is terminated. The student is given the option to appeal to financial aid to



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determine if the student is eligible to receive financial aid for a period of one term of probation or for more terms while on an academic plan.

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

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

These additional policies will apply:

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



- The maximum timeframe excludes courses that are dropped before the start of the term or during the drop period.
- Financial aid progress requirements include all terms of enrollment, including periods in which the student did not receive federal aid.
- Courses that adversely impact financial aid academic progress cannot be removed from the academic transcript.

Financial Aid Satisfactory Academic Progress (SAP) Policy—MHA, MHS, MSN, DNP, EdD, tDPT, PPOTD

Revised 8/17/2020. See Addenda in online catalog.

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

Qualitative Requirements

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

Quantitative Requirements

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

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

The Office of Financial Aid monitors the students' pace towards the maximum timeframe established by the university by comparing the credits earned to the maximum time remaining. Note that students are dismissed if they do not complete at least 9 credits per year but completing 9 credits may not necessarily put them on a pace to graduate within the maximum timeframe. Additional credits per trimester/year may be needed to complete the program on pace.



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Program Format	Credits for Completion	Maximum Timeframe to Receive Financial Aid
Master of Science Nursing	36 credits	9 terms
Master of Science Nursing - FNP	50 credits	12 terms
Doctor of Nursing Practice - FNP (BSN-entry)	71 credits	18 terms
Doctor of Nursing Practice (BSN-entry)	64 credits	15 terms
Doctor of Nursing Practice (MSN-entry)	42 credits	10 terms
Doctor of Health Sciences	60 credits	22 terms
Doctor of Education	60 credits	18 terms
Master of Health Administration	37 credits	9 terms
Master of Health Sciences	36 credits	8 terms
Transitional Doctor of Physical Therapy (Master's track)	24 credits	13 terms
Transitional Doctor of Physical Therapy (Bachelor's track)	60 credits	18 terms
Post-Professional Occupational Therapy (Master's track)	29 credits	13 terms
Post-Professional Occupational Therapy (Master's track)	35 credits	13 terms
Post-Professional Occupational Therapy (Bachelor's track)	60 credits	18 terms



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

Financial Aid Warning

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

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

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

These additional policies will apply:

- A minimum financial aid GPA is cumulative for the current program of study.
- Financial aid attempted and completed credits are for the current program attempted at USAHS.
- The following grades adversely impact the measure of student pace toward the maximum time frame: I (incomplete), F (fail), U (unsatisfactory), W (withdrawal).
- For course repetitions, only the most recent grade is counted in the cumulative GPA, and the most recent credits are counted in the completed credits; course repetitions adversely affect the pace of a student's program completion.
- Incompletes: Incomplete grades at the time of SAP evaluation adversely impact the pace of the program completion but not the GPA. The final grade of the incomplete course is factored into the student's SAP calculations at the time of the next formal evaluation.
- Withdrawals: When a student withdraws from a course, it has no effect on the GPA for the end of that term; however, it will be factored into the student's pace and timeframe.
- Leave of Absence: Periods of Official Leave of Absence are counted toward the maximum time frame and adversely affects the pace of a student's program completion.



- Students must meet both the GPA and pace requirements within the defined maximum timeframe.
- Transfer credits are included in the earned and attempted credits but not calculated in the USAHS GPA.
- Financial aid attempted credits include all registered courses with the exception of courses dropped before the start of the term or during the drop period.
- For course repetitions, only the most recent grade is counted in the cumulative GPA and the most recent credits are counted in the completed credits
- The maximum timeframe will be reset for students completing a second or further degree at USAHS or changing from a non-degree-seeking to degree-seeking status.
- The maximum timeframe for students who change programs without earning a degree is cumulative for all programs attempted and is measured against the maximum timeframe for the current program.
- The maximum timeframe excludes courses that are dropped before the start of the term or during the drop period.
- Financial aid progress requirements include all terms of enrollment, including periods in which the student did not receive federal aid.
- Courses that adversely impact financial aid academic progress cannot be removed from the academic transcript.

Right to Appeal

Occasionally, a student's academic progress may be impacted by unusual circumstances that are beyond the student's control. A student may appeal for an extension of financial aid after a period of financial aid warning if the student successfully completes the warning term and if the student can document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate. Examples of such mitigating circumstances are a death in the immediate family, illness, or other significant life change.

Students may appeal to the Office of Financial Aid no later than 15 calendar days following the end of the financial aid warning period.

Students who wish to appeal must complete the Financial Aid Academic Progress Appeal form and provide the Office of Financial Aid with supporting documentation for review. Failure to provide supporting documentation will result in an automatic denial. If the appeal is accepted, the student must meet the requirements outlined in the written approval of the appeal.

A preexisting condition (a condition or illness that a student had before beginning any USAHS program) is not cause for appeal unless there was an unexpected change in that condition.



Students may not use the same circumstances in a subsequent appeal, although a student may submit an appeal for a future period of difficulty for different mitigating circumstances. Courses that adversely impact financial aid academic progress cannot be removed from the student's academic transcript.

SAP decisions by the Office of Financial Aid are final.

Financial Aid Satisfactory Academic Progress Appeal

Satisfactory academic progress requirements for the receipt of federal aid are separate and distinct from the university's academic progress requirements. By submitting an appeal, students are acknowledging that they have been on financial aid warning or probation and/or have reached the maximum academic time frame for the receipt of federal aid, according to the University Satisfactory Academic Progress Standards.

Financial Aid Verification Policy

In accordance with U.S. Department of Education regulations, USAHS is required to verify the accuracy of financial aid application information for selected students. Since USAHS does not offer undergraduate programs, the school is not required to perform full verification for students who are receiving unsubsidized Direct Loan funds and/or Direct PLUS Loan funds. However, students applying for Federal Work-Study (FWS), who are selected by the Department of Education for verification, are required to submit additional information prior to receiving FWS funds. This information may include but is not limited to IRS tax return transcripts, W-2s, official proof of High School Completion Status, identification documents, and a signed Statement of Educational Purpose.

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

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

Once the required documents are received in the Office of Financial Aid, the normal processing time is 10 business days. Participation in the verification process is not optional. If students do



not complete the verification process by the end of the enrollment period, they will not be able to receive federal financial assistance for that award year.

Students will be notified by email if, as a result of completing the verification process, their expected family contribution (EFC) changes and results in a change to their award amount.

A student whose FAFSA information is selected for verification by the Department of Education must complete the verification process before the Office of Financial Aid can make any changes to their cost of attendance (COA) or to the values of the data items required to calculate their (EFC).

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

Veteran's Benefits

The degree programs listed under each campus are approved by the State Approving Office for the training of veterans and other eligible persons for the programs offered on that campus. The list below reflects programs approved for the 2019–2020 academic year. Questions regarding benefits, enrollment certification, and the like, 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

Master of Science in Speech-Language Pathology - *blended learning format*



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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

Post-Professional Programs*

Master of Health Science

Master of Health Administration

Master of Science in Nursing

Transitional Doctor of Physical Therapy

Post-Professional Doctor of Occupational Therapy

Doctor of Education

Doctor of Health Science

Doctor of Nursing Practice

Post-Graduate Nursing Certificates

*Programs approved by the California State Approving Agency for Veterans Education (effective October 1, 2019, the U.S. Department of Veterans Affairs serves as the State Approving Agency for California for fiscal year 2020).

St. Augustine, Florida, Campus: The First Professional Doctor of Physical Therapy, Doctor of Occupational Therapy, and Master of Occupational Therapy degree programs are approved by the Florida Department of Veteran Affairs for the training of veterans and other eligible persons.



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Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

San Marcos, California, Campus: The First Professional Doctor of Physical Therapy, Doctor of Occupational Therapy, and Master of Occupational Therapy degree programs are approved by the California State Approving Agency for Veterans Education. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California, campus. *Effective October 1, 2019, the U.S. Department of Veterans Affairs serves as the State Approving Agency for California for fiscal year 2020.*

Austin, Texas, Campus: The First Professional Doctor of Physical Therapy, Doctor of Occupational Therapy, Master of Occupational Therapy, and Master of Science in Speech-Language Pathology degree programs are approved by the Texas Veteran Commission for the training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer on the Austin, Texas, campus.

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

Post-Professional Programs: The Post-Professional Transitional Doctor of Physical Therapy, Post-Professional Doctor of Occupational Therapy, Doctor of Health Science, Doctor of Education, Master of Health Administration, Master of Health Science, Master of Nursing, Doctor of Nursing Practice degrees and the Post-Graduate Nursing Certificate programs are approved by the California State Approving Agency for Veterans Education for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California campus. *Effective October 1, 2019, the U.S. Department of Veterans Affairs serves as the State Approving Agency for California for fiscal year 2020.*

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

USAHS is pleased to continue participation in the Yellow-Ribbon GI Education Program for the campus-based First Professional campus degree programs. Yellow Ribbon is a scholarship designed to help students supplement the tuition, fees, and cost of attendance costs that exceed the amount allotted in the Post 9/11 GI Bill® yearly cap, the program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008.



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Applications are accepted on a first-come, first-served basis up to the following limitations.

- 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, fees, and cost of attendance per academic year.

For questions regarding eligibility, Yellow Ribbon benefits, and the application process, contact the certifying officer on the respective campus.

In accordance with Title 38 US Code 3679 subsection (e), USAHS adopts the following additional provisions for any students using the U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. USAHS will not

- prevent the student's enrollment;
- assess a late penalty fee to the student;
- require the student to secure alternative or additional funding;
- deny the student access to any resources (classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- produce the VA Certificate of Eligibility (COE) by the first day of class;
- provide a written request to be certified;
- provide additional information needed to properly certify the enrollment as described in other institutional policies.

Disbursements

Before any funds are disbursed, students must read important disclosure information regarding their loan(s). The Disclosure Statement provides information about the Direct Unsubsidized Loan that USAHS plans to disburse (payout) by crediting the student's school account, paying the student directly, or both. There is also a Plain Language Disclosure that will explain the



terms of the student loan(s). Both disclosures are available at www.studentaid.gov. Students should keep a copy of all disclosures for their records.

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

Cost of Living Disbursements: If the students' lender pays student tuition, fees, and cost of attendance for the term in full, any remaining loan funds will be refunded to the student within 10 days from when USAHS received the loan from the lender. Although USAHS is required to return refunds to students within 14 days, the University understands the need to pay living expenses and will do its utmost for students to receive any remaining loan funds within 10 days.

It is recommended, at the beginning of each term, to make plans to cover living expenses for at least the first 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 available from Bank Mobile to receive refunds made by the school.

Students should contact the Bursar with any questions they may have and for further enrollment information.

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.studentaid.gov).

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.

Student and Parent Privacy Rights: In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), students may permit USAHS to disclose financial information to specified individuals(s) or agency(ies). The student authorizing the release of his or her educational records must sign and present a release form to the appropriate office with a photo ID to verify the authenticity of the release.



Student Withdrawal and Return of Title IV Funds Requirements: The law specifies how USAHS must determine the amount of Federal loan / Title IV program assistance that students earn if they withdraw from school. When students withdraw during a payment period or period of enrollment, the amount of Title IV program assistance that is earned up to that point is determined by a specific formula. If students received more assistance than earned, the 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 Refund Policy section of the Catalog/Handbook or website for more information about the refunds of institutional charges. The financial aid website is located at <https://www.usa.edu/admissions-aid/financial-aid/> and various forms and procedures are located on the MyUSA portal.

USAHS Scholarship Programs

Entry Level

USAHS offers two types of scholarships to all new students enrolling in the entry-level programs (residential DPT, MOT, OTD, Flex MOT, Flex DPT, and MS-SLP) on the San Marcos, St. Augustine, Austin, Miami, and Dallas campuses: Outstanding Academic Achievement and Leadership Scholarship and Community Service Scholarship. USAHS scholarships are to be used toward tuition, fees, and cost of attendance only.

Scholarship Application Deadline Dates

- Fall trimester
 - July 10
 - August 15 (if admitted July 5 or later and unable to apply before the first deadline)
- Spring trimester
 - November 1
 - December 1 (if admitted October 25 or later and unable to apply before the first deadline)
- Summer trimester
 - March 1
 - April 15 (if admitted February 23 or later and unable to apply before the first deadline)

Only students admitted within one week of the 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 St. Augustine, Florida; Miami, Florida; Austin, Texas; or San Marcos, California in either occupational therapy or 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 (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." Applicants should include their name and student ID at the top of the essay and be sure to entitle their essay: "My Leadership Experiences."
- A review of a curriculum vitae or resume that showcases leadership roles held.

To retain the Outstanding Academic Achievement and Leadership Scholarship, a recipient must meet the following criteria:

- 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) will remove a student from the established curricular pathway causing him or her to be ineligible for the scholarship for the subsequent trimester.
- Retain a 3.5 GPA at the end of each trimester; this will be monitored by the scholarship organizer.

If a recipient does not meet one or more of these requirements, he or she will be ineligible for the scholarship award for the subsequent trimester. The scholarship will 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 are regularly involved in volunteer work, and who possess an extensive service background and a demonstrated interest in future service. The top applicant from each of the 4 campus-based, entry-level programs (occupational therapy and physical therapy) will receive a



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\$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-SLP 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), or alternatively a minimum of 3.0 GPA on program prerequisites.
- A 1 to 2-page essay that describes the volunteer work the applicant did and the impact it had on him or her and his or her community, including in the essay how the applicant plans to continue these activities as a healthcare practitioner. Applicants should include their name and student ID at the top of the essay and be sure to entitle the essay "My Community Service Contributions" and include the name and address of the organization(s) discussed 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 meet the following criteria:

- 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) will remove a student from the established curricular pathway causing him or her to be ineligible for the scholarship for the subsequent trimester.
- Submit a summary of volunteer work the recipient participated in for that year and the impact on the community to the scholarship committee before the end of the award year.

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

Post-Professional Programs

USAHS provides several types of tuition reductions to all new students enrolling in the Post-Professional programs. For 2020–2021, the following tuition reductions are available:

- Doctor of Education (EdD): A 25% tuition reduction is in place for all students.
- Master of Health Administration (MHA) and Master of Health Science (MHS): Qualified applicants who enroll for Fall 2020 are eligible for a 5% early application incentive.



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- Master of Science in Nursing: See the program web page for information on Tuition Reduction.
- DNP: See the program web page for information on Tuition Reduction.

Additional details and updated information may be found on the specific program page at www.usa.edu.

Student Loans

The University is concerned about the financial well-being of its students. Program cost details and financial counseling is available through the Financial Aid department and on the website under each academic program listing. The University strongly recommends student counseling prior to applying for loans. The purpose of this counseling is to speak about financial management principles and how best to utilize loan options for students.



General University Policies

Diversity Policy

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

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

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

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

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

Encouraging diverse ways to teach, to promote student cultural awareness, and to engage in scholarly pursuits: The University supports faculty who offer diverse clinical expertise and approaches to patient management as a way to promote health science professional curricula that allows graduates to work with a diverse client population. Efforts are made to support cultural competence throughout the curricula and meet expected student learning outcomes in



this area. Faculty are encouraged to promote diverse scholarly endeavors that involve various clinical, patient management, health promotion, and education research topics, with careful attention to the safety, confidentiality, and privacy of all research subjects.

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

Nondiscrimination/Anti-Harassment Policy

It is the policy of USAHS that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination, including race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition (e.g., cancer or genetic characteristics), marital status, sex, age, sexual orientation, gender identity, gender expression, or veteran status, as prohibited by state and federal statutes. This policy applies to students, faculty, employees, and applicants for admission or employment.

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

For disability discrimination concerns, refer to the Accommodations and Accessibility policy below.

Title IX and Sexual Misconduct Grievance Reporting Policy and Procedures

Revised 8/13/2020. See Addenda in online catalog.

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

USAHS believes that all members of the University community should be free from all acts of sexual misconduct, including sexual assault, sexual harassment and discrimination, sexual exploitation, relationship violence, and stalking. All members of the USAHS community and all visitors, regardless of sex, gender, sexual orientation, gender identity, or gender expression are advised that any sexual misconduct by any student, employee, or third party is prohibited. Any attempt to commit sexual misconduct, or to assist or willfully encourage any such act, is a violation of this Policy. Sexual misconduct is contrary to the basic values of USAHS, which



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include promoting a sense of community, fostering learning, instilling integrity, and achieving excellence. USAHS is committed to providing for the prompt and equitable resolution of all complaints of sexual misconduct.

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

Violations of this policy may result in disciplinary action up to and including removal from the university for students and termination of employment for faculty and staff. When used in this Policy the term "complainant" refers to a person claiming that a violation of this Policy occurred, and the term "respondent" refers to a person accused of violating this Policy.

1. Definitions

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

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



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

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

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

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

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



another to expose his/her genitals, and sexually-based bullying, including, but not limited to, through social media.

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

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

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

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

2. Reporting Violations of This Policy

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

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

Filing a Criminal Complaint: Students, faculty, and staff members have the right to file both a criminal complaint and a Title IX complaint simultaneously.

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



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USAHS Florida Campuses

Title IX Coordinator
Ryan Davis
Office: 737-202-3373
Email: rdavis@usa.edu

U.S. Department of Education - Regional Office IV
61 Forsyth St. SW, Suite 19T40
Atlanta, GA 30303
Phone: 404-974-9450
Email: OCR@ed.gov

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

Local Police, Miami Campus:
Coral Gables Police Department
2801 Salzedo St #1 Coral Gables, FL 33134
Phone: 305-442-160

USAHS California Campus

Title IX Coordinator
Ryan Davis
Office: 737-202-3373
Email: rdavis@usa.edu

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

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

USAHS Austin Campus

Title IX Coordinator
Ryan Davis
Office: 737-202-3373
Email: rdavis@usa.edu

U.S. Department of Education - Regional Office VI
1999 Bryan Street, Suite 1620
Dallas, Texas 75201-6810
Phone: 404-974-9450 Email: OCR@ed.gov

Local Police, Austin Campus:
Austin Police Department
404 Ralph Ablandado Drive
Austin, TX 78748
Telephone: 512-974-5037



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USAHS Dallas Campus

Title IX Coordinator
Ryan Davis
Office 737-202-3373
Email: rdavis@usa.edu

U.S. Department of Education - Regional Office VI
1999 Bryan Street, Suite 1620
Dallas, Texas 75201-6810
Phone: 404-974-9450
Email: OCR@ed.gov

Local Police, Dallas Campus:
Irving Police Department
305 N O'Connor Rd, Irving, TX 75061
Telephone: 972-273-1010

Students, faculty, and staff members must report an incident of alleged discrimination to a "Responsible Employee." For the purposes of this policy, the "Responsible Employees" are the Title IX Coordinator, Title IX Coordinator's designee, the Executive Director of Student Administration, and the Program Director. For complaints where both the complainant and respondent are employees, "Responsible Employees" is the Human Resources Campus Manager.

USAHS takes all reports of sexual misconduct seriously and, upon receiving notice of any alleged violation of this Policy, shall take immediate steps to conduct a thorough, prompt, and appropriate investigation of the complaint.

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

USAHS strongly supports the complainant's right to confidentiality in cases involving sexual misconduct. All members of the USAHS community have the right to ask that their names not be disclosed to the alleged perpetrators. However, there are limited situations in which the university must override a complainant's (person alleging sexual misconduct, sexual harassment or sexual discrimination) request for confidentiality in order to meet the institution's legal obligations under Title IX (for example, one



individual's safety or the safety of others). In these situations, the information will only be shared with individuals who are responsible for handling the University's response to incidents of sexual violence. Given the sensitive nature of reports of sexual violence, the University shall ensure that the information is maintained in a secure manner. If the complainant requests that his or her name not be revealed to the alleged perpetrator or if complainant asks the university not to investigate or seek action against the alleged perpetrator, the University of St. Augustine will be limited in its ability to respond fully to the incident, including taking disciplinary action against the alleged perpetrator. If the complainant still requests that his or her name not be disclosed to the alleged perpetrator, or that the university not investigate or seek action against the alleged perpetrator, the Title IX Coordinator will need to determine whether or not the institution can honor such a request while providing a safe and nondiscriminatory environment for all students, faculty, and staff.

3. Determination of interim measures

Upon notification of an incident of sexual misconduct, USAHS shall take steps to ensure equal access to its education programs and activities and protect the complainant as necessary, including taking interim measures before the final outcome of an investigation. These measures are designed to protect the Complainant and provide the Complainant with options to avoid contact with the alleged perpetrator. These measures may include a change in academic activities, living, transportation, dining, and working situation as appropriate. After the initial report of alleged sexual misconduct, possible immediate interim suspension can be invoked on the accused ("Respondent") if there is a reasonable cause to believe the Respondent's behavior is of such a nature as to pose a threat of harm or injury to the Complainant or any other member of the campus community. The Title IX Coordinator shall work with the Complainant to determine what, if any, interim measures shall be implemented.

4. Student Amnesty Policy and Bystander Intervention

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



5. Advisors

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

6. Informal Resolution

If the complainant and respondent agree, certain cases may be resolved informally, including through mediation in appropriate cases. Cases involving allegations of sexual assault are not suitable for mediation. The Title IX Coordinator may also determine that informal resolution is not appropriate based on the facts and circumstances of the particular case. All informal resolutions will be conducted or overseen by the Title IX Coordinator or designee. Under no circumstances will a complainant be required to resolve a matter directly with the respondent.

If both parties are satisfied with a proposed informal resolution, and the Title IX Coordinator considers the resolution to satisfy USAHS's obligations to provide a safe and non-discriminatory environment, the resolution will be implemented and the informal resolution process will be concluded. If informal resolution does not resolve the matter, the resolution process will proceed to a formal investigation. At any point in the process, either the complainant or the respondent may elect to end the informal process in favor of proceeding with a formal investigation.

7. Investigations

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

USAHS shall determine, given the circumstances surrounding the complaint, the proper party to conduct the investigation. The proper party may or may not be the Title IX



Coordinator and shall be the person best able to conduct an impartial and fair review of the complaint. The investigation will normally include interviewing the complainant(s), the respondent(s), witnesses, and other relevant parties and will include a review of any relevant documents and other information. It may include reviewing law enforcement investigation documents (if applicable) and reviewing student and personnel files. Both the complainant and the respondent may provide the investigator(s) with the names of witnesses, documents, and other information. The investigator(s) will exercise their discretion in deciding which individuals identified as witnesses during the investigation should be interviewed and which documents or other information should be reviewed. The interviews, meetings, and other proceedings are not recorded by USAHS and may not be recorded by others. The complainant and the respondent are afforded equal procedural rights during the investigation. No expert witnesses shall be permitted.

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

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

8. Preparation of Investigation Report

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

9. Resolution Procedures

I. Cases involving allegations of employee violations

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

If Leadership determines, based on the contents of the report that a violation of University Policy has or may have occurred, University Leadership will determine an



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

II. Cases involving allegations of student violations

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

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

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

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



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evidence standard in making his or her findings. If a violation of this Policy is found, the notice shall provide the sanctions to the respondent and to the complainant, as appropriate under Title IX.

The notice shall set forth either party's right to appeal, the identity of the Appeal Officer, and the process and time limit for such an appeal.

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

10. Appeals

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

In cases involving student respondents, both parties have the right to appeal the Resolution Officer's finding of responsibility and/or imposition of sanctions. Any appeal must be filed in writing within five (5) days from the notice of resolution. The University will determine the appropriate individual in University leadership to hear any appeal ("Appeal Officer"), depending on the circumstances of the case, including the identity of the respondent. There is a presumption that the decision, and any sanction or discipline, was made properly, and the Appeal Officer may not substitute his or her judgment for that of the Resolution Officer. The sole grounds for appeal are: (1) a procedural error that substantially impacted the determination or sanction; (2) new information that was not available at the time of the investigation or hearing and that could reasonably have had a substantial impact on the determination or sanction; and (3) excessiveness or insufficiency of the sanction. The sanction may be increased only if the complainant appeals on the ground that the sanction was insufficient and may only be decreased if the respondent appeals on the ground that the sanction was excessive.

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



in any appeal. The Appeal Officer shall use the preponderance of evidence standard in the determination of any appeal.

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

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

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

Time Frames for Process: While each situation is different and there can be no way to determine how long an investigation will take, the Title IX Coordinator shall use her best efforts to reach a resolution within 60 days from the time the complaint is reported to notice of the resolution, exclusive of any appeals.

Sources of Counseling, Advocacy, and Support: Victims of Sexual Misconduct can receive assistance immediately by calling the local police department (911, if an emergency) and local counseling resources listed by campus below. USAHS employees may contact the Employee Assistance Program (EAP) by contacting 844-819-4777 or online at www.guidanceresources.com (Organization Web ID: USAEAP). EAP is a free, "Confidential Resource" at USAHS which means that all conversations will remain confidential and will not initiate any type of investigation into the incident. Sexual assault reports must be made by contacting the University's Title IX Coordinator or Deputy Coordinators, who are the appropriate University Officials for receiving reports of sexual assault. USAHS students can contact the following off-campus resources for counseling services: The National Domestic Violence Hotline, 1-800-799-SAFE (7233), or 1-800-787-3224 (TTY). For students at the **USAHS Florida Campuses:** The Betty Griffin House 24-hour crisis hotlines, Telephone: (904) 824-1555. For students at the **USAHS California Campus:** North County Family Violence Center Prevention Services, 330 Rancheros Dr., San Marcos, CA 92069, Telephone: (760) 798-2835. For students at the **USAHS Austin, Texas, Campus:** Victim Services Resources 24-hour crisis hotlines, Telephone: (512)472-4357. For students at the **USAHS Dallas, Texas, Campus:** Dallas Area Rape Crisis Center (DARC-C), Telephone: (972) 641-7273

Accessibility & Accommodations

USAHS is committed to and embraces diversity in all forms. The Office of Student Affairs can help if a student requires an accommodation during his or her coursework or clinical site



because of a disability, religion, pregnancy, or breastfeeding status. Students seeking an accommodation should follow the steps outlined below and submit such request as soon as reasonably practicable.

Disability Accommodations

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

To request a reasonable accommodation, a student must complete the Reasonable Accommodation Request Form available through MyUSA, Student Services tab, Disability Services link. Students should submit the completed form and appropriate documentation to accommodations@usa.edu as early as possible. A delay in submitting the request may result in not having approved accommodations for their assignments or other academic requirements. The Office of Student Affairs 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 agreement to the accommodations being provided and will be responsible for notifying his or her instructor(s) of the approved accommodations.

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

Religious Accommodations

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



Pregnancy Accommodations

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

In addition, USAHS supports students who choose to continue breastfeeding their children after they return to campus. USAHS shall provide clean, private rooms that are easily accessible to nursing students. All designated lactation spaces shall be equipped with a table, chair, electrical outlet, window coverings (as needed), and lock from inside. Students planning to breastfeed should do so around their scheduled class times to the extent possible.

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

Pets and Service Animals

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

Definition of Service Animal

The ADA defines a service animal as follows:

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

Under the ADA, service animals are limited to dogs and other animals that are approved and recognized that meet specific federal and/or state criteria. A service animal must be specifically trained to perform a service function to work on campus for the benefit of an individual with a disability. If an animal meets this definition, it is considered a service animal regardless of



whether it has been licensed or certified by a state or local government or a training program. Companion or therapy animals are not considered service animals and are not allowed unless otherwise required by law.

Service animals whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded regardless of training or certification. Students who utilize a service animal must submit a Reasonable Accommodation Request Form available through MyUSA.

Responsibility of Service Animal Owner/Partner

The service animal's owner/partner is at all times solely responsible for the cost of care, arrangements, any responsibilities connected to the well-being of a service animal, and any property damage caused by the service animal. Students with off-campus internships, clinical labs, service-learning opportunities, or other University-related activities must abide by the service animal policy at the off-campus entity.

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

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



- displays signs of illness, or
- is unclean, malodorous, and/or bedraggled.

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

Areas Off-Limits to Service Animals

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

Anti-Retaliation

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

Student Rights

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

- The right of respect for personal feelings.
- The right to freedom from indignity of any type.
- The right to expect an education of the highest quality.
- The right to make the best use of one's talents and time toward the objectives that brought him or her to the University.
- The right to inquire about and to recommend improvements in policies, regulations, and procedures affecting the welfare of students.



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- The right for students and/or their representatives to meet with the appropriate Program Director, Chair, Dean, and the President.
- The right to freedom of expression and peaceful assembly as defined by the Constitution of the United States and the laws of the states of Florida, California, or Texas.
- The right to participate in dialog during public discussions that provide a diversity of opinion.
- The right to join organizations for educational, political, social, religious, and cultural purposes within the limits imposed by their responsibilities to each other and to the student life of the University.
- The right of due process.
- The right to freedom of the press and media (newspaper, radio, television, etc.) to publish and distribute materials will be granted when identified by authorship and sponsorship.

Student Responsibilities

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

- The responsibility of assuming the consequences of one's own actions and of avoiding conduct detrimental to fellow students and University employees.
- The responsibility of taking the initiative to volunteer for service on committees.
- The responsibility for ensuring that the essential order of the University is maintained.
- The responsibility for academic work and clinical education requirements.
- The responsibility to be fully acquainted with and to adhere to the University's Catalog/Handbook and other published policies and procedures.

Compliance with University Regulations

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



faculty, or staff engaged in such acts are subject to immediate suspension and a subsequent hearing, which may lead to expulsion or dismissal.

Complaints Policy

USAHS is committed to providing a learning and working environment in which complaints are addressed fairly and resolved promptly. All complaints are taken seriously. The procedure for handling complaints from current students encourages informal conciliation, facilitates early resolution, and maintains individual privacy and confidentiality. Please note that complaints regarding sexual misconduct policy should be referred to the Title IX Coordinator. Complaints related to academic dismissals or professional misconduct should follow those procedures outlined in this publication.

Students are encouraged to address concerns or complaints promptly, generally within 5 business days of the date of the incident or occurrence that has given rise to the concern or complaint. USAHS endeavors to resolve all concerns and complaints; however, delayed reports of a concern or complaint may make the matter harder to investigate and resolve.

Open Door

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

Conflict Resolution Assistance

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

Formal Complaint Process

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



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Step 1: The Formal Complaint Process requires students to complete the Student Complaint Form located on the MyUSA portal, which will be submitted to the Office of Student Affairs. The Office of Student Affairs will direct the complaint to the responsible party to investigate and attempt to resolve the complaint. A written summary of any resolution reached will be provided to the student by the Office of Student Affairs, generally within 10 business days after receipt of the written complaint.

Step 2: Students may appeal a Step 1 decision, in writing, to the Grievance Committee by completing the Grievance Form within 5 business days after the Step 1 response was issued to the student. The Grievance Committee will investigate the complaint and give the student an opportunity to discuss the complaint. The Office of Student Affairs will seek to provide the student with a written response from the Grievance Committee within 60 business days.

Step 3: The student may request a reconsideration of the Grievance Committee's decision, in writing, to usastudentaffairs@usa.edu within 5 business days after the Step 2 response was issued to him or her. Requests for reconsideration will be forwarded to the President or their designee. In most cases, a Dean will serve as the designee for the President. For purposes of a request for reconsideration, the President or designee will review the existing record from the previous investigations. The Office of Student Affairs will provide the student with a written response to the request for reconsideration at the conclusion of the process.

Confidentiality

All information submitted as part of a student complaint will be treated as confidential and will be available only to the appropriate/involved parties. The student should also respect the need for confidentiality throughout the complaint process. A student who submits a complaint should be aware that complete confidentiality cannot always be guaranteed if effective action is to be taken. USAHS accepts and endeavors to resolve anonymous complaints; however, anonymous complaints may make the matter harder to investigate and resolve.

No retaliation

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



Unresolved Complaints

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

- WASC Senior College and University Commission (WSCUC)
 - Complaints may be filed with the University's institutional accrediting body by contacting the WSCUC at <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.
- Commission on Accreditation in Physical Therapy Education (CAPTE)
 - To submit a complaint against the Doctor of Physical Therapy program, contact the APTA Accreditation Department at 703-706-3245 or at accreditation@apta.org to obtain the necessary materials for complaint submission.
- American Occupational Therapy Association (AOTA)
 - Complaints about the Occupational Therapy program that cannot be resolved after following the University's procedures must be submitted electronically to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an e-mail addressed to accred@aota.org and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation." This form can be accessed at aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Policies/Procedures/VB1%20Complaint%20FormProgram.doc.
 - For more information on this process please visit <https://www.aota.org/Education-Careers/Accreditation/Policies.aspx> and review Complaints Against Education Programs.
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
 - In addition to opportunities for providing public comment regarding a program's accreditation status, the CAA has separate procedures for filing a formal complaint about a CAA-accredited program or one seeking a CAA accreditation status. Individuals who wish to file a formal complaint should contact the Accreditation Office to obtain a copy of the complaint procedures or refer to the Procedures for Complaints Against Graduate Education Programs on the CAA website.
- Commission on Collegiate Nursing Education
 - Complaints may be directed to the CCNE Complaints Administrator and sent to the CCNE office at 655 K Street, NW, Suite 750, Washington, DC 20001



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- Accreditation Review Commission on Education for the Physician Assistant
 - Complaints may be directed to 12000 Findley Road, Suite 275, Johns Creek, GA 30097.
- U.S. Department of Education
 - Complaints about discrimination based on race, color, national origin, sex, age, or disability are handled by the Office for Civil Rights.
 - For more information on this process please visit <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.
- In California
 - A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form at <http://www.bppe.ca.gov/enforcement/complaint.shtml>.
- In Florida
 - For information on the Commission for Independent Education's complaint process go to <http://www.fldoe.org/policy/cie/file-a-complaint.shtml> or contact the Commission for Independent Education, Florida Department of Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, (toll-free number) 888-224-6684.
- In Texas
 - For more information on making a complaint to the Texas Higher Education Coordinating Board go to <http://www.thecb.state.tx.us/index.cfm?objectid=989FE9A0-2213-11E8-BC500050560100A9>. Title 19 of the Texas Administrative Code, Sections 1.110–1.120 governs the rules for student complaints: [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=164570&p_tloc=&p_ploc=1&pg=7&p_tac=&ti=19&pt=1&ch=1&rl=116](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=164570&p_tloc=&p_ploc=1&pg=7&p_tac=&ti=19&pt=1&ch=1&rl=116).

Additional States

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



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- In Georgia contact the Georgia Nonpublic Postsecondary Education Commission's complaint process by going to <https://gnpec.georgia.gov/student-complaints>.
- In Iowa contact the Iowa College Student Aid Commission, 475 SW Fifth Street, Suite D, Des Moines, IA, 50309; 877-272-4456. Student Dispute Resolution Form: <https://www.iowacollegeaid.gov/StudentComplaintForm>.
- In Maryland contact the Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202; 410-528-8662/888-743-0823 (toll-free); or the Maryland Higher Education Commission.
- In Michigan contact the Michigan Department of Licensing and Regulatory Affairs, P.O. Box 30018, Lansing, MI 48909; 517-241-7000; https://www.michigan.gov/lara/0,4601,7-154-89334_61343_35395---,00.html.
- In New Mexico contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; <https://hed.state.nm.us/students-parents/student-complaints>.
- 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>. Students can file a complaint at any time with the Utah Division of Consumer Protection.
- The Tennessee Higher Education Commission requires that all students know of their rights in a grievance situation, including contacting the Tennessee Higher Education Commission, Nashville, TN 37243-0830; 615-741-5293, if grievances are not resolved at the institutional level.
- In Wisconsin contact the Department of Safety and Professional Services – Educational Approval Program, P.O. Box 8366, 4822 Madison Yards Way, Madison, WI 53705; www.dsps.wi.gov; dspseap@wisconsin.gov; 608-266-1996.

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

Appeal Process

Students should refer to the Professional Misconduct and Academic Evaluation and Right of Appeal policies for information on appeal processes.

Student Code of Conduct

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

Admittance to USAHS carries with it an obligation and responsibility to abide by federal, state, and local laws, respective county and city ordinances, as well as all University rules,



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regulations, and procedures. Admission to the University is a privilege, not a right, and is extended to those individuals who meet all admission criteria. All students, faculty, guests, patients, and staff of the University have a responsibility to report violations of the Student Code of Conduct to the appropriate officials. As a student, you will be asked to read and acknowledge this as part of the enrollment process.

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

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

The following interpersonal behaviors are expected at all times:

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



- respect the worth and individuality of every person (e.g., listen/pay attention while others are speaking and promote constructive feedback);
 - refrain from disruptive behavior;
 - refrain from proselytization (proselytization is defined as aggressively and/or harassingly trying to convert, recruit, or induce someone to join one's own political cause or to espouse one's own doctrine); and
 - respect confidentiality.
- Always report any violations of the Code of Conduct to the appropriate institutional official, and report any evidence of cheating, plagiarism, or improper conduct on the part of any student of the institution when there is direct knowledge of these activities. Failure to observe the Student Code of Conduct is professionally unacceptable and could negatively impact academic progression.

Classroom and Laboratory Conduct and Standards

Students are expected to arrive at lectures and lab sessions on time and with the appropriate clothing and equipment. The following behaviors are also expected in all lectures and lab sessions:

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

Flex courses may include labs for learning hands-on skills. Lab sessions are typically scheduled for Saturday and Sunday; however, some PT coursework requires weekday attendance. Students are notified of the lab schedule for the next trimester approximately 2 months before the start of the trimester.

Professional Dress and Appearance Code

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



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

Students must abide by the following policies regarding professional dress and appearance while on the University campus. The University's campus consists of the entire physical plant, which includes the student parking lot, faculty and staff parking lots, all classrooms, laboratories, lounges, hallways, lobbies, and libraries. The University is a 7-day-a-week campus and a professional environment. This dress code is in effect during scheduled classroom and lab hours.

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

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



Lecture Attire

- *Acceptable attire for men:* Only collared shirts (e.g., button-down oxford or polo shirt) are permitted. Shirts must be of a length that can be tucked into and remain in the pants. A student should be able to do three full-extension jumping jacks without the shirt becoming untucked. Dress or walking shorts (i.e., just above the knee) or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Dress sandals (e.g., Teva or Birkenstocks), clean tennis or running shoes, or any other closed-toed shoe with socks are acceptable.

Unacceptable attire for men: Shirts without collars, T-shirts, tank tops, sleeveless tops, low-cut shirts, grunge-look pants, and bib overalls are not acceptable neither are thong-type, beach casual, or flip-flop sandals. Underwear is not permitted to show outside or through the clothing. No exposure of gluteal fold is permitted.

- *Acceptable attire for women:* Shirts should have sleeves; however, a professional-looking sleeveless blouse is acceptable. Shirts must be of a length that can be tucked into and remain in the pants. A student should be able to do three full-extension jumping jacks without the shirt becoming untucked. Dress or walking shorts (i.e., just above the knee) or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Skirts and dresses may not be unreasonably short for a practicing health professional. Dress sandals, clean tennis or running shoes, or any other closed-toed shoe with socks/stockings are acceptable.

Unacceptable attire for women: T-shirts, tank tops, low-cut shirts, yoga, hip-hugger pants, grunge-look pants, bib overalls, and beach casual or flip-flop sandals are not acceptable. Underwear is not permitted to show outside or through the clothing. No exposure of midriffs, cleavage, or gluteal fold is permitted.

Guest Lecture Attire

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



Laboratory Attire

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

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

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

Students requiring medical or cultural allowances for certain policies, including dress and appearance code, must have the approval of their respective Program Director.

Clinical Affiliation Attire

Please refer to the Clinical Education Handbook.

Miami Campus Dress Code

Acceptable attire for men and women:

Solid color polo-type shirts are permitted. Shirts must be tucked into and remain in the pants/shorts. A student should be able to do three full-extension jumping jacks without the shirt becoming untucked. Dress or walking shorts (chino-style and above the knee) or casual dress



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pants are required. Acceptable color for pants and shorts is brown, black and shades of brown and black. A belt must be worn.

Shoes: Must be clean tennis or running shoes, or any other closed-toed shoe is acceptable. Socks are required and must be a solid colored and ankle length.

Unacceptable attire for men: Shirts without collars, T-shirts, tank tops, sleeveless tops, low-cut shirts, grunge-look pants, cargo pants and bib overalls, are not acceptable; neither are thong-type, beach casual, or flip-flop sandals. Underwear is not permitted to show outside or through the clothing. No exposure of gluteal fold is permitted.

Unacceptable attire for women: T-shirts, tank tops, low-cut shirts, hip-hugger pants, grunge-look pants, cargo pants, leggings (e.g., yoga pants), bib overalls, and beach casual or flip-flop sandals are not acceptable. Underwear is not permitted to show outside or through the clothing. No exposure of midriffs, cleavage, or gluteal fold is permitted.

Guest Lecture Attire

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

Laboratory Attire

Certain labs require laboratory dress. These are scrubs. Scrubs for labs must be a solid color, with matching tops and bottoms (i.e., Rehab Professional).

Alternate Lab Attire

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



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

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

Students requiring medical or cultural allowances for certain policies, including dress and appearance code, must have the approval of their respective Program Director.

Clinical Affiliation Attire

Please refer to the Clinical Education Handbook.

Professional Misconduct

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

Reporting a Professional Misconduct Violation

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



All reports should be submitted as soon as possible after the offending event occurs, generally within 5 business days of the incident or occurrence that has given rise to the report. USAHS endeavors to review and investigate all professional misconduct reports; however, delayed reports may make the matter harder to investigate and result in delays to the timeline specified in this policy.

Misconduct Behaviors

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

- Repeated Level One, such as lazy plagiarism or failure to cite.
- Level Two, such as receiving assistance and failing to acknowledge or submitting the same work to satisfy the requirement of more than one course.
- Level Three academic dishonesty, such as cheating, plagiarism, falsification of records, unauthorized possession of examinations or parts of examinations, intimidation, and any other actions that may affect the evaluation of a student's academic performance or achievement.

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

Additional misconduct behaviors may include but are not limited to:

- Disruption of teaching, research, administration, and disciplinary proceedings or other institutional activities.
- Physical and/or mental abuse of any person or any form of harassment as defined under the Nondiscrimination and Anti-Harassment Policy.
- Failure to follow directives of authorized University personnel acting in the performance of their duties.
- Destruction, misuse, damage, or defacement of any property of others or University property or property leased or controlled by the University whether intentional or by negligence.
- Violence, hazing, or the threat of violence including possession or use of firearms, fireworks, explosives, incendiary devices, or other weapons of any description, including knives, air rifles and pistols, on the University campus.
- Unauthorized participation in, agitation of, or instigation of any activity that interferes with ingress or egress from University facilities and/or that interrupts any activities of the University community in its normal functioning.



- The use, possession, sale, or distribution of nonprescription and prescription-controlled substances.
- Permitting or engaging in unauthorized possession, duplication, or use of keys, passwords, or access cards to any University premises, hardware, software, or services.
- Any action without authorization from the University that modifies, destroys, discloses, or takes data, programs, or supporting documents residing in or relating in any way to a University computer, computer system, or computer network, or causes the denial of computer system service to an authorized user of such a system.
- Repetitive violation of any University policy.
- Commission of an act that would constitute a crime under federal, state, or local law.
- Unprofessional behavior during any clinical education experience or any off-campus activity when representing the University.
- Forgery or falsification of any document.
- Violation of University policy.

Faculty Role in Professional Misconduct Violations

Faculty may address instances of academic dishonesty as outlined in the Academic Integrity Policy. Additionally, faculty may also make a PMC referral for additional, repeated, or egregious incidences of academic or professional misconduct.

Student Success Plan

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

Interim Suspension

Students may be placed on an interim suspension by the CAO (or designee) when necessary in order to protect the health and safety of students or the community, preserve University property, pursue an investigation and/or hearing, protect academic integrity, or prevent disruption of or interference with the normal operations of the University. In such situations, the student will be placed on an interim suspension, pending a PMC Hearing.



PMC Process

Notice of Hearing

Once a report is received, the Office of Student Affairs will notify the student in writing of the allegations against him or her and the date and time of the PMC hearing. The Office of Student Affairs makes every attempt to schedule the PMC hearing and notify the student within 5 business days of receipt of the complaint. The hearing provides the student with an opportunity to respond and present his or her version of events, facts, and evidence in his or her defense.

PMC Hearing Procedure

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

Confidentiality

The PMC hearing is a closed, confidential process. However, a student may bring a single advisor with him or her to the PMC hearing after completing a FERPA release form and notifying the committee 3 business days prior to the hearing. The notification must include the name of the advisor and his or her relationship to the student. The advisor is to be present for support purposes only and is not presenting on behalf of the student. The student will be the only person speaking to the committee on behalf of the student. An advisor who causes disruption to the process will be asked to leave the proceedings. Further, the student is not to bring outside witnesses to the meeting. Statements from outside witnesses can be submitted for the committee's consideration as part of the review process.

Notice of Outcome

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



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

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

The PMC co-chair will notify the student, using the student's University-issued email address, of the Committee's decision through a formal decision letter. Decisions are not final until this letter is sent to the student. Decisions are not final until this letter is sent to the student. The PMC will seek to issue its decision within 3 business days after the hearing but may require additional time to render the decision. Sanctions include but are not limited to those outlined below.

Sanctions

Sanctions are determined based on the severity of the violation, past conduct history, and any aggravating or mitigating factors. One or more of the following sanctions may be imposed on any student for any single violation of University policy and/or rules.

Status Sanctions

1. *Warning*: The student will receive a written notice stating he or she violated University policy and/or rules. The written notice will specify that inappropriate and unacceptable actions have occurred and that more severe disciplinary action will result should the student be involved in other violations while the student is enrolled at the University.
2. *Suspension*: The student is separated from the University for a specified period, and upon the satisfaction of specific conditions, the student is eligible to return. Separation includes physical and electronic removal from the University. The Registrar's Office will withdraw the student from all classes for the term. The student will be required to complete those classes during the term in which they return from suspension. During the suspension, students will not have access to Blackboard.
3. *Dismissal*: The student is permanently separated from the University. The student is barred from being on campus and the student's presence at any University-sponsored activity or event is prohibited. Separation includes physical and electronic removal from the University. The Registrar's Office will withdraw the student from all classes for the term and access to Blackboard will be removed. IT will deactivate the student's ID badge.

Educational Sanctions

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



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1. *Educational Program*: Requirement to attend, present, and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student was found responsible.
2. *Community/University Service*: Requirement for a student to complete a specific supervised University service.
3. *Behavioral*: Includes required activities such as but not limited to seeking academic counseling, mental health counseling assessment, personal counseling, and writing a letter of apology.
4. *Research Projects*: This includes required activities such as but not limited to writing papers or creating educational materials and bulletin boards

Restrictive Sanctions

Restrictive sanctions modify a student's privileges.

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

Restorative Sanction

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

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



Failure to Follow Through on Conduct Sanctions

All students, as members of the University community, are expected to comply with conduct sanctions within the time frame specified by the hearing officer. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect, or any other reason, may result in a conduct hold being placed on a student's account or suspension from the University. The Office of Student Affairs will track the completion of all sanctions in cooperation with relevant parties and departments.

PMC Appeal Process

Right to Appeal

Any student may appeal a PMC decision to an Associate Dean if it meets any of the following criteria:

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

Requesting an Appeal

To request an appeal, the student must provide to the Office of Student Affairs a completed PMC Appeal Request Form (available by signing into MyUSA at https://my.usa.edu/ICS/Student_Services/PMC/) along with a written statement of the basis for his or her appeal within 5 business days from the date the decision letter is emailed to the student's USAHS email address.

If the Office of Student Affairs has not received the completed form and written statement (email or letter is acceptable) within the specified time frame, the decision of the PMC will be final and no further appeals are available to the student. If an appeal is filed (and meets one of the three criteria above) the Office of Student Affairs, within 10 business days, will forward to an Associate Dean or the Associate Dean's designee the student's completed PMC Appeal Request Form and written statement, along with copies of all materials provided to the PMC, and the written decisions of the PMC.

However, if the appeal does not meet the standards outlined above, the student will be notified their request for appeal is denied. Please note if a student is suspended or dismissed, he or she



will remain in that status and is not considered an enrolled student during the appeal period and is therefore not eligible for financial aid. **Similarly, students who are suspended or dismissed will not be able to participate in clinical experiences while appeals are in progress.**

Role of the Associate Dean

Upon receipt of the PMC Appeal Request Form, the Associate Dean will review the students file and written statement. The Associate Dean is not required to meet with the student but may do so if there are questions regarding the evidence the student provided. The Associate Dean may meet with the PMC co-chair or committee if additional information or clarification is needed.

Decision of the Associate Dean

Upon receipt of the request for an appeal, the Associate Dean has the authority to uphold, overturn, or modify the decision of the Professional Misconduct Committee. The Associate Dean will seek to notify the student of his or her decision within 5 business days from receipt of the student's appeal letter. The student will receive the decision letter from the Office of Student Affairs via the student's University-issued email address. Once a final appeal decision is rendered by the Associate Dean, the student does not have access to the appeal process for the same issue again.

Request for Reconsideration to the Chief Academic Officer

Students may, under limited circumstances described below, make a request for reconsideration to the Chief Academic Officer (CAO). Requests for reconsideration of the decision of the Associate Dean must be made in writing by emailing the Office of Student Affairs at within 5 business days of the date of receipt of the Associate Dean's decision letter. The request for reconsideration letter should be addressed to the CAO and should not be the pmc@usa.edu same letter sent to the Associate Dean for the appeal. A request for reconsideration to the CAO will be granted only if sanctions include suspension or dismissal and the student can provide evidence that the Associate Dean did not follow the procedure as outlined in this policy.

Role of the Chief Academic Officer

Upon receipt of the request for a reconsideration letter, the CAO will determine if reconsideration is warranted. The CAO is not rehearing the case and is not required to meet with the student. The CAO may meet with the Associate Dean and/or PMC co-chair to verify or



clarify information. Once the CAO concludes his or her review, the Office of Student Affairs will notify the student of the CAO's decision and method of resolution (if applicable).

Academic Progression during the PMC Appeal Process

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

Faculty/Staff-Student Relations

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

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

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

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

If a faculty or staff member has a preexisting consensual romantic or sexual relationship with a student, the faculty or staff member must immediately notify his or her supervisor and in direct



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collaboration with their Program Director or supervisor, remove him- or herself from the academic decisions concerning the student.

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



General Academic Policies

Academic Freedom Policy

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

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

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



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

Academic Integrity Policy

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

Academic Dishonesty

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

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



plagiarism as "knowingly using the words, ideas or language of another author without giving credit to the work." In its severest form, plagiarism is the theft of another's intellectual work.

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

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

Level One Academic Dishonesty

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

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

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

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

Level Two Academic Dishonesty

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

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

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

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



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

Level Three Academic Dishonesty

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

- Copying another's exam
- Copying another's assignment, including online discussions
- Plagiarizing a substantial amount of text in an assignment or assessment
- Enabling someone else to copy your material during an exam
- Using books, notes, or other forbidden aids during an examination
- Giving or receiving information about the content of an exam
- Stealing or distributing a copy of an examination
- Submitting the work of someone else as your own
- Using purchased or copied manuscripts
- Removing posted or reserved instructional material, or otherwise preventing access to it
- Inventing material (this includes citing artificial sources)
- Using illegal or unethical means of acquiring information
- Utilizing an instant messenger or a cell phone while taking an online exam
- Repeated offenses of academic dishonesty

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

Fingerprints and Criminal Record (DPT, MOT, OTD, MS-SLP, MSN, DNP, Post-Graduate Nursing Certificates)

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



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

Trimesters Terms

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

Credit Hour Policy

Definition of Credit Hour

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

1. One hour of classroom or direct faculty instruction or student engagement and a minimum of two hours of out of class student work (preparation) each week for approximately 15 weeks for 1 semester or trimester of credit, or at least an equivalent amount of work over a different amount of time. Note: For example, a 2-credit hour course over a 15-week term would require at least 30 hours of direct academic engagement (2 hours per week) and 60 hours of student preparation time (4 hours per 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 per week of academic engagement and 8 hours per week of out of class (preparation) work.
2. Formal laboratory instruction is also direct faculty instruction and equates to 2–3 contact hours per week per credit over a 15-week term, with documentation maintained on lab experiences and supported by the course outline/syllabus.
3. When determining online and/or face-to-face academic engagement time (excluding student preparation time), the courses should fall within certain allowable contact hours over the semester according to the number of credit hours. Courses with labs will have more contact hours than courses without labs.



4. A credit hour may also be an equivalent amount of work (measured in contact hours) for other academic activities established by the institution, including clinical experience, fieldwork, practice, and other academic work leading to the award of credit hours.
5. Fieldwork, clinical experiences, clinical rotations are calculated at 45 hours equaling 1 credit hour.

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

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

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

Transfer Credit Policy—All Programs

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



Transfer of Credits from Another Accredited Institution

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

- The course(s) should have been completed within 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 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 course work meets the corresponding requirements of the program and the course being substituted by transfer.
- The course number and name of the course requested for transfer should reflect the content of the course it is replacing. Additionally, if the course requested for transfer will replace an elective, the content should be closely aligned with that of the curriculum and its potential electives.
- Undergraduate work is not accepted for transfer.
- In general, credit can be transferred if the requested substitute course is at the same course level or lower than the course being substituted (e.g., 7000-level courses would transfer for a 7000-level course or a 5000- or 6000-level course). In cases where a course from a master's program is being requested for transfer into a doctoral program, consideration will be given to rigor and content and further documentation may be requested.
- Final approval for a transfer request is based on review and authorization by the Program Director and will be based on the 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, Prior Learning Assessment (PLA), or from advanced standing, a maximum of 50% of the degree program total credits can be awarded. The remaining 50% of the total credits need to be completed within the desired USAHS program.

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



Post Graduate Nursing Certificate Transfer of Credits

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

- For course(s) that have been completed more than 5 years preceding admission to the program or courses with a population-specific focus different from the population of the focus of the certificate, the Health Education Systems Incorporated (HESI) examination may be administered to test out of NUR 7610 Advanced Physiology and Pathophysiology, NUR 7560 Advanced Pharmacology, or NUR 7580 Advanced Health Assessment and Differential Diagnosis. A minimum score of 750 on the HESI examination is required. Testing and proctoring will be at the expense of the applicant or student requesting the transfer credit.

The process for requesting transfer credits is as follows:

- The student completes a Transfer Credit Form found on the MyUSA portal, Student Services tab, Forms link (or obtains from the advisor) and submits the form to the Program Director for initial review. A course syllabus is required. It is the responsibility of the student to provide sufficient documentation to show equivalency to USAHS coursework.
- The Program Director, in consultation with the appropriate course instructor(s) as needed, will review the transfer course syllabus to verify that its contents match 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.
- If necessary, the student and Program Director will meet and discuss the feasibility of the transfer and additional requests for documentation may take place at this time.
- All documents will then be sent to the Registrar for final review and request for payment (if approved).
- Once payment is confirmed by Bursar, the Registrar will post the transfer credit to the permanent academic record at that time.

Transfer of Credits from One USAHS Program to Another USAHS Program

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

- Students may request the transfer of credits from another program for up to 50% of the total credits in the program toward which the credits will be applied.
- If electives are to be transferred, the Program Director will determine if those credits meet the program's learning outcomes for the intended degree.



- Courses taught in a master's level program that includes outcomes and assessment measures designed for the doctoral level may be considered for transfer into doctoral-level programs if they have been approved for such and according to Program Director approval.
- The Program Director, in conjunction with the Registrar, will give final approval to the transfer plan.

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

- The student completes a Request for Acceptance of Transfer Credit Form found on the MyUSA portal, Student Services tab, Forms link and submits the form to the Program Director.
- 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 or denied and will post any transferred credit to the permanent academic record at that time.

Advanced Course Standing by Examination (MOT, OTD, MS-SLP)

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

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

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



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

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

Prior Learning Credit Policy (tDPT, PPOTD, EdD)

Definition

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

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

PLA credit requests from current students are evaluated by Program Directors and limited to 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) or Dissertation courses.

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

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



Requirements

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

1. *Qualifying Essay*: Specific course learning outcomes (CLOs) are enumerated and supporting essay responses for each clearly articulate how the candidate meets those outcomes with supporting artifacts culminating in a Professional Portfolio.
2. *Professional Portfolio*: Supporting experiential documentation with artifacts/evidence as follows:
 - a. Higher education teaching experience (e.g., syllabus, contract, supervisory affidavit, CV/resume, etc.)
 - b. Higher education course development/revision experience (e.g., syllabus, contract, supervisory affidavit, CV/resume, etc.)
 - c. Professional continuing education (e.g., 24 contact hours minimum/certificate, content development/professional speaking or delivery, brochures, supervisory affidavit, CV/resume, etc.)
 - d. Clinical practice (e.g., 1 year of FTE experience per credit hour minimum, contract, CV/resume, supervisory affidavit, etc.)
 - e. Professional organization/association leadership (e.g., 1-year experience/credit hour minimum, membership number, contract, CV/resume, supervisory affidavit, etc.)
 - f. Professional publication (e.g., book, book chapter, peer-reviewed journal article, conference presentation/publication, CV/resume, supervisory affidavit, etc.)
 - g. Other (specific to the CLOs such as certifications, military experience, post-doctoral fellowships, grants, research, and many others that are professionally related)

Note: Professional Portfolio artifacts/evidence must be relevant/completed within the past 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:

1. *Competent*: The candidate provides sufficient artifacts with relevant and specific detail, in the Professional Portfolio; and an appropriate qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.
2. *Needs Improvement*: The candidate provides insufficient artifacts with relevant and specific detail, in the professional portfolio; or an inadequate qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.



3. *Unsatisfactory/Not Present:* The candidate provides unsatisfactory artifacts with relevant and sufficient detail in the professional portfolio, and/or qualification essay as evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.

PLA Credit Decisions

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

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

PLA Credit and Review Fees

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

Process

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



8. Bursar will bill the student the appropriate fee amount.
9. Failure to make the PLA fee payment in a timely manner may result in a hold being placed on the student's account by the Bursar's Office.

Audit of a Course

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

Repetition of a Course

On occasion, a student may be required to repeat a course. Under such circumstances, the highest grade achieved is counted toward the cumulative GPA.

A student who receives a D in any course (or an F and has been readmitted), must repeat that course in its entirety. The student will be permitted to take additional courses as long as there are no schedule conflicts and all prerequisite conditions are met, up to a maximum of 12 credit hours (Residential) and 8 credit hours (Flex program).

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

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

Note: Course schedules that are considered less than half-time in the program may affect a student's eligibility for federal student loans. Students should contact the Financial Aid Office with any questions.

Leave of Absence Policy

Revised 8/27/2020. See Addenda in online catalog.

USAHS expects its students to maintain continuous registration in an academic program. However, the University understands that situations may arise during a student's time at USAHS that may warrant a break in registration. To accommodate these situations, the University has developed the following Leave of Absence (LOA) policy. To be considered for a leave of absence, students must submit a signed, dated request for LOA that includes the reason for the LOA and the expected date of return. Except in verified cases of emergency, if a student fails to submit the required documentation and be approved for an LOA, the student will be withdrawn 2 weeks after the University becomes aware the student has stopped participating.



There are 5 types of LOA:

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

Short-Term Emergency LOA

Students may request a Short-Term Emergency LOA by contacting their advisor and/or program director. The LOA Form should be completed and submitted to the Registrar's Office as soon as possible to properly account for the student's absence. If the request is not received within 2 weeks of the date the student stops attending, the student will be withdrawn from the University.

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

A Short-Term Emergency LOA requested after the last day to withdraw from courses must be accompanied by appropriate documentation of the emergency. If the documentation is not submitted, the student will receive the grades earned in the courses based on the syllabus even if those are failing grades resulting in dismissal.

Appropriate documentation is defined as official documents supporting or describing the reason for the request and is subject to approval by the University.

Long-Term LOA

Students may request a Long-Term LOA (full trimester or the remainder of trimester not to exceed 180 days) by contacting their Advisor and/or Program Director. The LOA Form should be completed and submitted to the Registrar's Office as soon as possible to properly account for the student's absence. If the request is not received within 2 weeks of the date the student stops attending, the student will be withdrawn from the University.

A Long-Term LOA requested after the last day to withdraw from courses must be accompanied by appropriate documentation of the emergency. If the documentation is not submitted, the student will receive the grades earned in the courses based on the syllabus even if those are



failing grades resulting in dismissal. Long-term LOA will result in a grade of W for all currently enrolled courses.

Appropriate documentation is defined as official documents supporting or describing the reason for the request and is subject to approval by the University.

A student must return to classes the next trimester after the LOA and must submit a completed Return from LOA Form to registrar@usa.edu to allow the student account to be activated and the student registered. Should a student fail to return the following trimester, he or she will be marked as withdrawn from the University.

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

Planned Educational LOA

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

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

Students who have been approved for a Planned Educational LOA must submit a completed Return from LOA form to registrar@usa.edu to allow the student account to be activated and the student registered as soon as possible and no later than 1 week prior to their scheduled return date for scheduling purposes. Please note: Financial aid may be delayed depending on the time frame in which the student notifies the Registrar's Office of his or her return.



Military LOA

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

Administrative LOA

The University reserves the right to place students on Administrative LOA for reasons such as missing Clinical Education requirements (to avoid dismissal) or the inability of the University to secure a clinical site. The student must return within 180 days and at the start of a subsequent trimester. Students who are unable to return within 180 days are subject to withdrawal from the program. A student may not request Administrative LOA. It is solely used at the University's discretion.

Issues to Consider Prior to Requesting an LOA

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

Failure to Return from LOA

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

Prior to requesting an LOA of any type, the University recommends requires that students receiving Title IV funding contact the Office of Financial Aid to fully understand the impact of an LOA on their funding and repayment terms.



Scholarship Students

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

Students with Private Education Loans

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

Students Receiving Title IV Funds

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

- The LOA, together with any additional LOAs, must not exceed a total of 180 days in any 12-month period. The 12-month period begins on the first day of the initial LOA.
- If a Title IV student is withdrawn from the University due to failure to return from an LOA it may affect the student's loan repayment terms, including the expiration of the student's grace period.
- Students approved for an LOA are required to complete exit counseling before starting the LOA.

International Students

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

General Notice to Students Considering an LOA

- All students requesting an LOA are subject to space availability upon return. If a cohort has reached or exceeded its enrollment cap as set forth by accreditors or regulators, the student may be required to wait to return until space is available in the program. The



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University will make every effort to accommodate a student's return but cannot guarantee it.

- If a student fails to return from an LOA, the student will be withdrawn from the University. The student's withdrawal date will be the date the student began the leave and stopped attending classes.
- Students who are withdrawn or dismissed for failure to return from an LOA may reapply to USAHS as a prospective student.
- A student LOA cannot exceed 180 days in any 12-month period (excluding Military LOA). The 12-month period begins on the first day of the initial LOA.
- The University reserves the right to decline or conditionally approve student's resumption of classes if he or she is unable to meet the essential functions with reasonable accommodations.
- Upon returning from an LOA, a student who has been receiving reasonable accommodations must reapply to the Director of Disability Services to have accommodations reinstated.

Grading System

Academic degree programs use a 4.0 scale to calculate GPAs. The quality of work done by students is indicated on the transcript by the letter of the alphabet as follows:

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



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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

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

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

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

- MOT, OTD, DPT
- The laboratory portions of the courses are graded on the same scale from a minimum of 80% to a maximum of 100%.
- A student must earn at least 80% on the laboratory practical and 100% on all safety issues to pass the practical examination in professional courses. Refer to each course syllabus for additional information on grading criteria.

MS-SLP

- Clinical Courses I–V and Residencies Trimesters 1, 2, 3, and 5: Clinical skills assessment is included in the clinical course grades for all clinical courses. For Clinical Course I and II, virtual therapy cases are completed. Note: Virtual therapy cases may appear in academic courses as well. A minimum grade of 90% on all virtual therapy cases and attendance of an online synchronous debrief is required. Pre-residency, residency, and clinical experiences require a minimum of 80% competencies on all activities and experiences to pass a clinical course.



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

Some courses (e.g., clinical experiences, fieldwork, practicum, and seminars) are given Pass/Fail designations as determined by the instructor.

Rounding of Grades

No grades are rounded other than the final course grade.

If the final grade percentage is not a whole number, the percentage will be rounded to the nearest whole number.

- When a number is .50 or greater, the score is rounded to the next highest whole number (e.g., 79.50 = 80%).
- When the number is .49 or less, the score is rounded to the next lowest whole number (e.g., 84.49 = 84%).

Extra Credit

As a graduate-level institution preparing healthcare professionals, the University is opposed to faculty offering extra credit or bonus points in courses. Student grades should accurately reflect his or her performance on the criteria determined by faculty as demonstrating student achievement of the course learning outcomes. Awarding extra credit/bonus points may imply that points/grades are more important than learning and can create inequities between students and courses across campuses and delivery methods.

Grade Changes

The course instructor or the Program Director may initiate grade changes within the first four weeks of the subsequent term. The grade change by the 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.

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



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

Grade Posting

Grades are not publicly posted. Students will have access to grades online as faculty members make them available.

All grades including course assignments, exams, and other assessments will appear in the online grade book located in the course platform. Many grades may be recorded automatically (such as completion of an online examination) and be visible before the instructor has an opportunity to review the assessment; therefore, such grades are subject to revision. Students should consult with their instructor or review the course announcement page for information about any changes that may occur to a grade after posting.

At the time of course completion, the final course grade will be transferred to the University record system and become a permanent part of the student's transcript. Grades cannot be given out via email or telephone. This posting of grades follows the Family Educational Rights and Privacy Act (FERPA). Students are responsible for monitoring their final grades through the MyUSA portal, My Info tab rather than through online grade book in the course platform.

Accessing Grades

Through the MyUSA portal, My Info tab, students may access grades, print unofficial transcripts of grades, access/change personal student information, and keep track of all current course information. Students are required to keep this information safe and secure and to keep personal information up to date.

Examination and Proctoring

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

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

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



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

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

Campus Programs

- For face-to-face exams, after the start of the examination, any student who wishes to leave the examination room will turn in his or her examination and will not be permitted to reenter unless there are extenuating circumstances. In the online environment, if a student leaves the exam window the exam will be closed and will not be reopened unless the student can verify, in writing, that there was an interruption in online service.
- If the faculty member permits a work paper to be used, it will be distributed during the examination period with face-to-face exams. All work papers will be returned with the examination.
- Books, other study materials, book bags, and purses must be placed at the perimeter of the examination room or left outside of the examination room except in the case of an open-book exam designated by the faculty. In the online environment, the room will be visually scanned, and no materials will be allowed in the testing room unless previously designated by the faculty and noted on the proctoring form.
- No electronic devices are allowed. Students are not permitted to use cell phones, Apple watches, Google glasses, and the like and should turn off any ringers or alerts.

Flex and MS-SLP Programs

- Dates for online proctored exams in the Flex or MS-SLP Program will be identified in the syllabus so students can schedule the proctoring service in time to avoid late scheduling fees. Faculty will also schedule all online proctored exams for Flex or MS-SLP students with ProctorU (the exclusive proctoring service as of Fall 2017). Flex or MS-SLP students who are uncertain about how to schedule an exam should request assistance from the program administrative assistant. All Flex or MS-SLP students should complete the tutorial provided by ProctorU before scheduling an online exam using ProctorU services.
- In the online environment for Flex or MS-SLP students, the exam window will be approximately twice as long as the length allowed for the examination - for example, if the exam is two hours long, the window to take the exam should be 4 hours. This allows



students a period of time to verify their identity with the proctoring service and log into the exam. The exam window will be open only during the scheduled time period.

- Faculty will be available for student issues during the time period that the exam window is open.
- As a general practice, faculty will alter the day and time of the examinations in a course so that students who have conflicts are not unduly penalized for exams consistently falling on the same day and time.
- Faculty will be conscious of lab weekends for Flex or MS-SLP students and avoid giving an exam on a weekend that students are on campus or on the days immediately before and after lab weekends.
- In the online environment, the work paper will be scanned by the proctor before the test begins and will be destroyed at the conclusion and verified by the proctor. Faculty may provide laminated USAHS letterhead to use as scratch paper or require the use of a whiteboard that is erased at the end of the exam and verified by the proctor.
- No electronic devices are allowed. Students are not permitted to use cell phones, Apple watches, Google glasses, and the like and should turn off any ringers or alerts.
- ProctorU provides a post-exam report including any incidents that may have occurred. The administrative assistant for the program receives post exam reports on all exams and notifies faculty if anything is flagged as suspicious.

Examination Reviews

- As a general rule, students will not be allowed access to review an exam upon its completion. An exception to this rule would be in the case where the examination will not be used a second time on any campus or in any program.
- Best practice suggests a follow-up exam review, in person, as a chat room, Skype, discussion board, or other methods of interaction with the students to review frequently missed topics or content with further instruction in areas of weak class performance. Specific questions will not be discussed in these review sessions unless it is understood by all course faculty that those questions reviewed are omitted from future exams on all campuses, and in all programs.
- If a student wishes to review an exam question, they should make an office appointment and review the exam with the faculty present.

Policy for Changing an Exam Date

- Every attempt should be made to adhere to the exam dates as listed in the syllabus, course schedule, or stated as a class announcement.



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

Review of Examinations During the Trimester

- A review is to advance learning and is not a mechanism to obtain a higher grade.
- All written examinations will be reviewed at the earliest possible opportunity with the review mechanism at the discretion of the course instructor.

Final Examination Review

The decision of whether there will be an opportunity to review a final examination lies with the course instructor. The course syllabus should state whether the final exam can be reviewed.

- The mechanism used to review final exams will be determined by the course instructor.
- The review of final exams must be completed prior to the second Friday of the following new trimester.
- A review of final exams is to advance learning. It is not a mechanism to obtain a higher grade.

Practical Examination Policy for University Courses

Revised 8/27/2020. See Addenda in online catalog.

- The practical examinations require the student to meet both safety and technical skill performance competencies.
- A minimum of 80% proficiency is required on all clinically related practical examinations. If the student earns less than 80% on the technical skill performance, the student will receive an F grade for the practical examination and must retake the practical examination.
- Safety requirements must be met at a 100% competency level. If a student does not perform in a safe manner, the student will receive an F grade for the practical examination and must retake the practical examination.
- The student must meet both safety (100%) and technical skill performance competencies (80%) to pass the practical retake.



First Retake Practical Examination Process

1. It is the student's responsibility to contact the faculty instructor within 1 to 2 business days of failing the exam to receive instructions on how to write a plan of remediation.
2. The student is required to submit a written plan of remediation to the faculty instructor that will effectively prepare the student for their first retake practical examination.
3. The faculty instructor will review and approve (via written signature or digital signature) the student's remediation plan and administer the first retake practical examination.
4. The highest grade awarded for passing the first retake practical examination will be 75%. The approving instructor will notify the lead faculty for the course of the student's permission to retake the practical, and the lead faculty will document the student's retake for reporting to the Academic Progression and Retention Committee for monitoring progression through the curriculum.
5. A student who receives an F on the first retake practical examination is required to follow the second retake practical examination process below.

Second Retake Practical Examination Process

1. The student will contact the faculty instructor within 1 to 2 business days of failing the first retake practical exam to determine a revised remediation plan.
2. The student is required to submit to the faculty instructor a written revised remediation plan that will effectively prepare the student for their second retake practical examination.
3. If the student's remediation plan is not approved by the faculty instructor and the student's progress could affect the Clinical Education placement, the faculty instructor will notify the Clinical Education Office.
4. The faculty instructor will review and approve (via written signature or digital signature) the student's revised remediation plan.
5. The student will then submit the approved remediation plans (both the original remediation plan and the newly revised remediation plan) to the Chair of the APRC on their campus.
6. The APRC will gather appropriate past academic data that could help provide insight for the approval process.
7. The APRC will review and approve that the student's remediation process (following steps 1, 2, 3, and 4 above for both retakes) has been met.
8. The APRC will review and approve that the faculty's remediation process (following steps 1, 2, 3, and 4, above for both retakes) has been met.
9. If the APRC approves the remediation process, the APRC Chairperson will send an approved email to the student, faculty instructor, and Faculty Advisor for progressing forward with the second practical exam retake.



10. When the remediation plan and process have been approved, the practical retake exam is required to be taken before the next scheduled exam of the course or before the last day of final exams (unless otherwise permitted by the faculty instructor).
11. If the APRC does not approve the remediation process, the APRC Chairperson will send a rejection email to the student, faculty instructor, Faculty Advisor, and Program Director. This rejection email will include the APRC criteria for disapproval and the APRC requirements for remediation process approval. The student should resubmit his or her remediation plan to the APRC recorder, respective Program Director, Faculty Advisor, and faculty instructor after the remediation process has been met.
12. The second retake exam will not be allowed until the remediation plan is approved by the faculty and the remediation process is approved by the APRC.
13. If the student takes the second retake practical examination and receives an F on this second retake, the student will receive a D or F for that course.
14. If the student passes the second retake practical exam (100% safety, 80% technical skill performance), the highest grade awarded on the second retake practical examination is 70%. All practical exams must be completed by the date grades are due as published on the current Academic Calendar.
15. If the student has any concerns about the remediation process or plan, he or she can contact the Chairperson of the APRC for counsel.

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

Makeup Examination Policy

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

Exit Examinations

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



Licensure Exams

USAHS has no control over licensure requirements or exams in any state. It is the student's responsibility to validate eligibility to sit for licensure exams in the state in which the student will practice.

DPT

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

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

OTD

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



Students who are interested in sitting for the exam early must sign in to the NBCOT portal and complete the ACVF form. Once this form has been completed, students must contact their Program Director so the form can be fully executed in the NBCOT portal.

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

Attendance Policy

Class Attendance

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

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

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

Absences

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

- *Excused Absences*
 - Excused absences include but may not be limited to the following:
 - Illness (after 3 days must be supported by physician's note)
 - Attendance at a professional conference approved by the Program Director
 - Attendance at special services for a member of the immediate family (spouse; parent; child; sibling; spouse's parent, child, or sibling; child's spouse; grandparents, or grandchildren)
- *Unexcused Absences*
 - Unexcused absences are considered to be unprofessional behavior. With any unexcused absence, students forfeit the right to review with the instructor all or any part of the material, including test reviews, covered during that class or lab session.



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A first offense will result in a warning letter issued to the student with a copy of that letter placed in the student's file. A second offense and each subsequent offense will result in a 5% reduction per offense from the final course grade. This represents the University's minimal standard; individual faculty may outline additional consequences in their course syllabi.

- *Tardiness*
 - Tardiness is considered to be unprofessional behavior. It is expected that if a student is tardy for any class, the student will apologize to the instructor immediately after that class. If a student is tardy twice, the student will receive a warning letter with a copy of that letter placed in his or her record. After the second time, each subsequent event will result in a 5% reduction per tardiness from a final course grade. This represents the University's minimal standard; individual faculty may outline additional consequences in their course syllabi.
- *Laboratory Attendance*
 - Because of the amount of material covered in each lab session, absences from even 2 hours of any lab session can be very detrimental to the understanding and application of the course material and the course grade. Students are strongly encouraged not to miss any portion of any lab. If a student has unexcused absences totaling more than 20.00% of the total lab hours in a course, the student will be withdrawn from the course. In case of excused absences and extenuating circumstances beyond the student's control, as approved by the course faculty and the program director, the student may be allowed to make up some missed lab hours.
- *Clinical Fieldwork/Experience*
 - Students should refer to the Clinical Education Handbook.

Online Education Attendance

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

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



Student Advisors regularly monitor online course attendance. In addition, course faculty are expected to report student absences in an online course (i.e., lack of online course interaction) to the Registrar's Office. However, it is the prerogative of the faculty member to determine whether work submitted after the day of the deadline will or will not receive points or credit. Be advised that course facilitators are discouraged from awarding points for late student work that is designed to contribute to the overall class community (e.g., bulletin board threads, group work).

Flex Program Additional Information

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

Professional Conference Attendance

All DPT, MOT, OTD, and MS-SLP students are required to attend a minimum of 2 full days of one professional conference or 1 full day of two professional conferences during their program enrollment. The value of this required attendance is greater when campus-based students wait until the third trimester or later and Flex students wait until the fifth trimester or later to attend



the conference. Dual-degree-seeking students are required to attend one PT and OT professional conference during their curriculum (an OT conference while in the MOT or OTD program and a PT conference while in the DPT program). DPT students should complete the conference requirement before the seventh trimester (Resident) or eleventh trimester (Flex) due to the full-time attendance required while on clinical experiences. Flex students should attend conferences that do not conflict with weekend lab schedules. Program Directors may modify the conference attendance requirements as necessary.

Students will notify their Program Director or an assigned Faculty Advisor of their intent to attend a particular conference. The student will then be granted an excused absence for the date(s) missed. This will not exceed 2 days (usually a Friday or a Thursday and Friday excused absence). It is at the discretion of each faculty member on how to disseminate the information from the missed class session(s). The student is responsible for all missed class material and assignments. Students are also responsible for conference costs, including registration, hotel, and transportation expenses. Upon their return, students are required to provide proof of attendance at the conference to the Program Director or the assigned Faculty Advisor.

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

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

Expected and Maximum Completion Time Frames Satisfactory Academic Progress (SAP)

Revised 8/17/2020. See Addenda in online catalog.

There are three program options with expected completion time frames for MOT, OTD, DPT and MS-SLP students.

- Residential DPT/MOT/OTD/MS-SLP
 - DPT expected completion is 8 trimesters.
 - MOT expected completion is 6 trimesters.
 - OTD expected completion is 8 trimesters.
 - MS-SLP expected completion is 5 trimesters.
- Flex DPT/MOT
 - DPT expected completion is 12 trimesters.
 - MOT expected completion is 9 trimesters.



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- Dual Residential MOT/DPT
 - Expected completion is 10 trimesters.

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

- Residential DPT maximum completion is 12 trimesters.
- Flex DPT maximum completion is 18 trimesters.
- Residential MOT maximum completion is 9 trimesters.
- Flex MOT maximum completion is 14 trimesters.
- Residential OTD maximum completion is 13 trimesters.
- Dual MOT/DPT maximum completion is 15 trimesters.
- Residential MS-SLP maximum completion is 8 trimesters.

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

- Reduced credit load DPT maximum completion is 14 trimesters.
- Reduced credit load MOT maximum completion is 12 trimesters.
- Reduced credit load OTD maximum completion is 16 trimesters.
- Reduced credit load MS-SLP maximum completion is 10 trimesters.

Time limits for Post-Professional programs are as follows:

- MHA expected completion is 6 trimesters.
- MHS expected completion is 6 trimesters.
- MSN NEd, NEx, NI expected completion is 6 trimesters.
- MSN FNP expected completion is 8 trimesters.
- DNP (BSN-entry) NEx and NI expected completion is 10 trimesters.
- DNP (BSN-entry) FNP expected completion is 12 trimesters.
- DNP (MSN-entry) expected completion is 7 trimesters.
- DNP (USAHS Alumni MSN-entry) expected completion is 4 trimesters.
- PPOTD (bachelor's entry) expected completion is 14 trimesters.
- PPOTD (master's entry) expected completion is 9 trimesters.
- tDPT (bachelor's entry) expected completion is 12 trimesters.
- tDPT (master's entry) expected completion is 9 trimesters.
- EdD expected completion is 13 trimesters.

When a Program Director approves an extension, the following applies:

- MHA maximum completion is 9 trimesters.



- MHS maximum completion is 9 trimesters.
- MSN NEd, NEx, NI maximum completion is 9 trimesters.
- MSN FNP maximum completion is 11 trimesters.
- DNP (BSN-entry) maximum completion is 16 trimesters.
- DNP FNP (BSN-entry) maximum completion is 18 trimesters.
- DNP (MSN-entry) maximum completion is 13 trimesters.
- DNP (USAHS Alumni MSN-entry) maximum completion is 6 trimesters.
- PPOTD (bachelor's entry) maximum completion is 21 trimesters.
- PPOTD (master's entry) maximum completion is 13 trimesters.
- tDPT (bachelor's entry) maximum completion is 18 trimesters.
- tDPT (master's entry) maximum completion is 13 trimesters.
- EdD maximum completion is 20 trimesters.

Reinstatement

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

Good Academic Standing, Academic Progression Warning, Probation, Dismissal (MS-SLP, MOT, OTD, DPT)

Good Academic Standing

Prior to completion of 36 credits for MS-SLP, 51 credits for OT, and 55 for DPT, it is expected that a student will meet the following minimum criteria:

- Complete at least 75% of all credits attempted each trimester,
- At the completion of the first trimester (or 12 credits for MS-SLP, 16 credit hours for OT and 18 credit hours for DPT) have a GPA of 2.0.
- At the completion of the second trimester (or 24 credits for MS-SLP, 33 credit hours for OT and 37 credits for DPT) have a GPA of 2.3.



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

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

The University requires, that to continue in the program, all students enrolled in the professional education programs have earned a 2.5 GPA in the academic curriculum after the completion of the third trimester (Residential) or completion of 36 credits for MS-SLP, 59 credits for OT, and 61 credits for DPT. Students who do not achieve this cumulative GPA are dismissed from the program.

Academic Progression Warning

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

Academic Progression Probation

- A student who makes a grade below a C in any course will be placed on Academic Progress Probation and must undergo remediation and repeat the course for credit. Such students will be made aware in writing that they are at risk for failure to complete the program.
 - A student who is no longer in good academic standing must meet with the instructor and his or her Faculty Advisor to develop a plan for remediation and monitoring. The



- plan may allow him or her to take additional coursework with the approval of the Program Director.
- The student must receive a grade of C or better in the course retake to progress academically.
 - If the student receives a grade of C or better, the student will be taken off academic probation.
 - If the student receives a grade below C when retaking a course, the student will be dismissed.
- Any student who is on probation may not participate in any work-study program unless approved by the Program Director. Students placed on probation are at risk of not graduating from the University and not passing national board exams.
 - Any student who does not successfully complete the coursework necessary to exit probation may be at risk of being denied federal financial aid due to not maintaining satisfactory academic progress.

Dismissal

- A student will be dismissed from the program if
 - an F is received in any course;
 - two grades of D are received;
 - a student receiving a failing grade during clinical fieldwork/experience is also subject to this policy (see the Clinical Education Handbook); or
 - after the completion of 36 credits for MS-SLP, 51 credits for OT, or 55 credits for DPT, the student has a grade point average below 2.5.
- The Registrar notifies the APRC and the Program Director of any students who are being recommended for academic dismissal. The student will be notified of his or her dismissal by the Registrar.
- A student may appeal the dismissal to the Academic Appeals Committee/Program Director (see Appeals Process - Evaluation & Right of Appeal). If an appeal is successful, a readmission agreement between the student and the Program Director (or Dean) is made that documents the conditions for continuation at the University. Readmission agreements can be appealed only if there are mitigating circumstances and an appeal can be made only to the University President.
- When a student is suspended for academic probation or for professional misconduct he or she will turn in his or her student ID badge to the Registrar and remain off campus. Students may visit a campus if they have made an appointment by phone with their Faculty Advisor or Registrar and restrict their activities to that appointment.



Good Academic Standing, Academic Progression, Retention, Warning, Probation (MHA, MHS, MSN, DNP, PPOTD, tDPT, EdD)

Policy Revised 8/17/2020. See Addenda in online catalog.

The role of the Academic Progress and Retention Committee (APRC), in conjunction with the Registrar's Office, is to monitor each student's academic progress throughout the curriculum. At the end of each trimester, grades are submitted to the Registrar. The Registrar will notify students who are placed on probation or are dismissed from the respective academic program of their status.

To remain enrolled in the MHA, MHS, PPOTD, tDPT, DHSc, EdD, MSN, or DNP programs, the student must maintain

- Active status or approved leave of absence (LOA) status;
- Good academic standing.

Active Status

A student is in active status if the student meets the following criteria:

- Registers and begin a course within 12 weeks after official acceptance into the program.
- Completes a course within 6 months of acceptance into the program (unless approved for an LOA).
- Maintain timely and effective communication with the program representatives.
- MHS/MHA/MSN/DNP: Complete 18 credits per year.
- tDPT/PPOTD/EdD: Complete 12 credits per year.

Inactive Status

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

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

If the student does not complete at least the minimum number of program credits within 1 year of being placed on inactive status, he or she will be referred to the APRC for possible dismissal from the program. A student may be placed on inactive status only once during enrollment in



any distance education program. The student will be dismissed from the program if he or she fails to meet the yearly requirements for coursework progression a second time.

Good Academic Standing

To remain in good academic standing a student must meet the following criteria:

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

Probation

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

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

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

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

A student will not be permitted to progress to the final stage of the program while on probation. Remedial coursework may be necessary to increase the GPA prior to starting the final project.



Withdrawal of Acceptance into the Program

If a student does not register for one course within 12 weeks after official acceptance into the program, the Program Director will notify the Registrar to send the student a notice of withdrawal of program acceptance.

Dismissal

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

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

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

Academic Evaluation and Right of Appeal

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

The following sections describe the USAHS Academic Appeal Policy for both minor and major academic appeal issues. Students with a grade of F or 2 Ds leading to academic dismissal will follow only the major appeal process described below.



Minor Academic (Non-Dismissal) Appeal Issues

The responsibility for academic evaluation will rest with the lead faculty member. For minor appeal issues, which are decisions that would not result in dismissal, (e.g., a final exam grade) the student appeals to the lead faculty member before the seventh calendar day of the start of the subsequent term involved in the particular issue. If the student is not satisfied with the faculty member's resolution of the issue, the student has the right to appeal the issue in writing to the Program Director within 5 business days after the faculty decision. After hearing the issue and consulting the faculty member, the Program Director has 3 business days to render a final decision. Once a final decision has been rendered by the Program Director, the student does not have access to the appeal process for the same issue again.

Major Academic (Dismissal) Appeal Issues

The following sections describe the University's appeal process for students who have been dismissed based on academic policy.

1. Notice of Dismissal

Students will receive a dismissal notice from the Registrar's Office within 5 business days from the day final grades are due. The dismissal notice letter will be emailed to the student's University-issued email address.

2. Student Appeal

Students choosing to appeal academic dismissal must do so in writing within 5 days from the date on the dismissal notice letter. All academic appeal letters must be addressed to the Academic Appeal Committee (AAC) and emailed to the University Registrar at registrar@usa.edu. Appeal letters should include the following:

- The rationale behind the appeal and why the student believes the appeal is warranted.
- If the basis of the appeal is a failing grade leading to dismissal, rationale for modification of the grade to a passing grade.
- Barriers/circumstances that prevented academic success.
- A plan to overcome or prevent future barriers from preventing academic success in the future.

3. Registrar Role

Upon receipt of the appeal letter from the student, the Registrar will create an appeal packet, pertaining to the student's appeal, for the AAC's review. In addition to the academic dismissal notice letter and the student's appeal letter to the AAC, this packet includes the items below from the student's academic file. The Registrar will also



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manage official communication with the student by sending and receiving all student requests and all decision letters. Examples include the following:

- The student's USAHS unofficial transcript
- The student's GRE score
- The student's undergraduate transcript(s)
- Any additional items that may provide an idea of the student's academic history during their time at the University (e.g., academic probation, unexcused absences, midterm warnings, etc.)

4. **Scheduling a Meeting with the AAC**

The Registrar will work with the AAC to schedule a day and time for the student to meet with the committee; however, in the event of extenuating circumstances, if a student is unable to meet at the designated time, the student may request an alternate meeting time. This request must be submitted in writing to the Registrar at registrar@usa.edu. It is preferred the student meets with the committee in person. However, students geographically distant from the University campus may be allowed to appear before the AAC via phone or teleconference, but this is solely at the discretion of the AAC. **If a student fails to attend the hearing, a decision may be rendered in the student's absence.**

5. **Academic Progression during the Academic Appeal Process**

Students will have the option to sit in on class(es), as a non-registered participant, during the academic appeal process.

- Students who opt to sit in on class(es), as a non-registered participant, will be required to sign the Academic Appeal Acknowledgment form, which includes a confidentiality agreement. By signing this agreement, the student agrees not to discuss his or her appeal with other students and acknowledges their status as a dismissed student. The form will be sent to the student by the Registrar's Office upon receipt of the student's appeal letter.
- Clinical education experiences: In the best interest of the student and the clinical site, a student will not progress to a clinical education experience when appealing a University dismissal. If the appeal process reverses the dismissal from the University, the student will be placed on a readmission agreement contract and will be required to remediate to meet all course requirements before entering a clinical education experience.

6. **AAC Meeting Procedure**

- a. The committee chair will introduce each member of the committee to the student, providing the name and title of each member.



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- b. The committee chair will review the general procedures for the meeting and answer any questions the student may have.
- c. The committee will ask questions to the student regarding the student's academic history or any information the student included in the appeal letter.
- d. The student will be expected to provide truthful and full responses to the committee's questions.
- e. The committee members may take written notes throughout the meeting.
- f. The student may present evidence that was not submitted with the student's appeal letter to the committee chair. Determinations as to the relevance of the evidence are at the discretion of the committee chair.
- g. The AAC meeting is a closed, confidential process; however, a student may bring a single advisor with him or her to the appeal meeting after completing a FERPA release form and notifying the committee 3 business days prior to the hearing. The notification must include the name of the advisor and his or her relationship to the student. The advisor is to be present for support purposes only and may not present on behalf of the student. The student will be the only person speaking to the appeal committee on behalf of the student. An advisor who causes disruption to the process will be asked to leave the proceedings. Further, the student is not to bring outside witnesses to the meeting. Statements from outside witnesses can be submitted for the committee's consideration as part of the review process.
- h. The committee chair will end the meeting by explaining that a formal decision letter will come to the student via email from the Registrar on behalf of the Program Director to the student's University-issued email address. Decisions are not final until this letter is sent to the student. The AAC will seek to issue its decision within 3 business days after the hearing but may require additional time to render the decision.
- i. Minor deviations from this procedure that are in the best interest of the academic appeal process and/or the University will not be considered procedural errors. This will be at the sole discretion of the Appeal Officer.

7. Committee Decision

The AAC has the authority to either uphold the student's academic dismissal or grant readmission into the program. After the AAC consults with the Program Director, the AAC will direct the Registrar to notify the student of the AAC's decision.

- If the committee upholds the student's academic dismissal, the student has the right to appeal the decision as described below.
- If the Academic Appeals Committee grants readmission into the program, the Registrar will provide the student with a readmission agreement developed by the student's Program Director. The readmission agreement will outline the requirements of the student's return to the program. This can include but is not limited to the course(s) the student must repeat as well as any additional courses



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the student can take based on the Repetition of a Course policy outlined in the Catalog/Handbook. Upon returning the signed readmission agreement, the student will be readmitted to the program. Readmission agreements must be signed and returned to the Registrar at registrar@usa.edu before the last day of add/drop. Failure to submit the readmission form by the add/drop period will result in the student being dropped from the class. In such instances, students shall be eligible for readmission the following trimester but must submit the readmission form by the add/drop deadline, or he or she forfeits his or her readmission.

8. Appealing Dismissal by the AAC

Students appealing to the Associate Dean for OT, PT, and post-professional programs and to the Program Director for SLP must do so by completing the Academic Appeal Request Form and submitting it by emailing the Registrar at registrar@usa.edu within 5 business days of the date of receipt of the AAC decision letter. The appeal should include a letter addressed to the Associate Dean/SLP Program Director and should not be the same letter sent to the AAC for the initial academic dismissal appeal.

9. Student Appeal

Appeals to the Associate Dean/SLP Program Director require one of the following:

- The student can provide evidence that the AAC did not follow the meeting procedure as outlined in this policy.
- The student has additional evidence that the student was unable to present to the AAC during the initial academic appeal meeting.

10. Registrar Role

The Registrar will compile the student's appeal letter and any evidence and forward the documents on to the Associate Dean/SLP Program Director. The Registrar will also manage official communication with the student by sending and receiving all student requests and all decision letters.

11. Role of the Associate Dean/SLP Program Director

Upon receipt of the appeal letter, the Associate Dean/SLP Program Director will review any evidence the student has provided. The Associate Dean/SLP Program Director is not required to meet with the student but may do so if there are questions regarding the evidence the student provided. The Associate Dean/SLP Program Director may meet with the AAC Chair if the student's request for appeal is due to an assertion that the AAC did not follow meeting procedures as outlined in this policy.



12. Associate Dean/SLP Program Director Decision

Upon receipt of the request for an appeal, the Associate Dean/SLP Program Director will determine whether an appeal is warranted.

- If an appeal is NOT warranted, the Registrar will notify the student of the Associate Dean's/SLP Program Director's determination and the decision of the AAC will stand.
- If an appeal is warranted, the Associate Dean/SLP Program Director has the authority to uphold the student's dismissal or grant readmission into the program. The Associate Dean/SLP Program Director will seek to notify the student, through the Registrar, of his or her decision within 5 business days from receipt of the student's appeal letter. The student will receive the decision letter from the Registrar via the student's University-issued email address. Once a final appeal decision on academic dismissal is rendered by the Associate Dean/SLP Program Director, the student does not have access to the appeal process for this same issue again.
 - If the Associate Dean/SLP Program Director upholds the student's academic dismissal, the AAC decision of the student's dismissal will stand.
 - If the Associate Dean/SLP Program Director grants readmission into the program, the Registrar will provide the student with a readmission agreement developed by the student's Program Director. The readmission agreement will outline the requirements of the student's return to the program. This can include but is not limited to the course(s) the student must repeat as well as any additional courses the student can take based on the Repetition of a Course policy outlined in this catalog. Upon returning the signed readmission agreement to the Registrar, the student will be readmitted to the program. Readmission agreements must be signed and returned to the Registrar at registrar@usa.edu within 5 business days of receipt of the readmission agreement or the student will be dropped from classes. Failure to submit the readmission form within 5 business days will result in the student being dropped from the class. In such instances, students shall be eligible for readmission the following trimester but must submit the readmission form by the add/drop deadline or they forfeit his or her readmission.

13. Request for Reconsideration to the CAO

Students may, under limited circumstances described below, make a request for reconsideration of the Associate Dean/SLP Program Director's decision to the CAO. However, a request for reconsideration is not a part of the appeals process outlined above. Therefore, the decision of the Associate Dean/SLP Program Director remains in place during the request for reconsideration. A student who is denied an appeal by the Associate Dean/SLP Program Director is not eligible to sit in on classes. Requests for



reconsideration of the decision of the Associate Dean/SLP Program Director must be made by completing the Request for Reconsideration of Academic Dismissal Form and emailing it to the Registrar at registrar@usa.edu within 5 business days of the date of receipt of the Associate Dean/SLP Program Director's decision letter. The request for reconsideration should include a letter addressed to the CAO and should not be the same letter sent to the Associate Dean/SLP Program Director or the AAC, for the appeal.

Students whose appeal is denied by the Associate Dean/SLP Program Director may appeal to the CAO. Additionally, a request for reconsideration to the CAO must also meet the following requirement:

- The student can provide evidence that the Associate Dean/SLP Program Director did not follow the procedure as outlined in this policy.

14. Role of the CAO

Upon receipt of the request for a reconsideration letter, the CAO will determine if reconsideration is warranted.

- If reconsideration is NOT warranted, the Registrar will notify the student of the CAO's decision and the decision of the Associate Dean/SLP Program Director will stand.
- If reconsideration is warranted, the CAO will review the record provided. The CAO is not required to meet with the student but may do so if he or she has questions regarding the record. The CAO may meet with the Associate Dean/SLP Program Director and/or AAC Chair to verify the information. Once the CAO concludes his or her review, the Registrar will notify the student of the CAO's decision to uphold or overturn the decision of the Associate Dean/SLP Program Director.
 - If the CAO upholds the student's dismissal, the Associate Dean/SLP Program Director's decision of the student's dismissal will stand.
 - If the CAO grants readmission into the program, the Registrar will provide the student with a readmission agreement developed by the student's Program Director. The readmission agreement will outline the requirements of the student's return to the program. This can include but is not limited to the course(s) the student must repeat as well as any additional courses the student can take based on the Repetition of a Course Policy outlined in this Handbook/Catalog. Upon returning the signed readmission agreement to the registrar, the student will be readmitted to the program at the beginning of the next trimester. Readmission agreements must be signed and returned to the Registrar at registrar@usa.edu before the last day of add/drop for the next



trimester of the student will not be registered for classes and will forfeit his or her readmission.

15. Registrar Role

The Registrar will compile the student's appeal letter and any evidence and forward the documents on to the CAO. The Registrar will also manage official communication with the student by sending and receiving all student requests and all decision letters.

Teach-Out for Degree Programs

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

Dr. Brian Goldstein, Chief Academic Officer
University of St. Augustine for Health Sciences
700 Windy Point Drive
San Marcos, CA 92069



Safety, Security, and Technology

Security Policy

Reporting Emergency Situations and Security Concerns

Emergency situations involving a threat to life or property should be reported to the police (911) and communicated immediately thereafter to the University by calling campus security at the numbers below or 800-241-1027. The University of St. Augustine for Health Sciences (USAHS) encourages all students, faculty, and staff to be involved in campus crime prevention.

Austin: 512-348-9649

Dallas: 469-260-1885

Miami: 786-858-6785

San Marcos: 760-272-6779

St. Augustine: 904-439-3814

For instances of rape/sexual misconduct, please see the Title IX and Sexual Misconduct Grievance Reporting Policy & Procedures in this Catalog/Handbook.

If other types of improprieties occur, these should be reported immediately to the University by calling 800-241-1027. At that time, a report of the incident will be written and statements taken. Incident Report Forms are located on MyUSA, on the Student Services tab, Forms link.

Emergency and Safety Procedures

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

Medical Emergency

In a medical emergency, call 911 immediately and render first aid as able. Stay with the individual until emergency services arrive. When a student is injured, he or she should complete a Student Incident Report Form found on the MyUSA portal Students Services tab, Forms link, and file this form, together with any other forms required, with his or her health insurance provider.



In the case of an outbreak of a communicable disease(s), it is important that members of the campus community are ready to respond. The Campus Response Team, in conjunction with the Emergency Management Team, will monitor potential outbreaks in the community that could affect those on campus and determine if or when preventative or responsive actions may be necessary. Please refer to the Emergency Operations Plan for full details.

Structural Emergency

Upon hearing an alarm, students will follow the posted evacuation procedures, following exit signs that are displayed. Gather at the predetermined locations that are a safe distance from the building until emergency services arrive. Look for staff with signs at these locations.

Weather Emergency

In the event of a weather emergency, such as a hurricane or tornado, students, faculty, and staff will be alerted of any campus closures and other cancellations or delays via email, text message, and phone calls to their cell phone numbers. "All Clear" messages will alert the University community when it is safe to return to campus.

Natural Disaster Emergency

In the event of a natural disaster, such as a wildfire or earthquake evacuation, students (and family members) are asked to monitor the University website for any cancellation or restart dates and times. Further information will be provided by faculty and/or staff at the time of the emergency. Information about reopening will also be provided via the University voice-mail system by calling the main number: 800-241-1027.

Safety on Campus

Certain safeguards are in place to ensure as safe of an environment as possible. These safety features include the following:

- In case of an emergency, all students will be notified via the emergency communication system.
- Exterior building doors are locked, and access is available only to those with appropriate card access.
- Talk-A-Phones/Blue Light Emergency Phones are located throughout the parking lots and University grounds for emergency use.



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- A security guard is available on each campus, including designated weekends when the campus is open for student access. The hours per campus are as follows:
 - FLSA: Monday–Sunday 6:30 a.m. to 10:30 p.m.
 - FLMI: Monday–Friday 2:30 to 10:00 p.m. and Saturday–Sunday 6:30 a.m. to 10:30 p.m.
 - TXAU: Monday–Friday 2:30 to 10:00 p.m. and Saturday–Sunday 6:30 a.m. to 10:30 p.m.
 - TXDA: Monday–Friday 2:30 to 10:00 p.m. and Saturday–Sunday 6:30 a.m. to 10:30 p.m.
 - CASM: Monday–Sunday 6:30 a.m. to 10:30 p.m.
- All faculty, staff, and students are expected to wear ID badges at all times.
- All visitors must report to the administration building (or the security guard desk if after hours) for permission to enter the campus, to receive a visitor's badge, and to be escorted by a campus employee/security guard as appropriate.
- Emergency contacts and evacuation plans are posted in all classrooms and student/employee meeting areas. Telephones are available in all classrooms.
 - Security guard phone numbers are as follows:
 - FLSA: 904-439-3814
 - FLMI: 786-858-6785
 - CASM: 760-272-6779
 - TXAU: 512-348-9649
 - TXDA: 469-260-1885
- To ensure student safety on campus, each student should be personally responsible by
 - being alert to unsafe situations and reporting them immediately to University employees,
 - keeping the exterior doors closed and/or locked (do not prop doors open),
 - not allowing non-University individuals to enter the building when entering or exiting,
 - reporting lost/stolen card access ID badges immediately to the University receptionist,
 - not walking to cars alone after dark; using the buddy system, especially when a student feels his or her personal safety may be threatened,
 - not entering any situation or location where they feel threatened or unsafe, and
 - not leaving valuables in plain sight in vehicles; students should lock these items in the trunk or remove them.

Unlawful and Controlled Substances Policy

It is unlawful for any person to sell, manufacture, deliver, or possess with intent to sell, manufacture, or deliver a controlled substance. Any person violating the provisions of the



respective state, county, or federal law may be guilty of a felony, or, in some cases, a misdemeanor. The severity of the sanctions imposed for both possession and distribution offenses depends on the quantity of drugs, prior convictions, and whether death or serious injury resulted. Sanctions may be increased for offenses that involve distribution to minors or occur on or near a school or campus. In addition, other federal laws require or permit forfeiture of personal or real property used to illegally possess, facilitate possession, transport, or for concealment of a controlled substance. A person's right to purchase or receive a firearm or other federal benefits, such as student loans, grants, contracts, or professional or commercial licenses, may also be revoked or denied as a result of a drug conviction.

USAHS will impose sanctions on students and/or employees for violation of the standards of conduct consistent with local, state, and federal laws. Sanctions may include disciplinary action up to and including expulsion and referral for prosecution. Sanctions for employees may include disciplinary action up to and including termination of employment.

Alcohol Policy

USAHS complies with appropriate state statutes and city ordinances dealing with the consumption of alcoholic beverages on USAHS premises and at any function in which USAHS's name is involved. Students and their guests who consume any alcoholic beverage on campus or at an event sponsored by USAHS or any entity of USAHS must be at least 21 years of age and must be able to furnish proof of age at the event. USAHS and its agents reserve the right to refuse to serve alcoholic beverages to anyone who is visibly intoxicated or whose behavior, at the sole discretion of USAHS and its agents, warrants the refusal of service. Any individual who arrives at a USAHS function either on- or off-campus in a visibly intoxicated state may, at the sole discretion of USAHS or its agents, be denied entrance to the event.

Drug and Alcohol Counseling

Students who desire drug and alcohol abuse counseling should contact a Dean or Program Director so that a referral to the appropriate agency may be made. Students may also refer to the Drug and Alcohol Abuse Prevention Program located on the MyUSA portal, Student Services tab, as well as at www.usa.edu/legal/alcohol-drug-abuse-prevention-program/.

Tobacco Policy

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



Prohibited Weapons Policy

USAHS desires to maintain a safe environment for all students, faculty members, staff members, contractors, and visitors. This policy seeks to reduce the risk of injury or death associated with the intentional or accidental use of weapons.

The possession, transfer, sale, or use of weapons, dangerous instruments, or paraphernalia associated with a weapon is prohibited on University premises. This includes those licensed to carry a weapon, except as provided by the law of the state in which the USAHS campus is located. (Please refer to local state law as these vary from state to state.) This restriction includes but is not limited to University grounds, offices, classrooms, University-sponsored events, and vehicles being used to conduct University business. Possession of weapons is prohibited at all times while conducting University business. This policy applies to all students, faculty, and staff of the University, and violation may result in discipline up to and including termination of employment or expulsion. Where appropriate, University officials will report the transfer, sale, or use of weapons or dangerous instruments to local law enforcement authorities.

Definitions

The University prohibits any weapon, including

- firearms (including concealed handguns and BB guns, whether loaded or unloaded);
- knives (including switchblades, stilettos, swords, etc.);
- police batons or nightsticks;
- all martial arts weapons;
- electronic defense weapons, except as provided by law; and
- any other dangerous instrument.

A "dangerous instrument" is defined as any instrument, article, or substance that, under immediate circumstances, is capable of causing death or physical injury. Any member of the campus community who has a question about whether an instrument, article, or substance is considered a weapon in violation of this Policy should ask for clarification from appropriate University officials (supervisors, academic department heads, etc.) prior to bringing the instrument, article, or substance onto University premises. Exceptions to the Prohibited Weapons policy must be approved beforehand by a representative of the President's Office. Any weapon on University premises may be confiscated. There is no reasonable expectation of privacy with respect to weapons on campus, and desks, workstations, offices, lockers, bags, briefcases, files, etc. may be subject to reasonable security searches.

If suspicious behavior is observed, it should be reported immediately to a supervisor, program director, or campus security.



Privacy Policy

USAHS is committed to respecting students' privacy. The Privacy Policy located at www.usa.edu/privacy describes what information USAHS collects from students and how USAHS uses this information. The University reserves the right to change this Privacy Policy at any time and without notice by posting such changes to the University website. Any such change will be effective immediately upon posting.

Questions regarding this policy, or comments concerning the website, should be directed to the University by sending an email to marketing@usa.edu.

Acceptable Internet Use

The University is required to have a policy that explains fair use of the network (Internet/computers/phone) and to hold it harmless should a virus or other events occur as a result of using the network. This is normal and customary and protects the University, employees, and the student against frivolous litigation and claims.

USAHS reserves the right to modify its Acceptable Use Policy (AUP) at any time, effective upon either the posting of the modified AUP to www.usa.edu or notification of the modified AUP via the Catalog/Handbook or written notice. By using the services, and thereby accepting the terms and conditions of the AUP, students agree to abide by the AUP as modified from time to time. Any violation of the AUP may result in the suspension or termination of the student's account.

The user (defined as anyone using computers, hardware, phones, wireless access, or Internet services) is responsible for any breaches of security affecting servers, routers, workstations, or other systems under user control. If a user's system is involved in an attack on another network or system, it will be shut down and an immediate investigation will be launched to determine the cause/source of the attack. In such an event, the user is responsible for the cost to rectify any damage done to their computer and any other requirement affected by the security breach.

If the user is accessing the wireless Internet via a personally owned computer, it is the user's responsibility to maintain current virus definitions, operating system updates, and a firewall on his or her computer. The University takes no responsibility in any type of damage that may occur to a user's computer while accessing University services (wireless or other).

All users of the Internet at USAHS are expected to use this resource in a responsible and courteous manner, consistent with the purposes for which it is provided, and to follow all Internet-related rules, regulations, and procedures established for its use.



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The University provides users with access to the Internet. The Internet offers access to many valuable local, national, and international sources of information. However, not all sources provide accurate, complete, or current information.

The University makes no warranty, expressed or implied, for the timeliness, accuracy, or usefulness for a particular purpose of information accessed via the Internet. The University cannot regulate the nature or content of the information accessed nor the availability of any given Internet site. The University network/services may only be used for lawful purposes. Transmission, distribution, or storage of any information, data, or material in violation of United States or state regulation or law, or by the common law, is prohibited. This includes, but is not limited to, material protected by copyright, trademark, trade secret, or other intellectual property rights.

Storage of personal items (items that are not work-related) such as music, videos, pictures, emails, and documents on the University server or individual computers is not an acceptable use of University resources.

Responsible use of the Internet at USAHS includes:

- Using the University's Internet resources for educational and informational purposes only.
- Respecting intellectual property rights by making only authorized copies of the copyrighted or licensed software or data residing on the Internet.
- Refraining from attempts to codify or gain access to files, passwords, or data belonging to others, and by not seeking disallowed access to any computer system via the Internet.
- Refraining from illegal or unethical use of the Internet.
- Refraining from damaging or altering the configuration of the equipment used to access the Internet at the University.
- Refraining from altering or damaging software or data residing on the Internet.
- Refraining from the deliberate propagation of computer worms and viruses.

Guidelines for Internet Use

The University provides individual Internet email accounts for all degree-seeking students. All University communication will be through the University email address.

Failure to use the Internet appropriately, legally, and responsibly will result in

- suspension or termination of a student's University account,
- a hearing before the Professional Misconduct Committee or Human Resources for harassment, or
- referral to the respective Program Director for further disciplinary action.



Use of File Transfer between Home and Work Computers

The Internet has become more dangerous than ever. Virus applications and malware are now easily hidden on commonly used web pages. Internet criminals have devised methods for infecting computers when users visit a URL that they may have found to be safe previously. For this reason, it has become necessary to require those who transfer files from home to work (via email, USB drive, CD, etc.) to have a good antivirus/anti-malware application installed on their home computers. That software must be kept up to date.

The IT department also strongly recommends that students allow OS updates to occur on a regular basis, turn on their firewall, and check frequently to ensure all antivirus updates are occurring on a regular basis.

Wireless Internet Access Policy

Wireless access is available in certain areas of the campus, though coverage and uptime are not guaranteed. If students have a laptop computer, tablet, or smartphone with a mobile-ready processor, they will be able to access the Internet while on campus. The University wireless network operates in the same fashion as any commercial wireless access point; it is not secure.

It is a user's responsibility to keep his or her operating system up to date with all security patches and service packs. Firewall software is also recommended. Prevention is better than cure, and by following these simple guidelines, the wireless network can remain safe for fellow users.

When users sign on to the wireless network, they are accepting the rules and regulations of the University AUP. Additionally, they are accepting responsibility for all security breaches or virus damage that may occur to their computer while accessing the University wireless network. The technical help desk and personnel at the University are not available to evaluate or fix student computers.

Social Networking—Acceptable Use

Social networking online tools and services, as defined below, make it very easy to create accounts for these services, upload content, and then tag the content. The tagging makes the networking possibilities very powerful, which may draw many viewers.



Many students, educators, employees, and administrators are aware of the great potential these social networking services may provide; however, they also recognize the potential dangers of such services. The following are guidelines for use of social networking tools.

Students should limit the use of social networking to their personal computers as most sites are known to have malicious software associated with at least part of the website.

NOTE: Please be sure to review Privacy Settings for Facebook accounts to make sure that personal and private information is not shared with the general public. To go to privacy settings, click the account menu at the top right of the Facebook page, and choose Privacy Settings. This page contains a group of general controls for the Facebook account, such as who can send friend requests and messages. For everything else that is shared on Facebook, the audience can be chosen when posting. Use this link for more information:
<http://www.facebook.com/help/privacy>.

Definition

For the purpose of this policy, social media can take many different forms, including Internet forums, blogs, and microblogs, online profiles, wikis, podcasts, pictures and videos, email, instant messaging, music-sharing, and voice over IP, to name just a few. Examples of social media applications are LinkedIn, Facebook, Instagram, TikTok, Wikipedia, YouTube, Twitter, Yelp, Flickr, Second Life, Yahoo groups, WordPress, ZoomInfo—the list is endlessly growing.

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

USAHS is committed to avoiding misuse of its computer network, including the use of the computer network to violate the Copyright Law of the United States. All students, faculty, and staff should have a basic understanding of the Copyright Law. Please refer to the employee, faculty, and the Catalog/Handbook for more information on the University copyright policy.

Campus computer networks have been popular sources of reproduction and distribution of illegal music, movies, television shows, pictures, and software through the use of peer-to-peer (P2) networks. When USAHS receives a formal complaint from a copyright holder, the University notifies the individual involved and passes along any information received from the copyright holder to that individual. The University does not supply any information to the copyright holder about the individual involved unless a valid subpoena is presented.

Active efforts are in place to prohibit the use of illegal file sharing, and USAHS employs Open DNS Filtering, which blocks access to all known file distributions sites.



Copyright Policy

Purposes

1. To enunciate the University's commitment to copyright compliance in the academic environment
2. To provide basic information on copyright protection and to offer clear examples of potential violations
3. To direct students to educational and legal resources for addressing copyright questions
4. To describe student disciplinary action to be taken when the University's copyright policy has been violated

Statement on Copyright Compliance

USAHS expects all students, faculty, and staff to respect and adhere to U.S. copyright laws. Copyright laws govern the unauthorized copying, performance, licensing, modification, and distribution of creative works, including textbooks, music, artwork, and other published and unpublished works. Only the creator of the legal copyright holder has a right to copy, perform, license, modify, and distribute such works, even if there is no related profit motive.

The University works to educate its students and faculty on the ethical and legal use of copyrighted works and provides numerous resources to provide guidance on the use of these materials.

The University copyright policy will be provided to incoming students in the Catalog/Handbook, and additional information on copyright is readily available through the University library web page in the "Copyright" section.

Student violation of copyright laws or policy is considered academic misconduct and will be subject to disciplinary action through the Professional Misconduct Committee. Under U.S. Copyright Law, a copyright owner who has been the victim of copyright infringement is entitled to recover actual damages and profits from the infringer or statutory damages of up to \$30,000 per violation. The copyright owner has the right to permanently enjoin the infringer from further infringing activities.

What Copyright Laws Protect

Copyright laws protect any work that requires creative effort, is original, and is set down in a tangible medium of expression. This ensures that the author of creative intellectual work is rewarded for his or her effort and promotes creativity. Only the copyright holder of a work may sell or transfer his or her rights, including copying, performing, licensing, creating derivative works from, and distributing the work.



While certain very limited exceptions are made under the law for educational purposes, any copying and distribution of creative works without the permission of the copyright holder may be illegal. Educational exceptions are briefly outlined under Fair Use below.

A work does not need to be registered with the copyright office to be protected by the law, it needs only to be recorded or set down in a tangible medium of expression. That means that even if it does not contain the copyright symbol (©), it remains protected and cannot be copied or distributed without permission of the creator.

A work does not have to be published in order to be protected by copyright, it needs only to be recorded or set down in a tangible format. Copyright protection is instant upon creation. For example, a professor's course pack assembled and shared with a class would be protected by law, since it was created by the professor. That professor may have given permission by sharing the course pack or distributing copies her/himself, but further duplication without permission would violate copyright protections. While the course pack might later be published, it would not need to be published in order to be protected.

Digital scanning is a form of copying, even though it does not create a physical copy of the work. For example, scanning copies of a textbook for another student to use would be a violation of the law, even if the original textbook were purchased, since it creates a copy without the copyright holder's consent. Placing a copy on a shared drive service like Dropbox would also be illegal since this effectively distributes copies to those who download the item. Making copies of an eBook version of the book would also violate copyright law. Even piecemeal copying of chapters in this situation, either by photocopy or electronic copy, would violate copyright laws.

Downloading or sharing infringing content using USAHS' network, whether through a peer-to-peer service or from any other source without the rightsholder's permission is a violation of the law which may subject the user to civil and criminal liabilities.

These are clear cases of copyright violations, but many cases are very complex and may require review or consultation with legal counsel. In order to ensure continuing good faith and to remain in compliance with copyright law, we encourage students to be cautious in their use of protected materials, to take advantage of resources for evaluation of use, and to consult legal counsel when necessary.

Detailed information and links to additional copyright education resources are made available on the Copyright section of the Library website.

Fair Use in Education

USAHS recognizes that U.S. copyright law does make limited exceptions for use of copyrighted materials for educational purposes. In situations where the copying is done for the purposes of



teaching, research, learning, comment, or criticism, fair use exceptions may be made to the exclusive rights of copyright. *Simply because copying is motivated by educational purposes does not mean it is exempt from the penalty; other factors are critical to determining whether fair use applies under the law.*

The general criteria are applied by the courts on a case-by-case basis, but include evaluation of the following four factors:

1. The purpose and nature of the work, including whether the use is of a commercial nature or for educational or critical purposes.
2. The nature of the copyrighted work, including whether it is fictional or factual and the creative effort required to produce it.
3. The amount of the original work copied and whether this includes a substantial portion of the original or an important component that forms the heart of the work.
4. The effect upon the potential market for the original work or upon its value. Even if a work is unpublished, its potential value is a factor.

It is important to be aware that the nature of USAHS as a private corporation could weigh heavily as providing a "commercial nature" to campus work. Thus, resources are provided for the careful evaluation of fair use by students, including fair use evaluation tools which can be found through the "Copyright" section of the University library's website.

The University encourages the use of fair use evaluation forms for all educational use of copyrighted works in order to ensure compliance with laws and to provide a record of good faith attempts to evaluate fair use.

Student Disciplinary Action

USAHS takes compliance with federal copyright laws very seriously and has formulated this copyright policy to ensure adherence to the law by all students.

A copy of this policy is provided to each incoming student as a part of the Catalog/Handbook. Students are therefore expected to aware of and to comply with these policies. Students are encouraged to report the unlawful copying of materials by contacting their librarian, a faculty member, or initiate a report directly to the Professional Misconduct Committee.

Students found to have engaged in the unauthorized distribution of copyrighted materials will be referred to the Professional Misconduct Committee for disciplinary action and could be expelled from the University.

Additionally, USAHS maintains a program of accepting and responding to Digital Millennium Copyright Act (DMCA) notices, which are immediately escalated to USAHS' legal team for investigation and action. If the materials in question are determined by the legal department to be infringing, the Information Technology department is notified and action is taken that can



include either the removal of the infringing materials from USAHS' network or the blocking of the infringer's network access. The infringer is notified and reminded of USAHS' Code of Conduct. Repeated violations can result in dismissal.

Additional Information and Assistance

Copyright is a very complex area of the law, even for experts, so if there are questions, consult the many resources available or consider contacting legal counsel. Useful information on the basics of copyright and educational exceptions can be found on the "Copyright" section of the University Library web page.

All members of USAHS are encouraged to familiarize themselves with copyright basics and to utilize resources for Fair Use evaluation regularly in conjunction with this policy when making copyright judgments.

Student Property Rights to Inventions, Techniques, and Materials

Any inventions, techniques, materials, or processes or ideas in whole or in part conceived or made by a student which are made through the use of any of USAHS's equipment, facilities, trade secrets, money, or time shall belong exclusively to USAHS, unless a waiver has been approved.

Cell Phone Use on Campus

- Ringer should be turned *off* during class or labs.
- No text messaging is allowed during class or labs.
- Cell phone/tablet camera, audio, or video recording may not be used during class or labs unless permission is given by the instructor.
- Cell phones and cameras are to be stored in book bags or other secure locations during exams or exam review sessions and should be either turned off or placed on vibrate. Cell phones are not allowed to be in pockets or attached to pants or lying on tables.
- If a student *must* make/receive an important call during class or lab hours, the student should inform and get permission from the instructor. Phones should be either turned off or placed on vibrate.
- When talking on cell phones in hallways, students should be courteous and keep their voices down or move to a quiet area.
- No cell phone conversations are permitted, and phones should be placed on silent when in the library or quiet-study-zone areas.



Student Identity Verification

Students are required to verify their identities to participate in campus-based and online activities.

Students must always wear a University-issued student identification badge while on campus or participating in University events.

All students must use a unique username and password to access the MyUSA portal and Blackboard learning management system.

Students must adhere to proctoring requirements and be seen, identified, and verified prior to receiving testing materials.

All programs have a built-in physical presence that allows for verification of personal identity and student work through residencies, seminars, comprehensive examinations, online video components, capstone and dissertation presentations, and internship/fieldwork experiences.

Email Account

Each USAHS student will be provided a University email address. Students will use email to stay connected with faculty, support staff, and other students at USAHS. Students should begin monitoring the account as soon as possible but no later than the first day of classes. The University will frequently use email to send important announcements and information. Students will be expected to be able to reply and interact in a timely manner. Students must use USAHS email for all school-related business. USAHS departments will communicate with students using only the USAHS email address.

All students should identify the program in which they are enrolled in their email signature. Students who are enrolled in a First-Professional program should use only the appropriate designator for a student (SPT, OTS, etc.) as determined by their profession and program in their USAHS-related communications. Students should not use the student designator in work situations and should not use other designations (licensure, certification, advanced degrees, etc.) in their USAHS signature. For example:

Jane Doe, SPT
Austin, TX, Flex DPT Program

John Doe, OTS
San Marcos, CA, MOT Program

Jane Doe, RN, MSN
EdD Program



Students may wish to use the organizational features of the email software (folders, contacts, etc.) to facilitate email management. Plan on checking email frequently and set up an electronic filing system for messages. Delete messages that have already been dealt with and save attachments to a designated area on a hard drive.

Remember to frequently check the spam or junk mailboxes. Sometimes University emails (.edu addresses) are identified as spam and important information is missed because the email message is not in the usual inbox.

ID Badges

MOT, MS-SLP, DPT, OTD

Students will receive a student identification badge that includes the student's photograph, name, and year of enrollment. Photographs may be taken on interview day or during new student orientation. Identification badges must be worn where it is visible while on University property or while engaged in any University-related event. The University may charge, if the local laws allow, a fee for replacement badges. All badges will remain active for 30 days after degrees are conferred to enable students to utilize the library and the Wellness Center where available.

MHA, MHS, MSN, DNP, EdD, tDPT, PPOTD

Students on campus for a seminar/residency will receive a temporary name badge on the first day of the seminar/residency that will provide access to the campus for those days only. Students may request a student identification badge that includes the student's photograph and name. To request a badge, please email the program coordinator and include a passport-type photo. Note: badges will enable students to access only the University's library. When the badge is complete and ready for pick up, the program coordinator will contact the student by email. Once complete, the badge will be available in the Wellness Center during business hours or can be mailed. The student must provide a photo ID for verification. Identification badges must be worn while on University property or while engaged in any University-related event. The University may charge, if the local laws allow, a fee for replacement badges. The badge will remain active for 30 days after degrees are conferred to enable students to utilize the library. Students visiting a campus that are not attending a seminar/residency or do not have a student identification badge will need to stop at the lobby and sign in as a visitor.



MyUSA Portal

MyUSA is a web portal for the USAHS community. It is accessible at my.usa.edu. Certain tabs (sections) of the portal are accessible to all while others require a username (student ID #) and password.

Students will use the MyUSA portal to access grades and forms, update personal information, view schedules, and financial account information, utilize library resources, register for distance education courses, order transcripts, and much more.

1. If a student has forgotten his or her password, he or she will need to know the username and follow the instructions below:
2. Click on MyUSA (upper left corner of www.usa.edu).
3. Enter the username and click the Forgot Password link.
4. Click Send New Password.
5. A new password will be sent to the email address the University has on file. If the student does not receive the password, he or she will need to verify the email address with the Registrar's Office.
6. After receiving the new password, log on to the MyUSA portal and click Personal Info. Click on the Password tab and then reset the password to something secure that is easily remembered.
7. Log in one more time to verify that the new password is working.

Please note that students should have two sets of username/password combinations:

1. *Student information MyUSA (portal) username and password:* Allows students to access their online courses, printable financial information for tax purposes, grade reports, unofficial transcripts, and the like.
2. *USAHS email username and password:* Enables access to @USA.edu email, Blackboard (USAHS Learning Management System), and the library catalog only; it does not allow access to the online resources like full-text journal articles, eBooks, and databases. Please see the information about these resources on the MyUSA portal, Library tab for details on how to access them.

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

Technology Requirements

Each USAHS residential student is required to have a laptop computer that can access the University's wireless network for course notes, exams, and the online course platform. Post-



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Professional students are required to have daily access to a computer with reliable high-speed Internet and video camera.

Most new or recently manufactured computers will easily meet or exceed the requirements.

Laptop/Computer Requirements

Operating System	MacOS or Windows with the latest updates and patches
Processor	Intel Core i5 5th generation or greater
Memory	8 GB or more
Hard Disk Storage	500 GB or more
Webcam	Internal or External web camera (1280x720 resolution)
Internet	Download speeds > 1.5Mbps and upload speeds > 1Mbps

Microsoft Office is the preferred office suite. Students can access Microsoft Office Online apps and Microsoft OneDrive using their USAHS email login. Students can quickly create and save new Office documents when signed into Office 365.

The campus supports 802.11g/n/ac wireless standards. In order to successfully connect to the wireless network while on campus, the computer or tablet will need to conform to the 802.11g/n/ac standards.

Students must be sure the computer has reliable antivirus software installed. Microsoft Security Essentials (free) and Norton and Trend Micro (paid), are some common offerings, but there are many excellent free antivirus solutions also available on the Internet. Please be aware that sharing files or using the internet without an antivirus solution is extremely likely to get the computer infected.

If a student is buying a new computer, he or she should consider getting one with a 3-year factory (not a third-party) warranty. Laptop parts are fragile and many are brand-specific. They often need factory servicing because of their proprietary parts. That warranty will last through much of the degree program and the computer will be technically obsolete by the time the warranty runs out.

Textbooks

Textbooks are the responsibility of the learner. Not all courses require textbooks (refer to the course syllabus). To access book lists, students should sign into MyUSA, click on the Campus



tab, then on the appropriate campus. Student Services provides a book list to incoming, first-term MOT, OTD, DPT and MS-SLP students prior to the start of classes.

Photocopying/Printing

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



Programs by College

College of Rehabilitative Sciences

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

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

Contact Information

Regular meetings will be scheduled with student body representatives, but if students have any questions regarding the Catalog or any other activities, they may email, call, or make an appointment to stop by the administrative offices.

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bgoldstein@usa.edu, ext. 5277

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Tia Hughes, OTD, MBA, OTR/L
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St. Augustine Campus

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Austin Campus

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Post-Professional Doctor of Occupational Therapy

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Frank Bennett, Academic Program Advisor
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Master's 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 who they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

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

- 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 healthcare 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

See Admissions, Records, and Registration for prerequisite and application information.



Delivery of Coursework

The MOT residential program is 93 credits and is offered 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 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, Telephone 301-652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine if their program will prepare them for licensure in Washington State.



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**
- OCT 5230C - Conditions Impacting Occupational Performance **Hours: 4**
- OCT 5230 - Conditions Impacting Occupational Performance **Hours: 4**

Total Hours 17

Trimester III

- OCT 5330C - OT Methods I: Assistive Technology **Hours: 3**
- OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings **Hours: 5**
- OCT 5340 - Scholarly Implementation and Dissemination **Hours: 2**
- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence **Hours: 5**
- OCT 5365 - Wellness and Health Promotion **Hours: 3**

Total Hours 18

Trimester IV

- OCT 5410C - Clinical Applications in Adulthood **Hours: 5**
- OCT 5425C - Clinical Applications in Geriatrics **Hours: 5**
- OCT 5430 - Scholarly Application **Hours: 2**



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- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities **Hours: 3**
- OCT 5470 - Administration and Management in Occupational Therapy **Hours: 3**

Total Hours 18

Trimester V

- OCT 5510 - MOT Seminar 1 **Hours: 1**
- OCT 5550 - Fieldwork IIA **Hours: 11**

Total Hours 12

Trimester VI

- OCT 5625 - MOT Seminar 2 **Hours: 1**
- OCT 5660 - Fieldwork IIB **Hours: 11**

Total Hours 12

Occupational Therapy, Flex MOT

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

USAHS offers an alternative path to the MOT degree through the Flex MOT program. This program combines online education and weekend labs on campus in an entry-level program designed for the student who is unable to attend classes on campus during the week per the residential schedule.

The Flex model represents an expansion of the campus-based MOT program currently in place at USAHS. The campus-based and flex paths share a common mission and curriculum while the delivery format, length of program, and number of credits per term differs. The Flex program prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based program.

Students in both the Resident and Flex programs complete three full-time clinical experiences in the second half of the program. This portion of the curriculum will require full-time attendance by the Flex DPT student at a designated clinical site, which may require students to temporarily relocate to fulfill clinical requirements.



Mission Statement

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

Program Learning Outcomes

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

- 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 healthcare 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

See Admissions, Records, and Registration for prerequisites and application information.

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.



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In courses with a lab component, students come together for up to 16 hours of laboratory classes per selected weekends during a 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to occupational therapy education, as well as oral presentations, lab practical testing, and socialization activities. Additionally, students may have to make arrangements for online exams at other times, which may include non-lab weekends. Currently, these lab activities are located on the St. Augustine, Florida; Austin, Texas; Miami, Florida; and San Marcos, California, campuses.

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

There are two cohort groups of students admitted per year, which varies per campus with a maximum range of 15 to 25 students per group depending on campus and a minimum of 8 students. If the number of Flex cohort students drops below eight, the University reserves the right to delay the start of the cohort group by one trimester to combine with the following group.

Note: Flex MOT students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, phone 301-652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.



Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine if their program will prepare them for licensure in Washington State.

Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation **Hours: 5**
- OCT 5140 - Domain of OT **Hours: 3**
- OCT 5145 - Occupational Engagement and Theories of Practice **Hours: 3**

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 5230C - 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



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Trimester V

- OCT 5340 - Scholarly Implementation and Dissemination **Hours: 2**
- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence **Hours: 5**
- OCT 5365 - Wellness and Health Promotion **Hours: 3**

Total Hours 10

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology **Hours: 3**
- OCT 5410C - Clinical Applications in Adulthood **Hours: 5**
- OCT 5470 - Administration and Management in Occupational Therapy **Hours: 3**

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Geriatrics **Hours: 5**
- OCT 5430 - Scholarly Application **Hours: 2**
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities **Hours: 3**

Total Hours 10

Trimester VIII

- OCT 5510 - MOT Seminar 1 **Hours: 1**
- OCT 5550 - Fieldwork IIA **Hours: 11**

Total Hours 12

Trimester IX

- OCT 5625 - MOT Seminar 2 **Hours: 1**
- OCT 5660 - Fieldwork IIB **Hours: 11**

Total Hours 12



Speech-Language Pathology, MS-SLP

Speech-Language Pathology is a health and rehabilitation profession that provides screening, evaluation and treatment services for children and adults who have difficulties with language, articulation, 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 the development of critical thinking, cultural competency, ethical standards, and compassionate patient care principles, the graduates will be poised to promote the quality of life for the clients whom they serve. They will be prepared to guide, lead, and influence their profession.

Program Learning Outcomes

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

- differentiate and diagnose communication disorders utilizing evidenced-based practice;
- outline and implement evidence-based treatment plans appropriate to the disorder and in patient-specific contexts;
- describe and educate/collaborate/counsel with clients and caregivers on prevention, assessment, and intervention across disorders;
- distinguish and demonstrate professional practice competencies including; accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, care for individuals served, cultural competence, professional duty, and collaborative practice;
- differentiate and demonstrate cultural and linguistic competence while communicating effectively recognizing the background, needs, values, preferred mode of communication of the client and family;
- demonstrate knowledge of and participate appropriately with other healthcare professionals in interprofessional teams.



Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The MS-SLP program is 55–58 credits. Credit hour total varies based on previous practicum hours achieved when entering the program and elective credit choices. The MS-SLP program 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.

Accreditation and Licensure/Certification

The Master of Science in Speech-Language Pathology education program 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. However, while the MS-SLP program has achieved candidacy status, it is not considered CAA-accredited but will be pursuing accreditation in accordance with the CAA process. In order to be in candidacy status, a program must meet all institutional and programmatic eligibility requirements and must comply with the CAA Standards in a logical sequence over several years. The CAA's decision to award candidacy status is based on the program's submission of a comprehensive development plan and the program's and institution's demonstrated commitment and ability to implement the program fully. Applying for accreditation does not guarantee the CAA will grant accreditation.

It is the intent of the USAHS MS-SLP program to comply with candidacy status requirements and to seek full accreditation.

Currently, Speech-Language Pathology program graduates must hold a degree from a Speech-Language Pathology program that is considered to be in Accreditation Candidate status or fully accredited by the CAA, depending on the state, in order to be eligible to practice as a licensed speech-language pathologist in most states.



Standard Occupational Classification code for which program is intended to prepare graduates: Speech-Language Pathologist (29-1127)

The MS-SLP program goes through a continuous improvement process and is evaluated frequently for enhancements.

Curriculum

Trimester 1

- SLP 5110 - Early Language Disorders **Hours: 3**
- SLP 5112 - Clinical Practicum I **Hours: 3**
- SLP 5115 - Speech Sound Disorders **Hours: 3**
- SLP 5125 - Clinical Neuroscience for Speech-Language Pathology **Hours: 3**

Total Hours 12

Trimester 2

- SLP 5220 - Adult Neurogenic Disorders **Hours: 3**
- SLP 5222 - Clinical Practicum II **Hours: 3**
- SLP 5230 - School Age Language Disorders **Hours: 3**
- SLP 5235 - Dysphagia **Hours: 3**

Total Hours 12

Trimester 3

- SLP 5305 - Research Methods and Evidence-Based Practice in Speech-Language Pathology **Hours: 3**
- SLP 5313 - Clinical Practicum III **Hours: 3**
- SLP 5340 - Fluency & Fluency Disorders **Hours: 3**
- SLP 5345 - Motor Speech and Cognitive-Communication Disorders **Hours: 3**

Total Hours 12

Trimester 4

- SLP 5404 - Clinical Practicum IV **Hours: 3**
- SLP 5415 - Autism and Social Communication Disorders **Hours: 2**



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- SLP 5450 - Augmentative and Alternative Communication **Hours: 2**
- SLP 5455 - Voice & Velopharyngeal Disorders **Hours: 3**

Total Hours 10

Trimester 5

- SLP 5460 - Professional Issues in Speech-Language Pathology* **Hours: 3**
 - SLP 5505 - Clinical Practicum V **Hours: 3**
 - SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology **Hours: 3**
- HSC Course, IPE Elective or Remediation Hours: 3

**SLP 5460 moved from Trimester 4 to Trimester 5 effective Fall 2020.*

Total Hours 9 or 12

MS-SLP Leveling Courses

- SLP 5002 - Audiology and Aural Rehabilitation **Hours: 3**
or starting Spring 2021
- SLP 5003 - Introduction to Audiology **Hours: 3**
- SLP 5008 - Speech Anatomy and Physiology **Hours: 3**
- SLP 5014 - Introduction to Communication Sciences and Disorders **Hours: 3**
- SLP 5026 - Phonetics **Hours: 3**
- SLP 5032 - Normal Speech and Language Development **Hours: 3**



Doctor's Programs

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 USAHS's OTD program is to graduate a diverse population of Occupational Therapy practitioners with the doctoral skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they will serve. The OTD graduates will contribute to their profession and to a global society through their competence, ethical standards and professionalism. Upon successful completion of the OTD program, graduates will demonstrate preparation beyond the generalist level in practice, theory and research skills, leadership, advocacy, and program development.

Program Learning Outcomes

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

- 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 healthcare 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, et cetera 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

Please see Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The OTD residential program is 117 credits and is offered over 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 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program. Students must complete an individual 14-week capstone experience within 18 months following completion of the remaining didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, phone 301-652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure



in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine if their program will prepare them for licensure in Washington State.

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**
- OCT 5230C - Conditions Impacting Occupational Performance **Hours: 4**
- OCT 5230 - Conditions Impacting Occupational Performance **Hours: 4**

Total Hours 17

Trimester III

- OCT 5330C - OT Methods I: Assistive Technology **Hours: 3**
- OCT 5335C - Clinical Applications of Occupational Therapy in Psychosocial and Community Settings **Hours: 5**
- OCT 5340 - Scholarly Implementation and Dissemination **Hours: 2**



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- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence **Hours: 5**
- OCT 5365 - Wellness and Health Promotion **Hours: 3**
- OCT 6310 - OTD Seminar I **Hours: 1**

Total Hours 19

Trimester IV

- 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 5470 - Administration and Management in Occupational Therapy **Hours: 3**
- OCT 6420 - OTD Seminar 2 **Hours: 1**

Total Hours 17

Trimester V

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

Total Hours 12

Trimester VI

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

Total Hours 12

Trimester VII

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

Total Hours 12



Trimester VIII

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

Total Hours 12

Occupational Therapy, Flex OTD

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

USAHS offers an alternative path to the OTD degree through the Flex OTD program. This program combines online education and weekend labs on campus in an entry-level program designed for the student who is unable to attend classes on campus during the week per the residential schedule.

The Flex model represents an expansion of the entry-level OTD campus-based program currently in place at the USAHS. The campus-based and flex paths share a common mission and curriculum while the delivery format, length of program, and number of credits per term differs. The Flex program prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based program.

Students in both the Resident and Flex programs complete three full-time clinical experiences in the second half of the program. This portion of the curriculum will require full-time attendance by the Flex DPT student at a designated clinical site, which may require students to temporarily relocate to fulfill clinical requirements.

Mission Statement

The mission of the University's Flex OTD program is to graduate a diverse population of OT practitioners with the doctoral skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients who they will serve. The OTD graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism. Upon successful completion of the OTD program, graduates will demonstrate preparation beyond the generalist level in practice, theory and research skills, leadership, advocacy, and program development.



Program Learning Outcomes

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

- 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 healthcare 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, et cetera based on an expanded view of individual client interventions to a global perspective of OT, and
- disseminate findings of scholarly inquiry that delve deeply into a clearly articulated problem facing OT professionals that impacts future practice.

Program Prerequisites

Please see Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The Flex OTD program is 117 credits and is offered over 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



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on the course outcomes, such as (1) regular quizzes completed online, (2) graded bulletin board assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together for up to 16 hours of laboratory classes per selected weekends during a 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to occupational therapy education, as well as oral presentations, lab practical testing, and socialization activities. Additionally, students may have to make arrangements for online exams at other times, which may include non-lab weekends.

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

There are 2 cohort groups of students admitted per year, with a maximum of 20 students per group and a minimum of 8 students. If the number of Flex OTD cohort students drops below 8, the University reserves the right to delay the start of the cohort by one trimester to combine with the following group.

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

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, phone (301) 652-AOTA, www.acoteonline.org.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application



fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

Occupational Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine if their program will prepare them for licensure in Washington State.

Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation **Hours: 5**
- OCT 5140 - Domain of OT **Hours: 3**
- OCT 5145 - Occupational Engagement and Theories of Practice **Hours: 3**

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 5230C - Conditions Impacting Occupational Performance **Hours: 4**

Total Hours 9



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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

- OCT 5340 - Scholarly Implementation and Dissemination **Hours: 2**
- OCT 5355C - Clinical Applications of Occupational Therapy in Pediatrics/Adolescence **Hours: 5**
- OCT 5365 - Wellness and Health Promotion **Hours: 3**
- OCT 6310 - OTD Seminar I **Hours: 1**

Total Hours 11

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology **Hours: 3**
- OCT 5410C - Clinical Applications in Adulthood **Hours: 5**
- OCT 5470 - Administration and Management in Occupational Therapy **Hours: 3**

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Geriatrics **Hours: 5**
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities **Hours: 3**
- OCT 6420 - OTD Seminar 2 **Hours: 1**

Total Hours 9

Trimester VIII

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

Total Hours 12



Trimester IX

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

Total Hours 12

Trimester X

- OCT 6720 - Leadership and Advocacy **Hours: 3**
- OCT 6745 - Scholarship of Practice **Hours: 3**

Total Hours 6

Trimester XI

- OCT 6700 - Capstone Project **Hours: 2**
- OCT 6731 - Capstone Experience 1 **Hours: 4**

Total Hours 6

Trimester XII

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

Total Hours 12

Occupational Therapy, PPOTD

Mission Statement

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

Program Learning Outcomes

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

- develop lifelong learning skills to advance the profession of occupational therapy,



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

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Academic Requirements

To remain in the PPOTD program, the student must

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

Program Overview

Candidates entering the program with a master's degree (MOT) from the University of St. Augustine for Health Sciences are required to complete a minimum of 35 credits; however, 6 credits may transfer from the USAHS MOT program, if eligible. For candidates who hold a master's degree* in occupational therapy or related field, a minimum of 35 credits will be required to earn the PPOTD degree. The program typically takes 3 years to complete, based off the most recent 2-year graduate data (2017–2018 and 2018–2019); however, individual experiences will vary based on factors including, but not limited to, individual progression, part-time vs. full-time enrollment, credits transferred, changing specializations, unsuccessful course completion, leaves of absence, or other personal circumstances. For candidates who hold a bachelor's degree in occupational therapy, a minimum of 60 credits will be required. The program typically takes 4 years, 8 months to complete, based off the most recent 2-year graduate data (2017–2018 and 2018–2019); however, individual experiences will vary based on factors including, but not limited to, individual progression, part-time vs. full-time enrollment, credits transferred, changing specializations, unsuccessful course completion, leave of absences, or other personal circumstances.



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

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

Delivery of PPOTD Coursework

Courses are offered through a distance education format with optional on-campus immersion opportunities. The delivery of the PPOTD coursework is offered in a variety of formats, such as:

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

Time Limit

It is required that PPOTD (bachelor's entry) students complete all program requirements within 4 years and 8 months; PPOTD (master's entry) students complete all program requirements within 3 years. An extension of up to 2 years and 4 months may be requested for PPOTD (bachelor's entry) students and up to 1.5 years for PPOTD (master's entry) students.

Optional Specializations

Students enrolled in the PPOTD program are eligible to earn the specialization of Executive Leadership and/or the specialization of Teaching and Learning. The specializations are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their Academic Advisor about the specializations and include them in their Degree Completion Plan (DCP). Courses for the specialization of Executive Leadership include Foundations of Healthcare Administration; Human Resource Management and Organizational Behavior for Healthcare Administration; Strategic Planning in Healthcare Administration; Accounting, Finance and Economics; Organizational Leadership and Policy in Healthcare; Operations and Quality Management in Healthcare (choose 4 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 complete all 4 courses).



Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

Curriculum

Required courses for a PPOTD candidate who holds a master's degree

- HSA 7200 - Foundations of Healthcare Administration **Hours: 3**
or
- HSA 7200B - Foundations of Healthcare Administration **Hours: 3**
- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals **Hours: 3**
or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**
- OCT 7495 - The Science of Occupation **Hours: 3**
- OCT 7496 - Capstone I: Project Proposal and Preparation **Hours: 3**
- OCT 7499 - Capstone II: Project and Dissemination **Hours: 3**

Additional required courses for the PPOTD candidate who holds a bachelor's degree

- COM 7130 - Healthcare Communication and Collaboration **Hours: 3**
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**
- OCT 7200 - Reflective Practice **Hours: 3**
- OCT 7470 - Clinical Integration I **Hours: 7***



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- OCT 7471 - Clinical Integration II **Hours: 8***

*Clinical Integration series (15 credits) may be completed through advanced standings.

Electives

Bachelor's degree students select a total of 17 credits; Master's degree graduate students (non-USAHS graduates) select a total of 14 credits; MOT USAHS alumni select a total of 11 credits.

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions **Hours: 2**
- BSC 7125 - The Pediatric Client with Neuromotor Involvement **Hours: 3**
- BSC 7155 - Functional Performance in the Older Adult **Hours: 2**
- BSC 7200 - Autism: Evidence, Etiology and Impact **Hours: 3**
- BSC 7301 - Ergonomics **Hours: 2**
- COM 7130 - Healthcare Communication and Collaboration **Hours: 3**
- EDF 7013 - Practical Application of Online Teaching **Hours: 3**
- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**

or

- EDF 7050B - Teaching Methods in Higher Education **Hours: 3**
- EDF 7111 - Research Methods I **Hours: 3**
- EDF 7121 - Research Methods II **Hours: 3**
- EDF 7161 - Program and Curricular Design for Health Science Education **Hours: 3**
- EDF 7171 - Motivational Theory in Healthcare Education **Hours: 3**
- EDF 7175 - Foundational Theories in Education **Hours: 3**

or

- EDF 7175B - Foundational Theories in Education **Hours: 3**
- EDF 7181 - Technology in Higher Education **Hours: 3**
- EDF 7235 - Ethical Principles in Healthcare **Hours: 3**
- EDF 7260 - Assessment and Evaluation in Health Professions Education **Hours: 3**
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**

or

- HSA 7260B - Operations and Quality Management in Healthcare **Hours: 3**
- HSA 7455 - Special Topics in Professional Practice **Hours: Varies**
- HSC 6036 - Metabolic Disorders **Hours: 1**



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- HSC 7210 - Extremity Evaluation and Manipulation (E1) **Hours: 2**
- HSC 7325 - School-Based Practice **Hours: 3**
- HSC 7401 - Pharmacology **Hours: 3**
- HSC 7416 - Foundations of Imaging **Hours: 3**
- HSC 7440 - Fundamentals of the Healthcare Startup Business **Hours: 3**
- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
- IPE 7025 - Psychosocial Strategies for Healthcare **Hours: 3**
- IPE 7100 - Ethics in Healthcare **Hours: 3**
- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**
- IPE 7200 - Cultural Competence in Healthcare **Hours: 3**

or

- IPE 7200B - Cultural Competence in Healthcare **Hours: 3**
- IPE 7255 - Evidence-based Concussion Management **Hours: 3**
- IPE 7316 - Women's Health and Wellbeing **Hours: 3**
- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**

or

- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- MHS 7315 - Contemporary Trends in Wellness **Hours: 3**
- OCT 7455 - Special Topics in Professional Practice **Hours: Varies**

Total Hours Required (required courses plus electives):

Bachelor's Degree: 60 credits Master's Degree: 35 credits*

**Six credits may transfer from the USAHS MOT program, if eligible.*

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 proficient and caring physical therapists who are prepared to work collaboratively in interprofessional settings to guide the patient/client to achieve optimal movement.

Program Learning Outcomes

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

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other healthcare providers, and the community;
- perform critical thinking and evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- implement effective communication and principles of ethical and professional behavior in physical therapist practice; and
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy and the well-being of society.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The DPT program requires 131 credits and is offered as a residential (i.e., campus-based) program over 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.

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)



California PT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as a Physical Therapist in California, Doctor of Physical Therapy (DPT) program graduates must hold a degree from an accredited Physical Therapy program. DPT graduates that are applying for licensure in the state of California are required to submit an Application of Examination and/or Licensure and all other required documentation, Certificate of Completion Form (P1E) completed by the registrar, application fee, and passing licensure exam score from the Federation of State Boards of Physical Therapy (FSBPT) to the Physical Therapy Board of California.

Washington State Residents

Physical Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine if their program will prepare them for licensure in Washington State.

Curriculum

Trimester I

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

Total Hours 18

Trimester II

- PHT 5220C - Gross Anatomy II **Hours: 4**
- PHT 5226C - Applied Anatomy II **Hours: 1**
- PHT 5230C - Biomechanics **Hours: 4**
- PHT 5240 - Imaging **Hours: 2**



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- 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 5360C - Differential Diagnosis **Hours: 2**
- PHT 5375 - Pharmacology **Hours: 2**

Total Hours 18

Trimester IV

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

Total Hours 18

Trimester V

- PHT 5525C - Prosthetics, Orthotics, and Assistive Technology **Hours: 3**
- PHT 5530C - Patient Care Management III **Hours: 3**
- PHT 5535 - Evidence-Informed Practice II **Hours: 2**
- PHT 5550C - Soft Tissue Interventions II **Hours: 2**
- PHT 5570 - Integrated Clinical Experience **Hours: 6**

Total Hours 16

Trimester VI

- PHT 5610C - Pediatric Physical Therapy **Hours: 3**



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- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention **Hours: 3**
- PHT 5620C - Geriatric Physical Therapy **Hours: 3**
- PHT 5650C - Musculoskeletal IV: Clinical Reasoning **Hours: 3**
- PHT 5665 - Wellness and Health Promotion **Hours: 3**
- PHT 5670 - Administration and Management in Physical Therapy **Hours: 3**

Total Hours 18

Trimester VII

- PHT 5770 - Terminal Clinical Experience I **Hours: 11**
- PHT 5780 - Knowledge Translation for Clinical Practice **Hours: 1**

Total Hours 12

Trimester VIII

- PHT 5835 - Evidence-Informed Practice III **Hours: 1**
- PHT 5870 - Terminal Clinical Experience II **Hours: 11**

Total Hours 12

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.

USAHS offers an alternative path to the DPT degree through the Flex DPT program. This program combines online education and weekend labs on campus in an entry-level DPT program designed for the student who is unable to attend classes on campus during the week per the residential schedule. By substituting asynchronous online education for most standard classroom participation and holding weekend labs on campus, an individual can earn a DPT degree in 12 trimesters (4 years).

The Flex model represents an expansion of the entry-level DPT campus-based program currently in place at the USAHS. The campus-based and flex paths share a common mission and curriculum while the delivery format, length of program, and number of credits per term



differs. The Flex program prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based program.

Students in both the Resident and Flex programs complete three full-time clinical experiences in the second half of the program. This portion of the curriculum will require full-time attendance by the Flex DPT student at a designated clinical site, which may require students to temporarily relocate to fulfill clinical requirements.

There are two cohort groups of students admitted per year, in St. Augustine, Florida, and San Marcos, California, starting in September and January and in Austin, Texas, starting in May and September, with a maximum of 30 students per group and a minimum of 8 students in all cohorts. If the number of Flex cohort students drops below 8, the University reserves the right to delay the start of the cohort by one trimester to combine with the following group.

Mission Statement

The mission of the University's DPT program is to graduate proficient and caring physical therapists who are prepared to work collaboratively in interprofessional settings to guide the patient/client to achieve optimal movement.

Program Learning Outcomes

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

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other healthcare providers, and the community;
- perform critical thinking and evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- implement effective communication and principles of ethical and professional behavior in physical therapist practice; and
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy and the well-being of society.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.



Delivery of Coursework

The Flexible DPT program is 131 credits and is offered over 12 trimesters. More than 50% of the coursework is delivered 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 up to 16 hours of laboratory classes per weekend for up to 8 weekends during a 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to physical therapy education; in addition to oral presentations, proctored written examinations, lab practical testing, and socialization activities. Currently, these lab activities are located on the St. Augustine, Florida; Austin, Texas; and San Marcos, California, campuses.

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)

California PT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as a Physical Therapist in California, Doctor of Physical Therapy (DPT) program graduates must hold a degree from an accredited Physical Therapy program. DPT graduates that are applying for licensure in the state of California are required to submit an Application of Examination and/or Licensure and all other required documentation, Certificate of Completion Form (P1E) completed by the registrar, application fee, and passing licensure exam score from the Federation of State Boards of Physical Therapy (FSBPT) to the Physical Therapy Board of California.

Washington State Residents

Physical Therapy program students should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine if their program will prepare them for licensure in Washington State.



Curriculum

Trimester I

- HSC 5135 - Evidence-Informed Practice I **Hours: 2**
- PHT 5121C - Gross Anatomy I **Hours: 4**
- PHT 5125C - Applied Anatomy I **Hours: 1**
- PHT 5155 - Physical Therapist Practice I **Hours: 3**
- PHT 5160C - Soft Tissue Interventions I **Hours: 1**

Total Hours 11

Trimester II

- 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 5360C - Differential Diagnosis **Hours: 2**
- PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems **Hours: 1**

Total Hours 9

Trimester VI

- PHT 5375 - Pharmacology **Hours: 2**
- PHT 5415C - Neuromuscular II: Evidence in Interventions **Hours: 3**
- PHT 5430C - Patient Care Management II **Hours: 3**
- PHT 5525C - Prosthetics, Orthotics, and Assistive Technology **Hours: 3**

Total Hours 11

Trimester VII

- PHT 5420C - Cardiovascular and Pulmonary Physical Therapy **Hours: 3**
- PHT 5450C - Musculoskeletal III: Spine **Hours: 3**
- PHT 5455 - Physical Therapist Practice II **Hours: 3**

Total Hours 9

Trimester VIII

- PHT 5530C - Patient Care Management III **Hours: 3**
- PHT 5550C - Soft Tissue Interventions II **Hours: 2**
- PHT 5570 - Integrated Clinical Experience **Hours: 6**

Total Hours 11

Trimester IX

- PHT 5610C - Pediatric Physical Therapy **Hours: 3**
- PHT 5620C - Geriatric Physical Therapy **Hours: 3**



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- PHT 5665 - Wellness and Health Promotion **Hours: 3**
- PHT 5670 - Administration and Management in 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 - Terminal Clinical Experience I **Hours: 11**
- PHT 5780 - Knowledge Translation for Clinical Practice **Hours: 1**

Total Hours 12

Trimester XII

- PHT 5835 - Evidence-Informed Practice III **Hours: 1**
- PHT 5870 - Terminal Clinical Experience II **Hours: 11**

Total Hours 12

Physical Therapy, tDPT

Mission Statement

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



Program Learning Outcomes

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

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

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

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Academic Requirements

To remain in the tDPT program, the student must

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



Program Overview

The physical therapist holding a master's degree (entry-level or post-professional) will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, and Capstone Project for 9 required academic credits, and 15 elective academic credits. The tDPT program is 24 credits for the master's level students.

The physical therapist holding a bachelor's degree in physical therapy will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Imaging, Differential Diagnosis, and Capstone Project for 18 required academic credits and will need to complete 4 elective academic credits and 38 clinical integration credits (Clinical Integration I, II, III, IV, and V), which may be completed through advanced standing. The tDPT program is 60 credits for the bachelor's level students.

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

The student has the choice of completing the capstone project or a mentored clinical residency with the primary goal of providing an educational experience that assists the student in focusing his or her ideas and thoughts. The capstone project may take the form of one case report or an article (literature review, perspective paper, or descriptive technical report) prepared in publishable format. The mentored clinical residency is a supervised clinical experience in the specialty area selected by the student. To earn 5 credits for a clinical residency, the student is required to complete a minimum of 9 to 12 months of patient care plus a minimum of 200 educational activity hours.

Process for Obtaining the Transitional DPT Degree

- Students begin by completing coursework in either a clinical specialty track, leading toward a certification, or a nonspecialty clinical track of elective coursework. Students may begin registering for the necessary seminars and coursework as soon as they are accepted into the program. Many credit assignments consist of an online course with required short essay assignments and unit quizzes.
- For the specialty clinical track, following completion of all certification seminars, the student may attend the Preparation and Certification Examination Week. *Completion of the certification examination is not required for degree completion.*
- Once a student with a master's degree has obtained 19 credits toward the degree program, he or she will proceed to Capstone Project I and II. An assigned Faculty Advisor approves an outline of the project, and then the student will complete either one publishable case report or one publishable article. The Advisor will review and assist with revisions as needed.



- If a clinical residency is chosen in lieu of the capstone project, the proposed residency site and mentor must meet the approval of the Program Director and residency criteria. It is recommended that students complete at least two specialty-track seminars prior to starting the residency. The approval process must begin early in the program. Contact the department for an explanation of the approval process.
- Students with a BSPT will proceed by completing the 51 required credits including Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Differential Diagnosis for the Therapist, Imaging, and Clinical Integration courses I–V, and 4 elective credits. Upon completion of 55 credits, students may begin work on Capstone Project I and II. An assigned Faculty Advisor approves an outline of the project, and then the student completes either one publishable case report or one publishable article. The Advisor will review and assist with revisions as needed.

Delivery of Coursework

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

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

Course Time Limits

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

Time Limit

It is required that tDPT (bachelor's entry) students complete all requirements within 4 years; tDPT (master's entry) students complete all requirements within 3 years. An extension of up to 2 years may be requested for tDPT (bachelor's entry) and an extension of 1.5 years may be requested for tDPT (master's entry).



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 Healthcare Administration, 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 Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)

Curriculum

Required Courses (Applicant 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 - Interprofessional Education and Collaborative Practice **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 (Applicant with a Bachelor's Degree)

- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**
- HSC 7400 - Differential Diagnosis **Hours: 3**
- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
- HSC 7401 - Pharmacology **Hours: 3**
- Specialization or non-specialization elective courses **Hours: 4**

- PHT 7496 - Capstone Project I **Hours: 1 and**
- PHT 7497 - Capstone Project II **Hours: 4**

- or*
- PHT 6498 - Clinical Residency **Hours: 5**
- PHT 7470 - Clinical Integration I: Reflective Practice **Hours: 8**
- PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence **Hours: 8**
- PHT 7473 - Clinical Integration III: Teaching Strategies **Hours: 8**
- PHT 7474 - Clinical Integration IV: Leadership **Hours: 8**
- PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice **Hours: 6**
- HSC 7416 - Foundations of Imaging **Hours: 3**

Total Hours 60

Certification Tracks

Students may choose elective credits as needed from a track.

Manual Therapy Track

- 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**



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- PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4) **Hours: 2**
- PHT 7250 - Preparation/Certification in Manual Therapy **Hours: 3**

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

Primary Care Track

- BSC 7001 - Foundations of Clinical Orthopaedics **Hours: 3***
- HSC 7210 - Extremity Evaluation and Manipulation (E1) **Hours: 2**
- HSC 7400 - Differential Diagnosis **Hours: 3**
- HSC 7401 - Pharmacology **Hours: 3**
- HSC 7416 - Foundations of Imaging **Hours: 3**
- PHT 7115 - Introduction to Primary Care **Hours: 2**
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) **Hours: 3**
- PHT 7850 - Preparation/Certification in Primary Care **Hours: 3**

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

Craniofacial Track

- 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**

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

Elective Courses (Non-Specialty Track)

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions **Hours: 2**
- BSC 7125 - The Pediatric Client with Neuromotor Involvement **Hours: 3**
- BSC 7155 - Functional Performance in the Older Adult **Hours: 2**
- BSC 7200 - Autism: Evidence, Etiology and Impact **Hours: 3**
- BSC 7301 - Ergonomics **Hours: 2**



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- COM 7130 - Healthcare Communication and Collaboration **Hours: 3**
- EDF 7013 - Practical Application of Online Teaching **Hours: 3**
- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**

or

- EDF 7050B - Teaching Methods in Higher Education **Hours: 3**
- EDF 7125 - Organizational Leadership and Policy in Healthcare **Hours: 4**
- EDF 7161 - Program and Curricular Design for Health Science Education **Hours: 3**
- EDF 7171 - Motivational Theory in Healthcare Education **Hours: 3**
- EDF 7175 - Foundational Theories in Education **Hours: 3**

or

- EDF 7175B - Foundational Theories in Education **Hours: 3**
- EDF 7181 - Technology in Higher Education **Hours: 3**
- EDF 7235 - Ethical Principles in Healthcare **Hours: 3**
- EDF 7260 - Assessment and Evaluation in Health Professions Education **Hours: 3**
- HSA 7200 - Foundations of Healthcare Administration **Hours: 3**

or

- HSA 7200B - Foundations of Healthcare Administration **Hours: 3**
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**

or

- HSA 7260B - Operations and Quality Management in Healthcare **Hours: 3**
- HSC 6031 - Cultural Competence **Hours: 1**
- HSC 6036 - 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 Healthcare Startup Business **Hours: 3**
- HSC 7455 - Special Topics in Professional Practice **Hours: Varies**
- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**
- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals **Hours: 3**

or



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- IPE 7050B - Evidence-Based Practice for Healthcare Professionals **Hours: 3**
- IPE 7025 - Psychosocial Strategies for Healthcare **Hours: 3**
- or*
- IPE 7025B - Psychosocial Strategies for Healthcare **Hours: 3**
- IPE 7100 - Ethics in Healthcare **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
- or*
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**
- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**
- IPE 7200 - Cultural Competence in Healthcare **Hours: 3**
- or*
- IPE 7200B - Cultural Competence in Healthcare **Hours: 3**
- IPE 7255 - Evidence-based Concussion Management **Hours: 3**
- IPE 7316 - Women's Health and Wellbeing **Hours: 3**
- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
- or*
- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- or*
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- MHS 7315 - Contemporary Trends in Wellness **Hours: 3**
- PHT 6030 - Consultation, Screening, and Delegation **Hours: 1**
- PHT 6032 - Cognition and Perception **Hours: 1**
- PHT 6033 - Basic Assessment and Intervention of Integument **Hours: 1**
- PHT 6035 - Professionalism: Legal and Ethical Issues in Physical Therapy **Hours: 2**
- PHT 6037 - Environmental Barriers **Hours: 1**
- PHT 6038 - The Physical Therapist as Educator **Hours: 2**
- PHT 7455 - Special Topics in Professional Practice **Hours: Varies**



Certifications

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 for Health Sciences.

Program Basics

- Length of residency: Minimum of 12 months; maximum of 36 months
- Prerequisites: Licensed or eligible for licensure
- Patient-care hours: 1,030
- 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 3 (online or in clinic)
- Case rounds: Attend and present at 12 case rounds (online or in clinic)
- Case presentations: Attend and present 3 case presentations
- Conference requirement: Attend one professional conference
- Scholarly requirement: Submit 1 poster presentation
- Start times: Terms and didactic coursework begin January, May, and September; clinical start time is flexible

Mission Statement

The mission of the Clinical Orthopaedic Residency program at the University of St. Augustine for Health Sciences is to graduate physical therapists who have achieved competency of skills in both clinical and didactic learning in orthopaedic physical therapy.

Program Learning Outcomes

At the completion of the Orthopaedic Manual Physical Therapy Residency program, the graduate will demonstrate the ability to



- apply skills of self-reflection and information literacy to the orthopaedic clinical practice;
- consult with peers, colleagues, other healthcare professionals, community agencies, legislative, legal and/or regulatory organizations in a collaborative manner for orthopaedic patient/client management;
- demonstrate advanced clinical competencies through the use of evidence-based practice relevant to patient client management in orthopaedic physical therapy;
- demonstrate service as consultant, educator, clinical instructor and patient advocate for orthopaedic physical therapy;
- demonstrate independent ethical and moral decision making in orthopaedic physical therapy practice which is in the best interest of the patient;
- create a professional development plan for leadership to contribute to the advancement of the orthopaedic physical therapy profession as a healthcare leader through professional and community contributions;
- demonstrate independent decision making through advanced clinical reasoning and critical thinking patient values and current evidence in orthopaedic physical therapy practice.

Admission Requirements

See Admissions, Records, and Registration.

Program Requirements

USAHS's Clinical Orthopaedic Residency is a demanding clinical and didactic learning experience, designed to graduate physical therapists with competency of skills in orthopaedic physical therapy.

Clinical

- A minimum of 1,030 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 on 6 APTA Orthopaedic section monoliths. The curriculum covers examination, evaluation, and treatment of common orthopaedic conditions and is organized into three terms: Spine, Upper Extremity, and Lower Extremity.

Additional Requirements

- Participate in 12 journal clubs; lead 3 (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Complete healthcare observations, mentored clinical exams, and clinical skills checklists
- Present 3 formal case presentations
- Attend 3 residency skills labs (1 per term: Spine, Upper Extremity, Lower Extremity)
- Attendance at 1 professional conference
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Instructional mediums will include individual study of curriculum, case scenarios, written and online examination, interactive web-based learning experiences, group discussions and review, and one weekend lab session each term.

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative fee: \$10,000.00 for the duration of the program
- Cost of APTA/Ortho Section membership dues
- Cost of attendance and travel to the Clinical Instructor (CI) Credentialing Course and professional conference
- Cost of travel to the three required residency skills labs on the St. Augustine, Florida, campus
- Cost of malpractice insurance
- Residents will be mentored in an outpatient orthopaedic clinic by a qualified mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiated between resident and mentor.



Orthopaedic Manual Physical Therapy Fellowship

The Orthopaedic Manual Physical Therapy Fellowship at the University of St. Augustine for Health Sciences offers practicing physical therapists the opportunity to enhance their manual physical therapy skills through a focused curriculum with advanced clinical and didactic instruction that is intensive and extensive.

Participants can also earn academic credit toward the tDPT, EdD, or DHSc programs at the University of St. Augustine for Health Sciences.

Program Basics

- Length of Fellowship: Minimum of 12 months; maximum of 36 months
- Patient-care hours: 850
- Mentored hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead 3 (online or in clinic)
- Case rounds: Attend and present at 12 case rounds (online or in clinic)
- Conference requirement: Attend one American Academy of Orthopaedic Manual Physical Therapists (AAOMPT) conference
- Scholarly requirement: Submit 1 poster presentation
- Start times: Terms begin 3 times per year (January, May, and September)

Mission Statement

The mission of the Orthopaedic Manual Physical Therapy Fellowship program at USAHS is to graduate physical therapists who have achieved advanced competency of skills in both clinical and didactic learning in orthopaedic manual physical therapy.

Program Learning Outcomes

The goal of USAHS' Orthopaedic Manual Physical Therapy Fellowship program is to supply a mentored process of learning that achieves advanced clinical specialty skills for both psychomotor and didactic learning, that facilitates enhancement of decision-making through critical thinking and problem solving, and through which the mentor enhances the therapist's ability to be an independent, active learner.



At the completion of the Orthopaedic Manual Physical Therapy Fellowship program of USAHS, the fellow graduate will demonstrate the ability to

- apply skills of self-reflection and information literacy to the orthopaedic manual physical therapy practice;
- consult with peers, colleagues, other healthcare professionals, community agencies, legislative, legal and/or regulatory organizations in a collaborative manner for orthopaedic manual physical therapy patient/client management;
- demonstrate advanced clinical competencies through the use of evidence-based practice relevant to patient client management in orthopaedic manual physical therapy physical therapy;
- demonstrate service as consultant, educator, clinical instructor and patient advocate for orthopaedic manual physical therapy;
- demonstrate independent ethical and moral decision making in orthopaedic manual physical therapy practice which is in the best interest of the patient;
- create a professional development plan for leadership to contribute to the advancement of the orthopaedic manual physical therapy profession as a healthcare leader through professional and community contributions;
- demonstrate independent decision making through advanced clinical reasoning and critical thinking patient values and current evidence in orthopaedic manual physical therapy practice.

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Responsibility and Learning Activities

USAHS' Orthopaedic Manual Physical Therapy Fellowship is a demanding clinical and didactic learning experience designed to graduate physical therapists with advanced competency in manual physical therapy.

Participants are responsible for their progress in the fellowship program. Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty. However, both the faculty and participant must remain flexible to possible changes that may occur in the schedule.



Clinical

- A minimum of 850 patient care hours—examination and treatment will cover the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis-SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand.
- 160 hours of one-on-one mentoring (over the duration of the fellowship) in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Manual Physical Therapy Fellowship in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the fellowship focuses on advanced training in examination, evaluation, clinical reasoning, orthopaedic manual physical therapy, and patient management based on the practice dimensions described in the Advanced Description of Specialty Practice for Orthopaedic Physical Therapy and the AAOMPT Education Standards of Practice.

Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty.

Examples of potential courses include the following:

- Research for the Clinician
- Foundations of Clinical Orthopaedics
- Perspectives in Business Practice
- Dry Needling
- Professional Communications and Presentations
- Educational Theory
- Basic Craniofacial
- Pain Science
- Professional Development Portfolio
- Imaging
- Cultural Competence
- E1: Extremity Evaluation and Manipulation; E2: Extremity Integration
- S1: Intro to Spinal Evaluation and Manipulation; S2: Advanced Evaluation and Manipulation of Lumbar Thoracic Spine; S3: Advanced Evaluation and Manipulation of Craniofacial, Cervical and Upper Thoracic Spine; S4: Functional Analysis and Management of Lumbo-Pelvic-Hip Complex
- MF1: Myofascial Manipulation



- Manual Therapy Certification or Review
- Thrust
- Imaging Seminar
- Craniofacial I or Advanced Craniofacial
- Spinal Instability
- APTA CI Credentialing course

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Present 3 normal case presentations
- Attend Manual Therapy Certification review
- Attend one AAOMPT conference
- Complete healthcare observations, mentored clinical exams, and clinical skills checklists
- Complete a professional communications project
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative cost of \$12,000.00 for the duration of the program if the applicant has already taken Manual Therapy Certification, and \$15,000 if the applicant has not yet taken Manual Therapy Certification
- Cost of APTA and AAOMPT membership dues
- Cost of attendance and travel to a Clinical Instructor (CI) Credentialing Course and an AAOMPT conference
- Cost of malpractice insurance

Fellows in training will be mentored in a qualified clinic by an approved mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiable between fellow and mentor.



College of Health Sciences

Information

Students should contact the University when they require guidance or assistance with the online education degree programs only after consulting this Catalog/Handbook.

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

Correspondence

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

Main Phone: 904-826-0084

Alternate Phone: 904-770-3700

Please have the Catalog/Handbook available when calling and ask for the Academic Program Coordinator or Academic Program Advisor assigned to the program.

Contact Information

M. Elaine Lonnemann, PT, DPT, FAAOMPT

Interim Associate Dean, College of Health Sciences

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Being Prepared

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

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

Course Availability (Online Learning and Electives)

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

Course Schedules

It is the student's responsibility to check the syllabus for due dates for assignments or dates for examinations. If an online course is accelerated, a student may complete assignments as he or she is ready. However, the student will be provided with a time frame or due date for completion of the course. It is the student's responsibility to check the syllabus (and confer with faculty) for complete information on schedules, assignments, and due dates.

Registering for Coursework Online

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

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

Reinstatement

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



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

Admission Requirements

See Admissions, Records, and Registration for prerequisite and application information.

Academic Requirements

To remain in the MSN program, the student must meet the following criteria:



- Maintain a minimum 3.0 GPA, and
- Complete the required courses.
- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the Director of the School of Nursing if there is a change in their licensure status.

Program Overview

- MSN courses are offered through an enriched online experience to meet the needs of working students, allowing students to further their education while pursuing a nursing career.
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions.
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty to discuss activities and complete coursework before the end of the term.
- Complete practicum courses in the student's own community (in most cases) 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 with practicum experiences. Some courses have optional weekend immersion experiences on one of the USAHS campuses. The Family Nurse Practitioner (FNP) role specialty requires two 3-day, on-campus intensives. Students will be responsible for travel, meals, and lodging, when necessary for all immersions, intensives, and practica.

Time Limit

It is required that MSN students in the Nurse Educator, Nurse Executive, or Nurse Informaticist role specialty tracks complete all program requirements within 2 years (i.e., six terms). An extension of up to 1 year may be requested (i.e., a 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., 8 terms). An extension of up to 1 year and 4 months may be requested (i.e., a total of 4 years).



Practica

All MSN students are required to complete practica, which focus on their selected nursing role and the knowledge and skills required to integrate that role. The types of sites that will be selected for the practica for the MSN program differ by selected role specialty. The Director of the School of Nursing or designee will approve the preceptor and the practicum site to ensure that the preceptor has the education and expertise to guide the student and that the practicum site can provide the required learning experiences.

Tuition and Fees

See the Financial Information.

Note on Accreditation and Licensure

The University of St. Augustine for Health Sciences' Master of Science in Nursing (MSN) role specializations in Nurse Educator, Nurse Executive, and Nursing Informaticist are designed to build on the skills of BSN-prepared registered nurses by focusing on interprofessional approaches to patient care through specializations in leadership, education, and informatics. Because these are post-licensure specializations, they do not prepare graduates for initial or advanced licensure. It is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides as requirements vary widely. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

MSN-FNP graduates must hold a master's or doctoral degree or a postgraduate certificate from a family nurse practitioner program accredited by the CCNE or ACEN in order to be eligible for the FNP national certification exam; national certification as an FNP is required for licensure to practice as an FNP in most states. The Master of Science in Nursing (MSN) program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. While the MSN-FNP program is designed to lead to licensure, authorization, endorsement, or another state credential necessary to practice as a nurse practitioner, it is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides as requirements vary widely. Prospective students are advised that relocation to another state may impact their ability to complete field experiences and/or to obtain professional licensure, certification, or another



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credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

Prospective Washington Students

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

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

For non-FNP program: Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

For FNP program: Standard Occupational Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

Family Nurse Practitioner Role Specialty

Accelerated plans of study are available to earn the degree at a faster rate, as well as less intensive options. Faculty and academic advisors can help students choose a study plan that fits their needs.

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
- or*
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
- or*



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- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**
- NUR 7610 - Advanced Physiology and Pathophysiology **Hours: 3**

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**
- NUR 7560 - Advanced Pharmacology **Hours: 3**

Trimester 4

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis **Hours: 3**
Required Intensive A

Trimester 5

- NUR 7570 - Primary Healthcare of the Family I **Hours: 3**
- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**

Trimester 6

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

Trimester 7

- NUR 7572 - FNP Role Practicum II **Hours: 4**
- NUR 7585 - Primary Healthcare of the Family III **Hours: 3**



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Trimester 8

- NUR 7573 - FNP Role Practicum III **Hours: 5**
- NUR 7574 - MSN Capstone **Hours: 1**

Total Credit Hours 50

Nurse Educator Role Specialty

Accelerated plans of study are available to earn the degree at a faster rate, as well as less intensive options. Faculty and academic advisors can help students choose a study plan that fits their needs.

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 4

- EDF 7175 - Foundational Theories in Education **Hours: 3**
or



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

Trimester 5

- EDF 7161 - Program and Curricular Design for Health Science Education **Hours: 3**
- NUR 7400 - MSN Role Practicum I **Hours: 3**

Trimester 6

- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
or
- EDF 7050B - Teaching Methods in Higher Education **Hours: 3**
- NUR 7450 - MSN Role Practicum II **Hours: 3**

Total Credit Hours 36

Nurse Executive Role Specialty

Accelerated plans of study are available to earn the degree at a faster rate, as well as less intensive options. Faculty and academic advisors can help students choose a study plan that fits their needs.

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**



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Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 4

- HSA 7200 - Foundations of Healthcare Administration **Hours: 3**
or
- HSA 7200B - Foundations of Healthcare Administration **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**

Trimester 5

- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**
- NUR 7400 - MSN Role Practicum I **Hours: 3**

Trimester 6

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- NUR 7450 - MSN Role Practicum II **Hours: 3**

Total Credit Hours 36

Nurse Informaticist Role Specialty*

Accelerated plans of study are available to earn the degree at a faster rate, as well as less intensive options. Faculty and academic advisors can help students choose a study plan that fits their needs.

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**



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or

- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**

or

- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**

Trimester 4

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

Trimester 5

- IPE 7365 - Information Management for Quality and Safety **Hours: 3**
- NUR 7400 - MSN Role Practicum I **Hours: 3**

Trimester 6

- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education **Hours: 3**
- NUR 7450 - MSN Role Practicum II **Hours: 3**

Total Credit Hours 36

**This specialty is not currently accepting new students.*



Health Administration, MHA

Mission

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

Program Learning Outcomes

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

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

Admission Requirements

See Admissions, Records, and Registration.

Academic Requirements

To remain in the MHA program, the student must meet the following criteria:

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



Program Overview

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

Core coursework is required (31 credits), while electives can be assembled to achieve emphasis areas (6 credits). USAHS will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy in this Catalog/Handbook 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.

Optional Immersions for all MHA Students

MHA students are eligible to attend the optional, on-campus immersions embedded in the following courses:

- IPE 7000/B
- IPE 7050/B
- IPE 7120/B
- IPE 7421/B

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.

Tuition and Fees

See Financial Information.

Standard Occupational Classification code for which program is intended to prepare graduates: Medical and Health Services Managers (11-9111)



Curriculum*

Required Core Courses

- HSA 7200 - Foundations of Healthcare Administration **Hours: 3**
or
- HSA 7200B - Foundations of Healthcare Administration **Hours: 3**
- HSA 7233 - Revenue Cycle and Reimbursement Management **Hours: 1**
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
or
- HSA 7260B - Operations and Quality Management in Healthcare **Hours: 3**
- HSA 7497 - Integrated Field Project **Hours: 3**
- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals **Hours: 3**
or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**
- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**
- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
or
- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**

Total Credit Hours 37

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

General MHA Electives*

- HSA 7455 - Special Topics in Professional Practice **Hours: Varies**



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- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
- IPE 7025 - Psychosocial Strategies for Healthcare **Hours: 3**
- IPE 7100 - Ethics in Healthcare **Hours: 3**
- IPE 7200 - Cultural Competence in Healthcare **Hours: 3**
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**
- IPE 7300 - Entrepreneurial Strategies in Healthcare **Hours: 3**
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- MHS 7313 - Fundamentals of Healthcare Law **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**

Elective Credit Hours 6

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

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 healthcare practice;
- interact in a manner that demonstrates effective communication for various audiences and purposes;



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

Admission Requirements

See Admissions, Records, and Registration.

Academic Requirements

To remain in the MHS program, the student must

- maintain a minimum 3.0 GPA, and
- complete the 7 required courses and any 5 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 (7 courses; 21 credits), while electives can be assembled to achieve an emphasis area (5 courses; 15 credits). The University will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy for further information on transfer credits.

Four Specializations

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

Delivery of MHS Coursework

All coursework in the MHS program is offered in an online delivery format with the exception of the IPE 7575 Team-Based Emergency Care course, which requires a face-to-face immersion. This course is optional within the Athletic Training Specialization.



Optional Immersions for all MHS Students

MHS students are eligible to attend the optional on-campus immersions imbedded in the the following courses:

- IPE 7000/B
- IPE 7050/B
- IPE 7120/B
- IPE 7421/B

During immersions, several units of the online course will be completed through collaborative, interprofessional teamwork with peers. As a result of attending these optional immersions, the completion of the course will be accelerated. It will conclude 4–5 weeks prior to the end of the term.

Optional Immersion for Athletic Training Specialization

This online master's program recommends that all students complete a 3-day, face-to-face immersion that focuses on various areas of health sciences. Students who are certified and/or licensed athletic trainers and who pursue the Athletic Training specialization can take advantage of an immersion that fulfills the professional rescuer requirements for maintaining board certification and/or licensure. This immersion is part of the Emergency 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 immersions. Immersions will be offered on one of the following USAHS campuses: San Marcos, California; St. Augustine or Miami, Florida; or Austin, Texas.

Time Limit

It is required that MHS students complete all program requirements within 6 trimesters or 2 years. An extension of up to 1 year may be requested.

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Health Education Specialists (21-1091); Community Health Workers (21-1094)



Curriculum*

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7025 - Psychosocial Strategies for Healthcare **Hours: 3**

Trimester 2

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals **Hours: 3**
or
- IPE 7050B - Evidence-Based Practice for Healthcare Professionals **Hours: 3**
- IPE 7100 - Ethics in Healthcare **Hours: 3**

Trimester 3

- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**
- IPE 7200 - Cultural Competence in Healthcare **Hours: 3**

Trimester 4

- Specialization Course 1 Hours: 3
- Specialization Course 2 Hours: 3

Trimester 5

- Specialization Course 3 Hours: 3
- Specialization Course 4 Hours: 3

Trimester 6

- Specialization Course 5 Hours: 3
- MHS 7700 - Comprehensive Project **Hours: 3**



Specialization Courses

Choose 15 credits from one track below.

Generalist Track

- IPE 7300 - Entrepreneurial Strategies in Healthcare **Hours: 3**
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- MHS 6240 - Internship **Hours: 3**
- MHS 7313 - Fundamentals of Healthcare Law **Hours: 3**
- MHS 7315 - Contemporary Trends in Wellness **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.*

- HSC 7416 - Foundations of Imaging **Hours: 3**
- IPE 7316 - Women's Health and Wellbeing **Hours: 3**
- IPE 7255 - Evidence-based Concussion Management **Hours: 3**
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**



Teaching and Learning Specialization Track

- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
- EDF 7175 - Foundational Theories in Education **Hours: 3**
- EDF 7182 - Innovations in Healthcare Education **Hours: 3**
- EDF 7161 - Program and Curricular Design for Health Science Education **Hours: 3**
- EDF 7171 - Motivational Theory in Health Care Education **Hours: 3**
- EDF 7181 - Technology in Higher Education **Hours: 3**

Executive Leadership Specialization Track

- HSA 7200 - Foundations of Healthcare Administration **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
- HSA 7455 - Special Topics in Professional Practice **Hours: Varies**
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**
- IPE 7133 - Strategic Planning in Healthcare 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**
 - IPE 7365 - Information Management for Quality and Safety **Hours: 3**
 - IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
- or
- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**
 - IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education **Hours: 3**

Total Hours Required 36

**This program is not currently enrolling students.*



Nursing Practice, DNP

Mission

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

Program Learning Outcomes

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

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

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Academic Requirements

To remain in the DNP program, the student must

- Maintain a minimum 3.0 GPA, and
- Complete the required courses.



- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the Director of the School of Nursing of a change in their licensure status.

Program Overview

- DNP courses are offered through an enriched online experience to meet the needs of working students—allowing students to further their education while pursuing a nursing career.
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty in discussions, activities, and complete coursework before the end of the term.
- Complete practica in the student's own community (in most cases) by working with a USAHS faculty and a preceptor.
- USAHS offers three different nurse specializations with the DNP (BSN-entry) curriculum: Nurse Executive, Nurse Informaticist, and Family Nurse Practitioner. No specialization is required in the DNP (MSN-entry) program because it was completed in the student's MSN program.

Delivery of DNP Coursework

All coursework in the DNP program is offered in an online delivery format. Some courses have optional weekend immersion experiences on one of the campuses. The Family Nurse Practitioner (FNP) role specialty requires 3-day, on-campus intensives. Students will be responsible for travel, meals, and lodging for all immersions, intensives, and practica.

Time Limit

It is required that DNP (BSN-entry) students in the Nurse Executive or Nurse Informaticist role specialty complete all program requirements within 10 trimesters (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 DNP (BSN-entry) 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).



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It is required that DNP (MSN-entry) 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).

It is required that DNP (USAHS Alumni MSN-entry) students complete all program requirements within 4 trimesters (1 year, 4 months). An extension of up to 2 trimesters (8 months) may be requested (total of 6 trimesters or 2 years).

Practica

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

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

Note on Accreditation and Licensure

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

Most states require that DNP-FNP program graduates pass the Family Nurse Practitioner national certification exam in order to apply for licensure or another credential to practice as a nurse practitioner in a state. DNP-FNP graduates must hold a master's, postgraduate, or doctoral degree from a family nurse practitioner program accredited by the CCNE or the Accreditation Commission for Education in Nursing (ACEN) in order to be eligible for the Family Nurse Practitioner national certification exam, which is required in order to practice as a certified FNP-BC in most states. The Doctor of Nursing Practice program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Prospective students are advised that relocation to another state may impact their ability to complete field experiences and/or to obtain professional licensure, certification or another credential in another state. Prospective students are advised to carefully review, evaluate and



understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Tuition and Fees

See Financial Information.

For non-FNP program: Standard Occupational Classification codes for which program is intended to prepare graduates for: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

For FNP program: Standard Occupational Classification codes for which program is intended to prepare graduates for: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

DNP (BSN-Entry) Family Nurse Practitioner Role Specialty

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**



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Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**
- NUR 7610 - Advanced Physiology and Pathophysiology **Hours: 3**

Trimester 4

- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
or
- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**
- NUR 7560 - Advanced Pharmacology **Hours: 3**

Trimester 5

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
 - NUR 7580 - Advanced Health Assessment and Differential Diagnosis **Hours: 3**
- Required Intensive A

Trimester 6

- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
- NUR 7570 - Primary Healthcare of the Family I **Hours: 3**

Trimester 7

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**
- NUR 7571 - FNP Role Practicum I **Hours: 4**

Trimester 8

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement **Hours: 3**
 - NUR 7575 - Primary Healthcare of the Family II **Hours: 3**
- Required Intensive B

Trimester 9

- NUR 7572 - FNP Role Practicum II **Hours: 4**



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- NUR 7801 - DNP Practicum I **Hours: 3-7**

Only 3 credit hours required for this program.

Trimester 10

- NUR 7585 - Primary Healthcare of the Family III **Hours: 3**
- NUR 7802 - DNP Practicum II **Hours: 4-7**

Only 3 credit hours required for this program.

Trimester 11

- NUR 7573 - FNP Role Practicum III **Hours: 5**

Trimester 12

- NUR 7803 - DNP Practicum III **Hours: 4-8**

Only 4 credit hours required for this program.

Total Credit Hours 71

DNP (BSN-Entry) with Nurse Executive Role Specialty

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice Hours: 3
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**

Trimester 2

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



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- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
or
- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 4

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

Trimester 5

- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**
- NUR 7461 - DNP Indirect Care Role Practicum I **Hours: 4**

Trimester 6

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**
- NUR 7462 - DNP Indirect Care Role Practicum II **Hours: 4**

Trimester 7

- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement **Hours: 3**

Trimester 8

- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
or
- HSA 7260B - Operations and Quality Management in Healthcare **Hours: 3**



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- NUR 7801 - DNP Practicum I **Hours: 3-7**

Only 4 credit hours required for this program.

Trimester 9

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- NUR 7802 - DNP Practicum II **Hours: 4-7**

Only 4 credit hours required for this program.

Trimester 10

- NUR 7803 - DNP Practicum III **Hours: 4-8**

Only 6 credit hours required for this program.

Total Credit Hours 64

DNP (BSN-Entry) with Nurse Informaticist Role Specialty*

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
or



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- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 4

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

Trimester 5

- IPE 7365 - Information Management for Quality and Safety **Hours: 3**
- NUR 7461 - DNP Indirect Care Role Practicum I **Hours: 4**

Trimester 6

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**
- NUR 7462 - DNP Indirect Care Role Practicum II **Hours: 4**

Trimester 7

- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education **Hours: 3**
- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement **Hours: 3**

Trimester 8

- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
or
- HSA 7260B - Operations and Quality Management in Healthcare **Hours: 3**
- NUR 7801 - DNP Practicum I **Hours: 3-7**

Only 4 credit hours required for this program.

Trimester 9

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- NUR 7802 - DNP Practicum II **Hours: 4-7**

Only 4 credit hours required for this program.



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Trimester 10

- NUR 7803 - DNP Practicum III **Hours: 4-8**
Only 6 credit hours required for this program.

Total Credit Hours 64

**This role specialty is not currently enrolling new students.*

DNP (MSN-Entry)

Trimester 1

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
or
- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health **Hours: 3**
- NUR 7050 - Evidence-Based Practice for Nurse Leaders **Hours: 3**

Trimester 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 4

- IPE 7400 - Healthcare Informatics and Technology Management **Hours: 3**
or



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- IPE 7400B - Healthcare Informatics and Technology Management **Hours: 3**
- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement **Hours: 3**

Trimester 5

- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
or
- HSA 7260B - Operations and Quality Management in Healthcare **Hours: 3**
- NUR 7801 - DNP Practicum I **Hours: 3-7**

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

DNP (USAHS Alumni MSN NI*, NEd, or NEx role specialty entry)

Trimester 1

- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**

Trimester 2

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement **Hours: 3**
- NUR 7801 - DNP Practicum I **Hours: 3-7**

Trimester 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- NUR 7802 - DNP Practicum II **Hours: 4-7**



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Trimester 4

- NUR 7803 - DNP Practicum III **Hours: 4-8**

Total Credit Hours 30

DNP (USAHS Alumni MSN FNP role specialty entry)

Trimester 1

- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change **Hours: 3**

Trimester 2

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement **Hours: 3**
- NUR 7801 - DNP Practicum I **Hours: 3-7**

Trimester 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- NUR 7802 - DNP Practicum II **Hours: 4-7**

Trimester 4

- NUR 7803 - DNP Practicum III **Hours: 4-8**

Total Credit Hours 30

Education, EdD

Mission Statement

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



Program Learning Outcomes

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

- establish an advanced scholarly agenda;
- employ interprofessional education techniques to teaching and/or leadership practices;
- evaluate an education or leadership practice and create solutions;
- use effective communication skills in teaching or leading;
- formulate a teaching and/or leadership philosophy that reflects professionalism, integrity and ethical standards;
- use a leadership development plan to guide professional growth; and
- contribute to the analysis of scholarly works through the evaluation of evidence-based literature.

Admission Requirements

See Admissions, Records, and Registration for prerequisites and admission information.

Program Overview

The EdD program consists of 60 credit hours, and it is estimated that students will complete the program in 4 years and 4 months, based off the most recent 2-year graduate data (2017–2018 and 2018–2019); however, individual experiences will vary based on factors including, but not limited to: individual progression, part-time versus full-time enrollment, credits transferred, changing specializations, unsuccessful course completion, leaves of absence, or other personal circumstances. Thirty-eight credits of the total 60 are considered core coursework and are required. After which, each student is provided the opportunity to complete 22 elective credits with emphasis on an area of specialization such as Athletic Training, Nursing, or Leadership, or students can choose from a number of more advanced electives in Teaching and Learning. Of those 22 credits, students may complete 12 credits in a concentration area to achieve the specialization. The additional elective credits may come from any concentration area or elective track.

Delivery of Coursework

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



Active Status and Academic Requirements

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

Time Limit

Students must complete all EdD program requirements within 4 years and 4 months. An extension of up to 2 years and 4 months may be requested.

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Education Administrators, Postsecondary (11-9033); Education Administrators, All Other (11-9039); Instructional Coordinators (25-9031); Health Specialties Teachers, Postsecondary (25-1071); Nursing Instructors and Teachers, Postsecondary (25-1072)

Curriculum

Required Core Courses

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
or
- IPE 7000B - Interprofessional Education and Collaborative Practice **Hours: 3**
- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
or
- EDF 7050B - Teaching Methods in Higher Education **Hours: 3**
- EDF 7111 - Research Methods I **Hours: 3**
- EDF 7121 - Research Methods II **Hours: 3**



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- EDF 7171 - Motivational Theory in Healthcare Education **Hours: 3**
- EDF 7175 - Foundational Theories in Education **Hours: 3**

**Course may be applied to the Teaching and Learning Specialization.
or*

- EDF 7175B - Foundational Theories in Education **Hours: 3**
- EDF 7200 - Residency I **Hours: 2**
- EDF 7225 - Residency II **Hours: 2**
- EDF 7325 - Dissertation Research Preparation **Hours: 4**
- EDF 7871 - Dissertation I **Hours: 4**
- EDF 7872 - Dissertation II **Hours: 4**
- EDF 7873 - Dissertation III **Hours: 4**

Total Core Hours 38

Elective courses (Choose 22 credits)

General Elective Courses

- EDF 7013 - Practical Application of Online Teaching **Hours: 3**
- EDF 7181 - Technology in Higher Education **Hours: 3**
- EDF 7250 - Teaching Internship **Hours: Variable**
- EDF 7455 - Special Topics in Professional Practice **Hours: Varies**
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**
- IPE 7200 - Cultural Competence in Healthcare **Hours: 3**

or

- IPE 7200B - Cultural Competence in Healthcare **Hours: 3**

Athletic Training Specialization Courses

- ATP 7130 - Evidence Based Injury Prevention **Hours: 3**
- ATP 7050 - Cultural Competency **Hours: 3**
- ATP 7100 - Advanced Topics: Ethics in Healthcare **Hours: 3**
- ATP 7255 - Concussion in Sport **Hours: 3**
- ATP 7280 - Psychosocial Strategies for Patient Care **Hours: 3**

Teaching and Learning Specialization Courses

- EDF 7181 - Technology in Higher Education **Hours: 3**



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- EDF 7250 - Teaching Internship **Hours: Variable**
- EDF 7260 - Assessment and Evaluation in Health Professions Education **Hours: 3**
- EDF 7161 - Program and Curricular Design for Health Science Education **Hours: 3**

Executive Leadership Specialization Courses

- HSA 7200 - Foundations of Healthcare Administration **Hours: 3**
or
- HSA 7200B - Foundations of Healthcare Administration **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
- HSA 7260 - Operations and Quality Management in Healthcare **Hours: 3**
or
- HSA 7260B - Operations and Quality Management in Healthcare **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Healthcare **Hours: 3**
or
- IPE 7120B - Organizational Leadership and Policy in Healthcare **Hours: 3**
- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**

Nurse Educator Elective Courses

- EDF 7235 - Ethical Principles in Healthcare **Hours: 3**
- EDF 7260 - Assessment and Evaluation in Health Professions Education **Hours: 3**
- EDF 7323 - Contemporary Issues in Nursing Education **Hours: 3**

Total Hours Required 60

Health Science, DHSc

Mission

The DHSc degree is focused on teaching students to comprehend and adapt scientific knowledge and apply it in a manner that exemplifies clinical excellence. The DHSc degree shall prepare healthcare professionals to become leaders in the areas of clinical practice and academia through the development of advanced and concentrated practice skills. The degree will assist students in making meaningful contributions in their respective professions.



Program Learning Outcomes

Upon completion of the DHSc program, the graduate will demonstrate the ability to

- demonstrate scholarly writing skills;
- demonstrate pedagogically sound presentation skills;
- demonstrate advanced research skills directed toward the understanding of the current body of research and knowledge in a given field of health and clinical sciences;
- demonstrate the ability to think logically, critically, creatively, and independently;
- develop proficiency in assembling, synthesizing, and presenting knowledge through the use of technological and other information services;
- comprehend the critical elements in the role and scope of health sciences and clinical education;
- develop knowledge of fundamental concepts from which one can develop a rational and systematic approach to solving problems in health sciences and clinical education;
- demonstrate the ability to conceptualize individual activities with a sense of independence in discovering information, fostering new ideas, and solving health sciences and clinical education problems; and
- synthesize and apply knowledge in the form of a scholarly project.

Program Overview

Students must complete a total of 60 credits. There are 49 required credits of core courses included in the curriculum. Of these 49 credits, 15 credits are based on clinical coursework and credit can be obtained for certifications, residency, or fellowship programs. The additional 11 credits are completed through electives, independent studies, teaching internships, or a combination of all three.

Courses in the DHSc program are offered in several formats. Students will take part in designing a curriculum that can be online, in weekend seminar format, or a combination of both. There are two required doctoral residencies. Students are responsible for travel, lodging and meals.

Delivery of Coursework

Courses in the DHSc program are offered in a distance format (excluding seminar attendance). The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration.



Active Status and Academic Requirement

To remain active in the DHSc program, the student must

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

Time Limit

Students must complete all DHSc program requirements within 5 years. An extension of up to 2.5 years may be requested.

Tuition and Fees

See Financial Information.

Curriculum*

Required Courses

- IPE 7000 - Interprofessional Education and Collaborative Practice **Hours: 3**
- EDF 7111 - Research Methods I **Hours: 3**
- EDF 7121 - Research Methods II **Hours: 3**
- EDF 7125 - Organizational Leadership and Policy in Healthcare **Hours: 4**
- EDF 7150 Foundations of Teaching and Learning Hours: 4
- EDF 7200 - Residency I **Hours: 2**
- EDF 7225 - Residency II **Hours: 2**
- EDF 7300 Dissertation Research Studies Hours: 4

Total Hours 37



Clinical Courses

(Course examples are included below. Other courses available include the manual therapy series, craniomandibular series, gerontology, pediatrics, and other advanced clinical options.)

- BSC 7001 - Foundations of Clinical Orthopaedics **Hours: 3**
- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions **Hours: 2**
- BSC 7155 - Functional Performance in the Older Adult **Hours: 2**
- BSC 7301 - Ergonomics **Hours: 2**
- HSC 7210 - Extremity Evaluation and Manipulation (E1) **Hours: 2**
- HSC 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**
- PHT 7220 - Myofascial Manipulation (MF1) **Hours: 3**

Total Hours 15

Elective Courses

- EDF 7160 - Curriculum Development in Health Sciences Education **Hours: 3**
- EDF 7181 - Technology in Higher Education **Hours: 3**
- EDF 7250 - Teaching Internship **Hours: Variable**
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**

Total Hours 8

Total Hours Required 60

**This program is not currently enrolling students.*

Nursing Post-Graduate Certificates

Family Nurse Practitioner Certificate

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.



- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities.

Family Nurse Practitioner (FNP)

Family Nurse Practitioners play a critical role in improving the primary patient care experience. FNP graduates will partner with families across the lifespan to promote preventative care, diagnose conditions and treat acute and chronic illnesses.

Graduates who complete the FNP PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Family Nurse Practitioner-Board Certified (FNP-BC) by the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner (FNP-BC)
- Family Nurse Practitioner-Certified (FNP-C) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Admissions, Records, and Registration.

Role Specialty Learning Outcomes for Family Nurse Practitioner

- Perform comprehensive health assessments that incorporate diagnostic reasoning and the interpretation of diagnostic procedures.
- Engage patients and families in planning for health promotion, prevention of disease or disease progression, and symptom management.
- Apply critical thinking in the diagnosis and problem identification of complex issues related to clinical practice, individuals, populations, and systems of care.



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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 an FNP in a professional, respectful and ethical manner.

Note on Accreditation and Licensure

The Post-Graduate Nursing Certificate program with a specialization in Family Nurse Practitioner at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Currently, graduates must hold a master's, postgraduate, or doctoral degree from a family nurse practitioner program accredited by the CCNE or the Accreditation Commission for Education in Nursing (ACEN) in order to be eligible for the Family Nurse Practitioner national certification exam which is required in order to practice as a certified FNP-BC in most states.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

Trimester 1

- NUR 7560 - Advanced Pharmacology **Hours: 3**
- NUR 7610 - Advanced Physiology and Pathophysiology **Hours: 3**

Trimester 2

- NUR 7570 - Primary Healthcare of the Family I **Hours: 3**
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis **Hours: 3**

Trimester 3

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



Trimester 4

- NUR 7572 - FNP Role Practicum II **Hours: 4**
- NUR 7585 - Primary Healthcare of the Family III **Hours: 3**

Trimester 5

- NUR 7573 - FNP Role Practicum III **Hours: 5**

Total Credit Hours 31

Nurse Educator Certificate

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities.

Nurse Educators

Holders of the PG Nurse Educator Certificate will teach nursing students, practicing nurses and other healthcare providers and clients in both academic and real-world settings. They may serve as a curriculum designer, instructional designer, teacher, or learning evaluator.

Graduates who complete the Nurse Educator PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Nursing Certified Nurse Educator (CNE) by the National League for Nursing (NLN)
- Nursing Professional Development (RN-BC) by the American Nurses Credentialing Center (ANCC)



Admissions Requirements

See Admissions, Records, and Registration.

Role Specialty Learning Outcomes for Nurse Educator

- Develop curricula based on institutional mission, professional standards, educational theory and research, societal needs, and ongoing program evaluation.
- Design learning environments that provide challenges and opportunities for growth for the learner while ensuring safety, support, and resources for learning.
- Facilitate learning using a variety of teaching strategies based on theory, best evidence, teacher expertise, and appropriateness to the learner.
- Utilize formative assessment methods to provide valuable feedback to support learner development and growth.
- Design summative evaluations that are fair and objective to determine the achievement of learning outcomes.
- Implement the role of an academic educator, a professional development specialist, or a patient educator in a professional, respectful, and ethical manner.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

Trimester 1

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

Trimester 2

- EDF 7161 - Program and Curricular Design for Health Science Education **Hours: 3**
- NUR 7XXX - PG Certificate Indirect Care Role Practicum I **Hours: 3**

Trimester 3

- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
- NUR 7XXX - PG Certificate Indirect Care Role Practicum II **Hours: 2**



Total Credit Hours 17

Nurse Executive Certificate

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities.

Nurse Executive (NEx)

The Nurse Executive role specialization will help prepare the graduate for a role as a manager, director, supervisor, or chief nursing officer. Nurse Executives will be responsible for human resource management, as well as healthcare finance and economic operations.

Graduates who complete the Nurse Executive role specialization are eligible to apply and take the examination for the following national certifications:

- Nurse Executive-Advanced (NEA-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Admissions, Records, and Registration for prerequisites and application information.



Role Specialty Learning Outcomes for Nurse Executive

- Develop healthy workplace communities through effective communication, collaborative relationships, trust, conflict resolution, consensus building, and creation of a shared vision.
- Utilize systems thinking and knowledge of delivery models and healthcare economics, policy, and governance to facilitate organizational compliance, performance, and growth.
- Demonstrate leadership through modeling and emphasis on data-driven decision-making, evidence-based practice, quality improvement, and patient safety.
- Lead planned change necessary for the achievement of institutional and department goals.
- Design strategies for the continuing development of staff for personal growth as well as improvement of patient and organizational outcomes.
- Implement the role of a nurse leader, nurse manager, or nurse executive in a professional, respectful, and ethical manner.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Curriculum

Trimester 1

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

Trimester 2

- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**
- NUR 7XXX - PG Certificate Indirect Care Role Practicum I **Hours: 3**

Trimester 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader **Hours: 3**
- NUR 7XXX - PG Certificate Indirect Care Role Practicum II **Hours: 2**

Total Credit Hours 17



Nurse Informaticist Certificate

The interdisciplinary field of nursing informatics is growing. As a nurse informaticist, graduates will oversee healthcare technology systems, communication workflows, and the use of patient data for healthcare quality and safety. Graduates may serve as an information manager, system designer, planner, evaluator, or project manager. The Nurse Informaticist role is critical in 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

See Admissions, Records, and Registration.

Role Specialty Learning Outcomes for Nurse Informaticist

- Assess the need for information technology and knowledge management through analysis of data, workflow, 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 timeline for the implementation of information technology and knowledge management.
- Implement the project plan through the 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.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)



Curriculum*

Trimester 1

- IPE 7155 - Clinical Data Analytics and Decision Support **Hours: 3**
- 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 - PG Certificate Indirect Care Role Practicum I **Hours: 3**

Trimester 3

- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education **Hours: 3**
- NUR 7XXX - PG Certificate Indirect Care Role Practicum II **Hours: 2**

Total Credit Hours 17

**This certificate program is not currently accepting new students.*

Continuing Professional Education

Continuing Professional Education Office

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

Telephone: 800-241-1027, ext. 1400

Lori Hankins, Director of Continuing Education

ext. 1203 lhankins@usa.edu

Ouida Howell, Assistant Director of Continuing Education

ext. 1266 ohowell@usa.edu

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



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continuing professional education seminars is open to all appropriately licensed healthcare professionals.

While every effort is made to allow therapists to attend any seminar of their choosing, certain advanced seminars require prerequisite seminars. 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.

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

To register for Continuing Education seminars, please go to the Continuing Education link located at cpe.usa.edu. If further assistance is needed, please call 1-800-241-1027 x1400.

Registration-Deposit: A \$100 non-refundable deposit is required when registering for a seminar. A 50% non-refundable, non-transferable deposit is required when registering for a certification.

Registration-Balance & Refund Policy: Tuition is due 30 days prior to the first day of the seminar. With 2 weeks' notice of seminar cancellation, tuition may be transferred to another seminar, placed into a funds on hold account, or the balance, (less the \$100 deposit) may be refunded.

Cancellations occurring up to 3 working days prior to the start of the seminar, only 50% of the balance will be refunded. Within 3 working days' notice, 100% of balance may be transferred to another seminar or placed into a funds on hold account. No refunds will be issued. Transfer of funds limited to 2 seminars. After the seminar begins, no refunds may be issued.



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Seminar dates, locations, and tuition are subject to change. Notice is sent when class is confirmed. Please verify the seminar has been confirmed before booking non-refundable reservations by calling the Continuing Professional Education Department 1-800-241-1027 x1400.

In the event of employer-paid registrations, the employer has the right to cancel the registration under the above policy. The therapist will be contacted and may be given the option to remain registered for the seminar and become the responsible party for the tuition.

Tuition Refund Policy for Iowa Residents

For Iowa resident online students, continuing education seminar tuition refund fees will be determined in accordance with the policy above.

In the event of employer-paid registrations, the employer has the right to cancel the registration. The therapist will be contacted and may be given the option to remain registered for the seminar and become the responsible party for the fee.

Retention of Student Records

The University retains CPE student records indefinitely.

Continuing Education Units (CEUs)

Enrolling and attending our continuing education seminars qualifies the therapist for a certificate of attendance which confers continuing education units. These CEUs are accepted by most state licensing bodies toward maintaining the professional license.

Seminar Approvals/Accreditation

USAHS is 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

If the seminar for which you apply is full, you have the option of being placed on a waiting list, transferring to another seminar, or receiving a refund. Graduate students enrolled in any of the University's transitional or post-professional programs have priority on the waiting list. Early registration is recommended.

Cancellation by the University

The University does not wish to cancel the advertised seminars. However, it is sometimes necessary. Registrants are notified a minimum of 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, the entire spine from the occiput to sacrum must be exposed except for a narrow bra or bikini top. One-piece bathing suits that do not easily expose the iliac crest and sacrum are unacceptable as they may interfere with the learning process of other registrants.

Physical Health

Instructors maintain the right to discontinue instruction to any student who is in unsatisfactory health due to illness.

Students who are pregnant must inform the instructor. At the student's discretion, and with permission of the instructor, she may be a full participant with the exception of manipulation techniques that involve stretching the soft tissues around the pelvis and subcranial regions.



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 the commencement of the program.

Certifications

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
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/Handbook.

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
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



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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)



Course Descriptions

Prefix Key

ATP - Athletic training	IPE - Interprofessional education
BSC - Basic sciences	MHS - Master health sciences
COM - Communication	NUR - Nursing
EDF - Education	OCT - Occupational therapy
HSA - Health services administration	PHT - Physical therapy
HSC - Health sciences	SLP - Speech-language pathology
IDS - Independent study	

Number Key

5000 & 6000	MOT, DPT, OTD, SLP
6000 & 7000	tDPT, MHA, MSN, MHS, PP OTD, EDD, DHSC
9000	Continuing Professional Education, Residency, Fellowship

Athletic Training

ATP 6000 - Leadership in Athletic Training

Hours: 3

This course focuses on characteristics of successful leadership and principles associated with developing leadership skills. Opportunities of leadership within the profession, work setting, and community are discussed.



ATP 6025 - Business of Athletic Training

Hours: 3

Managing various aspects of the profession of athletic training requires an understanding of business principles. This course describes the principles and practices of financial management, budgeting, marketing, consulting, and many other business-related skills.

ATP 6175 - Emergency Athletic Training

Hours: 3

This emergency procedures course will highlight current best practices in the field of athletic training. This course will include a week-long, on-site residency that will deliver a hands-on approach to emphasizing the proper skill set required for handling emergency situations. Circumstances addressed will include head trauma, spinal cord injury, establishing and maintaining airways, managing environmental illness, patient death, and many others.

ATP 6215 - Sport and Disability

Hours: 3

The focus of this course addresses the involvement of athletes with disabilities in sport. Challenges associated with participation, Paralympic governing bodies, and rules governing sanctioned sports are emphasized.

ATP 6330 - International Athletic Training

Hours: 3

The purpose of this course is to reflect upon the history of athletic training outside of the United States and to recognize similarities, differences, and opportunities of practicing athletic training in another country. International organizations and Olympic sports medicine will be discussed.

ATP 6450 - Comprehensive Project

Hours: 3

A comprehensive project is required and reflects a culmination of the knowledge acquired throughout the curriculum resulting in a meaningful body of work. The final product is submitted for publication in a peer-reviewed scientific journal, for presentation



at a professional conference, or for practical purposes of implementation in one's employment setting.

ATP 7050 - Cultural Competency

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to healthcare. 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 Healthcare

Hours: 3

A practical approach toward contemporary ethical and legal issues surrounding allied healthcare professions. Ethical content includes exploring the challenges associated with patient privacy and confidentiality, patient discharge readiness (e.g., return to play), and professional behaviors that relate to unethical decisions. Principles of ethics will be defined and realistic solutions will be discussed. Understanding the areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for ethical or legal circumstances will be discussed.

ATP 7130 - Evidence Based Injury Prevention

Hours: 3

This course highlights the importance of injury prevention from a scientific perspective. Research supporting the evidence of an intervention, effective implementation, cost analysis, and outcomes effectiveness will be discussed. Basic and advanced principles of assessing research are presented.

ATP 7255 - Concussion in Sport

Hours: 3

A contemporary approach to understanding the prevention, assessment, and rehabilitation of sport concussions. This course examines position statements, various methods of neurocognitive testing, legal cases regarding sport concussions, and individual state laws.



ATP 7280 - Psychosocial Strategies for Patient Care

Hours: 3

The innovative course explores the historical evidence surrounding holistic patient care across the allied healthcare professions. Psychosocial characteristics of effective clinicians are identified and patient education tools for use across clinical settings are presented. Critical examination of contemporary literature serves as the foundation for implementation.

Basic Sciences

BSC 7001 - Foundations of Clinical Orthopaedics

Hours: 3

This is an online course discussing the foundations of orthopaedics and manipulative therapy. The history and development of orthopaedics and specifically manual therapy are explored. Arthrology and biomechanics are discussed, with special attention to tissue biomechanics and arthrokinematics. Emphasis is placed on spinal anatomy and movement. The University's philosophy of examination, treatment, and pain management is introduced, but attention is also given to other diagnostic classification systems. Classifications and indications for manipulation are reviewed. The course provides an introduction to the evidence-informed clinical practice paradigm teaching the student to combine various sources of knowledge in the diagnosis, prognosis, and management of orthopaedic dysfunctions. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

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

Hours: 2

In this course the student will examine current research and theories in motor control and motor learning and their relationship to examination and intervention in patients with neurologic dysfunction. Students will examine neuroanatomical structures, functions, and neuroplasticity of the nervous system as they relate to motor control tasks. Specific motor control issues in balance, gait, and upper extremity will be examined and discussed. Students will identify and explain the influence of impairments on motor dysfunction and a patient's motor control.



BSC 7125 - The Pediatric Client with Neuromotor Involvement

Hours: 3

This online, interdisciplinary course is designed to advance the student's content knowledge, clinical reasoning, and application of best practice when serving children with neuromotor dysfunction. Students will examine medical advancements and contributing factors of the pediatric neurological sequelae. Students will further analyze typical and atypical development. Through a neuromotor lens, students will explore clinical manifestations of children with neuromotor dysfunction. Students will also explore theoretical foundations, which will ground further synthesis and application of assessment and intervention.

BSC 7155 - Functional Performance in the Older Adult

Hours: 2

This focus of this course is on the analysis of the impact that multidimensional issues related to aging have on functional performance. Issues include normal aging changes in physical, psychosocial and cognitive domains and the common pathologies older adults experience in these areas. Students will examine the evidence supporting various interventions for older adults. Discussions will enhance the role therapists can successfully have in promoting optimal aging for clients and caregivers

BSC 7200 - Autism: Evidence, Etiology and Impact

Hours: 3

This course will define the scope of Autism Spectrum Disorder (ASD), its historical evolution, incidence and proposed etiology. Common diagnostic tests and treatment approaches will be discussed. Occupational performance area deficits will be identified and contributory performance skills, patterns, and client factors will be reviewed. Useful evaluation tools and methods of ongoing assessment will be introduced, and a brief overview of evidence-based interventions will be addressed.

BSC 7301 - Ergonomics

Hours: 2

This online course examines a variety of aspects of work-related ergonomics. Participants will review the history of ergonomics, ergonomic statistics, client-centered framework of practice, the Americans with Disabilities Act, universal design, posture, standing, sitting, computer work-station evaluation, occupational risks, cumulative



trauma disorders/repetitive strain injuries/tendonitis, and low-back pain. Worker assessment and work hardening are reviewed before carrying out a worksite assessment. Injury prevention, ergonomic equipment, ergonomic resources, and documentation are also discussed.

Communications

COM 7130 - Healthcare Communication and Collaboration

Hours: 3

In this online course, students will develop the understanding and competency to deal with common communication issues in the healthcare professions, including cultural differences, interdisciplinary collaboration, professional and clinical documentation, case presentations, social media presence, and successful project management. This course will focus on effective writing, speaking, and conflict management skills. These abilities determine professional credibility and impact patient outcomes.

Education

EDF 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 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. 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 educational environments and methods to be an effective academic educator. This course focuses on educational theoretical underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners. This course discusses the fundamentals of teaching and is highly recommended for the new instructor, or instructors wishing to review theories and concepts related to teaching, learning, and assessment.

EDF 7050B - Teaching Methods in Higher Education

Hours: 3

This online course engages learners to examine the basic concepts associated with teaching and learning within higher educational environments and methods to be an effective academic educator. This course focuses on educational theoretical underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners. This course discusses the fundamentals of teaching and is highly recommended for the new instructor, or instructors wishing to review theories and concepts related to teaching, learning, and assessment.

This is an Accelerated Learning Course.

EDF 7111 - Research Methods I

Hours: 3

An examination and critical evaluation of research processes, including the principles of applied and practical statistical analysis, descriptive statistical approaches, evaluation of research theory, and the various quantitative and qualitative research designs utilized in the health science fields, with a special focus on educational research. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies



EDF 7121 - Research Methods II

Hours: 3

An examination of research applications and methods using inferential and predictive statistical analysis commonly used, as well as qualitative and quasi-experimental approaches. Focus is on developing the authentic skills necessary for research practice in the health sciences and educational settings, including the skills necessary to publish and present research in peer-reviewed forums. Prerequisite: EDF 7111 Research Methods I

EDF 7125 - Organizational Leadership and Policy in Healthcare

Hours: 4

Effective organizational leadership in healthcare 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 healthcare 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 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 occur in collaboration with external constituencies and within the context of current and future trends in healthcare, community and societal needs, and the healthcare environment.



EDF 7161 - Program and Curricular Design for Health Science Education

Hours: 3

The focus of this course is a systematic approach to program planning design. This course examines program planning models such as Interactive Model of Program Design. Learners will investigate and learn about constructing program outcomes, learning objectives, transfer of learning, program structure, program evaluation, budgeting, and marketing. Prerequisite: IPE 7000

EDF 7171 - Motivational Theory in Healthcare Education

Hours: 3

An investigation and discussion of current and historically significant theories of motivation in educational research and how they can be utilized in various settings including the classroom, at work, and with patients/clients. Prerequisite: EDF 7175

EDF 7175 - Foundational Theories in Education

Hours: 3

This online course examines the theories of teaching and learning related to research and health science education. Selected learning theories are analyzed from the perspective of teaching and learning. Students will be introduced to the various historical learning theories and research-based educational theories from the perspective of a modern-day learner. Strategies and ideas for the use of educational theories in learning will be explored with emphasis on application in today's learning environments.

EDF 7175B - Foundational Theories in Education

Hours: 3

This online course examines the theories of teaching and learning related to research and health science education. Selected learning theories are analyzed from the perspective of teaching and learning. Students will be introduced to the various historical learning theories and research-based educational theories from the perspective of a modern-day learner. Strategies and ideas for the use of educational theories in learning will be explored with emphasis on application in today's learning environments.

This is an Accelerated Learning Course.



EDF 7181 - Technology in Higher Education

Hours: 3

It is important for educators to evaluate the dynamic and strategic application of technology in education to enhance teaching and learning practices and influence higher education institutions. This course will provide the student with an understanding of learning models, the influence of technology on the learning process, and the body of literature that informs the utilization of technology in higher education. The primary focus will be the application of teaching and learning strategies that integrate technology as a method or tool to enrich the educational process. Using technology tools for solving a variety of problems, teaching presentation, evaluating student performance, and implementing distance learning systems will also be explored. This course will help students develop the skills necessary to be a change agent to enhance the use of educational technology in higher education institutions. Prerequisite: IPE 7000 Introduction to Interprofessional Studies

EDF 7182 - Innovations in Healthcare Education

Hours: 3

This course challenges learners as they explore innovative evidence-based teaching methods and strategies in the development of healthcare curricula for a diverse population of students. Consideration for a variety of adult learning theories, student learning styles, interprofessional foci, and how and why students learn best is incorporated into designing healthcare curricula. A variety of teaching and instructional design strategies that promote active student-centered learning and their appropriate use are examined.

EDF 7200 - Residency I

Hours: 2

This course will serve as an introduction to a variety of topics and will occur over the course of 1 weekend on the St. Augustine, Florida, campus. There will be didactic classroom sessions with invited guest speakers, as well as debates, presentations, and question and answer sessions. Students also will have the opportunity to meet with faculty and to interact with other students in a face-to-face manner. There will be written and interactive online assignments to align with the topics presented on campus. It is expected these activities would be completed in 2–3 days.



EDF 7225 - Residency II

Hours: 2

This course will serve as an advanced presentation of topics that will build upon Residency I. There will be didactic classroom sessions with invited guest speakers. Students will spend time focused on developing a dissertation topic, working with advisors, and completing their final preparations for beginning their dissertation work. There will be interactive and online assignments to align with their topics. Students will be asked to make a teaching presentation and will be evaluated by peers and faculty during this time. The focus of this residency will be moving the student from coursework to the more independent work required in the latter portion of the curriculum.

Prerequisite: EDF 7200

EDF 7235 - Ethical Principles in Healthcare

Hours: 3

This course provides a comprehensive perspective on ethical issues in nursing and healthcare education and clinical practice. It takes a practical approach toward contemporary ethical issues surrounding healthcare professions and emphasizes an interprofessional appreciation of ethical decision-making. Ethical principles, theory and decision-making models will provide the foundation for ethical case analysis and other critical thinking activities. Principles and constructs such as morality, goals of professional practice, professional and organizational values, and socio-cultural contexts of a healthcare 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: Varies

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 and EDF 7050

EDF 7320 - Leadership Development for Advancing the Future of Nursing Education

Hours: 3

This course will provide a unique opportunity for participants to explore or create leadership opportunities within nursing education programs. Learners will consider a variety of leadership theories and practices to formulate a leadership philosophy, identify personal strengths and areas for improvement, and develop a plan for professional growth and career advancement. Skills acquired in the course will equip aspiring leaders with the knowledge, skills, and attitudes necessary to promote the profession of nursing, advance the future of nursing education, and empower prospective graduates of nursing programs. Prerequisites: IPE 7000, EDF 7050

EDF 7323 - Contemporary Issues in Nursing Education

Hours: 3

This course provides an overview of the history, trends and current landscapes in nursing education. It focuses on the identification and analysis of issues, innovations, global trends, and policies of importance and influence in contemporary nursing education. Topics will include the different types and characteristics of public, private, and for-profit colleges and universities with their variety of entries into nursing practice. Topics include key stakeholders; changing student demographics; student retention; faculty and leadership development; accountability and accreditation; life-long learning; and technology and distance learning.



EDF 7325 - Dissertation Research Preparation

Hours: 4

Focus is on the successful passage of the written comprehensive examination, certification in research ethics and human subjects' protection, formation of the dissertation committee, and approval of the dissertation topic to move forward in the dissertation process. Prerequisite: Completion of 44 credits of coursework (all courses except this course and dissertation). In some cases, the Program Director may waive this prerequisite.

EDF 7455 - Special Topics in Professional Practice

Hours: 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

EDF 7871 - Dissertation I

Hours: 4

As part of the Doctor of Education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product.

EDF 7872 - Dissertation II

Hours: 4

As part of the Doctor of Education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study



or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product. Prerequisite: EDF 7871

EDF 7873 - Dissertation III

Hours: 4

As part of the Doctor of Education program, students will have three terms in which the milestones for Dissertation I, II, and III will need to be completed. Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with weekly communication and in close collaboration with their dissertation chair and committee members. Requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product. Prerequisite: EDF 7871; EDF 7872

Health Services Administration

HSA 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

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 Healthcare Administration

Hours: 3

Students investigate and analyze the changing landscape of the healthcare environment and the factors affecting the practice of healthcare administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for healthcare administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful healthcare administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager, administrator, and leader.

HSA 7200B - Foundations of Healthcare Administration

Hours: 3

Students investigate and analyze the changing landscape of the healthcare environment and the factors affecting the practice of healthcare administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for healthcare administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful healthcare administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager, administrator, and leader.

This is an Accelerated Learning Course.



HSA 7233 - Revenue Cycle and Reimbursement Management

Hours: 1

Course Description In this course, students break down the complexities of revenue cycle and reimbursement management for healthcare services. The course provides details on the impact of patient access accuracy, billing and collections of various payers and patients, managed care, and steps healthcare administrators can take to navigate these challenges to maximize reimbursement. The Certified Revenue Cycle Representative (CRCR) study materials and examination offered through the Healthcare Financial Management Association (HFMA) is used as one of the learning tools. Current topics is used to ensure the timeliness of the healthcare reform efforts in the United States.

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

Hours: 3

This course provides basic accounting, finance, and economics for the healthcare leader. Students will be able to educate patient care team members on financial implications of patient care decisions, use financial statements for decision making, use basic accounting, finance, and economics concepts needed for efficient management of the healthcare organization, develop policies and procedures for coding and reimbursement, and negotiate contracts for effectiveness and compliance.

HSA 7250 - Human Resources Management and Organizational Development in Healthcare

Hours: 3

Using a systematic approach, students address the role of human resources in healthcare organizations. Students gain an understanding of key roles in planning for workforce needs and aligning with the strategic goals of the organization. Students examine organizational behavior and dynamics, as well as leadership principles to help navigate change. Students analyze theory and practice of managing individuals and groups through motivation, communication, teamwork, collaboration, leadership, organizational change, negotiation, and conflict management and resolution. Prerequisite: HSA 7200 Foundations of Healthcare Administration or Program Director approval



HSA 7260 - Operations and Quality Management in Healthcare

Hours: 3

There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course familiarizes the student to a framework of various concepts and tools necessary for understanding the operationalization of health service delivery processes and their effect on performance outcomes. The development of leadership performance competencies that support interprofessional collaboration in organizational healthcare delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate. Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.

HSA 7260B - Operations and Quality Management in Healthcare

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 healthcare delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate. Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.

This is an Accelerated Learning Course.

HSA 7375 - Healthcare 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 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 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise.

HSA 7497 - Integrated Field Project

Hours: 3

This is an integration of the knowledge and skills appropriate to a student's specialty area or area of interest. By applying theory and practice, students have the opportunity to explore various approaches relating to the delivery and administration of healthcare services. Under the advisement of a faculty member, the student has two options in completing the project. One option is to identify unique and significant problems in the administration of health services and develop one publishable case report. The second option is to develop one publishable article related to critical issues in the delivery of healthcare today. Prerequisite: This course is taken at the end of the MHA program.

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

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 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: OCT 5135C (MOT/OTD) or PHT 5121C (DPT)

HSC 5351 - Pharmacology

Hours: 2

This course provides Occupational and Physical Therapy students with the general concepts of pharmacology as applicable to clinical practice. It describes classes of drugs commonly used by patients treated by therapists. These descriptions include (a) clinical uses, (b) therapeutic effects and mechanisms, and (c) side effects and contraindications. The effects of exercise, aging, and other factors on pharmacodynamics are also included when relevant to clinical practice.



HSC 5610 - Administration and Management in OT and PT

Hours: 2

The emphasis of this course is the application of administrative principles to the professions of occupational therapy (OT) and physical therapy (PT). The primary topics of the course are organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, and marketing. Students also explore guidelines for specific practice settings (e.g., skilled nursing facilities, home health, and outpatient). The course emphasizes case scenarios and requires higher-level learning.

HSC 5665 - Wellness and Health Promotion

Hours: 3

This course focuses on ways to promote health and prevent injury through behavioral change and identification of barriers to change. Health promotion planning will include individual, group, and population-based interventions. Students will examine risk behaviors that can compromise health throughout the lifespan. Applications to real-life clinic/home/community situations will allow integration of the material. The course includes participation in selected complementary and alternative health interventions. Prerequisite: OCT 5225C

HSC 5670 - Administration and Management in Rehabilitation Services

Hours: 3

The application of managerial and administrative principles to rehabilitation services within a changing healthcare environment and the impact upon the delivery of services in a variety of practice settings. Primary topics addressed include organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, collaboration and team functions, and marketing. Prerequisite: For PT Students: PHT 5570 Internship I

HSC 6011 - Cultural Competence

Hours: 1

This entry-level term-based course will explore concepts and practices of cultural competency in the current healthcare environment. Students will self-assess their cultural competence as a healthcare 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 healthcare environment. Students will self-assess their cultural competence as healthcare providers and examine ways to implement strategies learned into their future practice.

HSC 6036 - Metabolic Disorders

Hours: 1

This course will investigate the pathology, etiology, signs, symptoms and treatment of common metabolic disorders. The primary focus will be to consider the clinical implications of metabolic disorders from a rehabilitation perspective. This includes addressing potential complications, modifying interventions based on precautions, promoting health, and determining the need for referrals.

HSC 7200 - Information Literacy for Evidence-Based Practice

Hours: 1

Information literacy is an important skill for evidence-based practice. It incorporates such skills as recognizing when information is needed, searching for information (including developing a research question and creating a search strategy), incorporating new information into an already established knowledge base, and using information ethically and legally. Multiple studies show that one of the most prominent barriers to evidence-based practice among clinicians is limited search skills combined with difficulty accessing evidence. This course can help students develop the information literacy skills they need to incorporate evidence into their practices. The course will also teach students how to use the University of St. Augustine library's online resources specifically and help clinicians identify what information resources are available to them beyond the University of St. Augustine.

HSC 7210 - Extremity Evaluation and Manipulation (E1)

Hours: 2

Based on the E1 Extremity Evaluation and Manipulation Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral joint examination and treatment. Clinical decision-making strategies or peripheral joint examination and treatment are strengthened through the



use of selected readings required for this course. Prerequisite: Completion of the CPE seminar "Extremity Evaluation and Manipulation (E1)," offered by the University

HSC 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.

HSC 7325 - School-Based Practice

Hours: 3

This online course advances the experienced practitioner's clinical and professional knowledge to promote leadership in school-based practice. Through examination of the current evidence available, students will reflect on their current practice to identify strengths and needs related to historical and current legislation and guidelines, evaluation, intervention, individual educational programs (IEPs), outcomes, collaboration, and opportunities for advancing the role of related service providers within school systems.



HSC 7360 - Spinal Instability

Hours: 2

This 2-credit hour online course presents concepts of whole-spine stabilization. Topics covered include clinical findings indicating the presence of instability, stabilization instructions for patient education, and utilization of stabilization through the process of rehabilitation. Special attention is given to clinical decision making regarding the selection of manipulation and exercises for patients with instability.

HSC 7400 - Differential Diagnosis

Hours: 3

This course is designed to provide physical therapists with the background necessary to screen patients for the presence of disease. This information, combined with the therapist's knowledge and skills for management of neuromusculoskeletal dysfunction, will provide you with a comprehensive examination scheme. The information provided in the course should facilitate professional communication between the physical therapist and other healthcare 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 7416 - Foundations of Imaging

Hours: 3

This course covers imaging commonly used for evaluation and treatment of various pathologies, such as conventional radiographs (x-ray), ultrasound (US) images, computerized tomography (CT), and magnetic resonance imaging (MRI). It covers the



clinical application of imaging tests for commonly occurring skeletal and soft tissue trauma of the spine, pelvis and extremities and provides foundational knowledge of cardiopulmonary imaging and neuroimaging. Special emphasis is placed on the interprofessional terminology essential for communicating with other healthcare professionals when discussing imaging, indications, and contraindications, as well as how this assessment contributes to patient care.

*Replaced HSC 7415 Spring 2019

HSC 7440 - Fundamentals of the Healthcare 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 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 startup within the healthcare industry. The advantage of entrepreneurial thinking and problem solving is reviewed. The course investigates substantive strategic marketing concepts and the process utilized to analyze, develop, implement, and evaluate the business/practice environment. Emphasis will be placed on objective planning and evaluating metrics for success. The intricacies of legal considerations, finance and accounting strategies, and human resource management are not the focus of this course. Learners will have the opportunity to develop key components of a business plan for a startup.

HSC 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000 Introduction to Interprofessional Scholarly Studies



HSC 7460 - Accounting and Financing for the Practice

Hours: 3

This course provides accounting methods and traditional financial management concepts for healthcare managers using the basic tools of healthcare 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 healthcare organizations). Topics include civil and criminal law, ethics, contract law, antitrust, malpractice, human resources/personnel laws, managed care laws, professional and corporate liability, information management/medical records, patient safety and mandatory reporting issues, patients' rights and responsibilities, among others.

MHS 7313 - Fundamentals of Healthcare Law

Hours: 3

This course introduces students to the myriad of ethical and legal implications of healthcare administration, particularly regarding the legal rights of patients as they interact within an increasingly complex healthcare system. The course specifically focuses on patients' rights, healthcare access, ethical best practices, and affordability. In addition, students will discover the multifaceted implications impacting healthcare professionals in providing ethically-sound and quality-driven healthcare services in an ever-changing legal and regulatory environment. Prerequisite: IPE 7000

MHS 7315 - Contemporary Trends in Wellness

Hours: 3

This course introduces students to contemporary trends in wellness that impact the goal of living a healthful lifestyle and achieving personal well-being. Students will explore a wide variety of available resources at individual, community, and global levels that enable individuals adopt wellness techniques correlated with long-term health.



Innovative course design affords collaborations with industry partners and the opportunity to impact the greater wellness community. Prerequisite: IPE 7000

MHS 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000

MHS 7700 - Comprehensive Project

Hours: 3

This course is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory to practice, students have the opportunity to explore an approach to the delivery of healthcare 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 healthcare 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: Varies

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 - Interprofessional Education and Collaborative Practice

Hours: 3

This course provides students with a foundation for interprofessional education and collaboration. Emphasis is on learning roles and responsibilities of healthcare peers, effective interprofessional communication, teams and teaming, as well as ethical practice and patient (or client?)-centered care. All coursework prepares the student to engage on highly functioning healthcare teams, while striving to improve healthcare delivery through increasing patient and practitioner satisfaction, reducing costs, and achieving better outcomes. The course will expose the student to industry-relevant tools and techniques that meet the demands of the contemporary healthcare workplace.

IPE 7000B - Interprofessional Education and Collaborative Practice

Hours: 3

This course provides students with a foundation for interprofessional education and collaboration. Emphasis is on learning roles and responsibilities of healthcare peers, effective interprofessional communication, teams and teaming, as well as ethical practice and patient (or client?)-centered care. All coursework prepares the student to engage on highly functioning healthcare teams, while striving to improve healthcare delivery through increasing patient and practitioner satisfaction, reducing costs, and achieving better outcomes. The course will expose the student to industry-relevant tools and techniques that meet the demands of the contemporary healthcare workplace.

This is an Accelerated Learning Course.

IPE 7025 - Psychosocial Strategies for Healthcare

Hours: 3

This innovative course explores the evidence surrounding holistic patient care across healthcare and wellness professions. Psychosocial characteristics of effective practitioners are identified and patient education tools for use across healthcare and wellness settings are presented. Critical examination of contemporary literature serves as the foundation for implementation of client care plans.



IPE 7025B - Psychosocial Strategies for Healthcare

Hours: 3

This innovative course explores the evidence surrounding holistic patient care across healthcare and wellness professions. Psychosocial characteristics of effective practitioners are identified and patient education tools for use across healthcare and wellness settings are presented. Critical examination of contemporary literature serves as the foundation for implementation of client care plans.

This is an Accelerated Learning Course.

IPE 7050 - Evidence-Based Practice for Healthcare Professionals

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the healthcare professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence. The course also includes an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

IPE 7050B - Evidence-Based Practice for Healthcare Professionals

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the healthcare professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence. The course also includes an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and clinical practice guidelines



is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

IPE 7100 - Ethics in Healthcare

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 healthcare 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 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.

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.

This is an Accelerated Learning Course.

IPE 7133 - Strategic Planning in Healthcare Administration

Hours: 3

Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan while working with an interprofessional team. Students will examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students also explore key concepts in strategic planning, including team building, identifying the relationship of the plan to the organization's mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan's progress. Students will apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization as the member of a multidisciplinary team. Prerequisite: IPE 7000

IPE 7155 - Clinical Data Analytics and Decision Support

Hours: 3

Course Description: This interprofessional course is focused on the synthesis of data and information into knowledge, wisdom, and clinical decision-making to support all members of the healthcare team and the consumer. Areas of emphasis include healthcare data standards and taxonomies, data analytics, and data security.

IPE 7200 - Cultural Competence in Healthcare

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to healthcare and wellness. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention using an interprofessional model.



IPE 7200B - Cultural Competence in Healthcare

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to healthcare and wellness. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention using an interprofessional model.

This is an Accelerated Learning Course.

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

Hours: 3

Learning how to plan, develop and manage projects and programs are essential skills for healthcare professionals. This course focuses on the processes of analyzing organizations and systems, completing a gap analysis through use of selected quality improvement tools, and identifying specific steps in the project sequence. Experiential opportunities are integrated into the project life cycle phases in validating the need for developing an improvement change project. Leadership and interprofessional team collaboration are incorporated into project and program development and management.

IPE 7250 - Healthcare System Life Cycle Analysis and Design

Hours: 3

This healthcare informatics course is focused on the phases of system implementation life cycle. Areas of emphasis include project management, strategic planning, system analysis, workflow redesign, system implementation, evaluation and service management. Prerequisites: IPE 7000 Introduction to Interprofessional Scholarly Studies; IPE 7400 Healthcare Informatics and Technology Management

IPE 7255 - Evidence-based Concussion Management

Hours: 3

A contemporary approach to understanding the prevention, assessment, and rehabilitation of concussion injury. This course examines concussion position statements, methods of neurocognitive assessment and evaluation, case examples, and individual state laws. This course presents an interprofessional team approach to concussion management. Prerequisite: IPE 7000



IPE 7300 - Entrepreneurial Strategies in Healthcare

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 healthcare arena.

IPE 7316 - Women's Health and Wellbeing

Hours: 3

This course is designed to promote an interdisciplinary awareness of health and wellness, with a focus on the unique needs and experiences of women across the lifespan. A holistic, interprofessional approach will be taken to teach the relationships between physical, environmental, social, psychological and emotional health and well-being. Coursework will culminate in a final product that will be useful to enhance the health and life experiences of clients. Prerequisite: IPE 7000

IPE 7365 - Information Management for Quality and Safety

Hours: 3

This graduate level interprofessional informatics specialty course provides the learner an overview of healthcare quality and patient safety with an emphasis on healthcare informatics. This course uses a systems approach to introduce the learner to the complexities of quality and patient safety management with understanding of measurement and improvement of outcomes. This course will expose the learner to multiple measures for quality and patient safety from a variety of organizations and regulatory bodies that offer measure comparisons. The framework within this course will establish broad concepts to practical application of improvement steps, including issues related to data quality, challenges within HIT management, collaborative efforts between disciplines, and challenges of calculating quality measures with data from the EHR. Areas of emphasis include data analytics for quality improvement and patient safety, control chart methodology, failure modes and effects analysis, and HIT influence in change management. Prerequisite: IPE 7400



IPE 7400 - Healthcare Informatics and Technology Management

Hours: 3

This online interprofessional education (IPE) course introduces the student to healthcare informatics focusing on the foundational experiences with health information systems and technology, roles within interprofessional teams to optimize ethical and legal use of technology to improve consumer safety, healthcare quality, and population health outcomes. Students examine data management systems to improve outcomes of care and utilize evidence to inform redesign of workflow and utilization of health information systems to improve user experience, standards, and safety.

IPE 7400B - Healthcare Informatics and Technology Management

Hours: 3

This online interprofessional education (IPE) course introduces the student to healthcare informatics focusing on the foundational experiences with health information systems and technology, roles within interprofessional teams to optimize ethical and legal use of technology to improve consumer safety, healthcare quality, and population health outcomes. Students examine data management systems to improve outcomes of care and utilize evidence to inform redesign of workflow and utilization of health information systems to improve user experience, standards, and safety.

This is an Accelerated Learning Course.

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health

Hours: 3

This course explores concepts relevant to population health practice. These include the importance of reflective practice and a focus on prevention and upstream interventions, with particular attention to social determinants of health and mitigation of adverse childhood events. Using an interprofessional/cross disciplinary approach, students examine how economics, social factors, cultural safety/competency, health literacy, policy, urbanization, globalization, the environment, and other factors influence health and disease. Students consider how research in prevention, health determinants, cultural ecology, and global health applies to population and community health efforts.



IPE 7421B - Interprofessional Approaches to Regional and Global Population Health

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 7XXX - PG Certificate Indirect Care Role Practicum I

Hours: 3

The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the PG certification program.



NUR 7XXX - PG Certificate Indirect Care Role Practicum II

Hours: 2

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 PG certification 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 7050 - Evidence-Based Practice for Nurse Leaders

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the nurse leader as a consumer of scientific evidence for decision making in practice, education, and leadership. A process for formulating a question using PICOT format and conducting literature searches for existing evidence is discussed. The course also includes an overview of the research process with emphasis on the critical appraisal of quantitative evidence for determination of inclusion in a literature synthesis related to the identified practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed. Prerequisite IPE 7000

NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators

Hours: 3

This course builds upon undergraduate nursing education and practice experience to refine and further develop nursing knowledge and skills related to pathophysiology, health assessment, and pharmacology across the lifespan. The focus is on advanced knowledge and skills needed by nurse educators in both direct- and indirect-care roles. In this course students integrate concepts of pathophysiological processes, physical assessment and diagnostic findings, and pharmacologic management.



NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice

Hours: 3

Nurses use theory along with the best scientific evidence to provide the highest level of nursing practice. This course focuses on the integration of theory and empirical evidence and application to nursing practice and decision-making. The introduction to the nature and uses of theory and the process of theory construction is discussed. Major theories of nursing and concepts and theories from other sciences relative to nursing are analyzed with an emphasis on implications for nursing practice. Models and principles of ethics and quality improvement are also applied.

NUR 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 (i.e., the last specialty course is taken concurrent with this course).

NUR 7450 - MSN Role Practicum II

Hours: 3

The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination of the practicum experience and the MSN program. As the capstone assignment, an e-portfolio is developed to demonstrate achievement of program learning outcomes. This course requires completion of 90 practicum hours.



NUR 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

Hours: 3

Advanced practice nurses must be knowledgeable about pharmacotherapeutics and principles of safe prescribing. This is an online course which focuses on advanced concepts of pharmacology, including pharmacokinetics, pharmacodynamics, and pharmacogenomics. Emphasis is placed on common drug classes prescribed by advanced practice nurses for acute and chronic conditions in patients across the life span. Factors influencing effective therapy and legal considerations are also included. The FNP follows a specific sequence of classes described in the Program of Study. Students should have successfully completed IPE 7050; IPE 7050; NUR 7610; and NUR 7161

NUR 7570 - Primary Healthcare of the Family I

Hours: 3

This course provides the family nurse practitioner student with advanced theoretical knowledge in the assessment and management of health promotion, health maintenance and disease prevention activities throughout the lifespan. The assessment and management of acute, common health concerns is begun. Emphasis will be placed on primary healthcare of individuals and their families in a multicultural environment. Prerequisites: NUR 7580, NUR 7560, NUR 7610. The instructor or student may seek an exception to the prerequisites via the program director.

NUR 7571 - FNP Role Practicum I

Hours: 4

This is the first primary care practicum in a series of three in the FNP program. The student will be expected to demonstrate beginning proficiency in assessment and management of common health/illness conditions throughout the lifespan. Emphasis will be placed on primary care of the family unit within a multicultural environment and health promotion and illness prevention activities. This is a clinical residency under the supervision of a preceptor.

NUR 7572 - FNP Role Practicum II

Hours: 4

This is the second primary care practicum in a series of three in the FNP program. The student applies knowledge for comprehensive assessment and management of health



promotion/disease prevention activities and selected acute and chronic health conditions throughout the lifespan. Emphasis will be placed on primary care of individuals and the family unit within a multicultural environment. This is a clinical practicum under the supervision of a faculty and preceptor.

NUR 7573 - FNP Role Practicum III

Hours: 5

This is the final primary care course emphasizes crisis intervention, chronic illness, and complex health conditions for the family unit across the life span. Emphasis will be placed on primary care of the family unit within a multicultural environment and the diagnosis and management of complex and chronic conditions. This is a clinical practicum under the supervision of a faculty and preceptor.

NUR 7574 - MSN Capstone

Hours: 1

This course is the culmination of the advanced practice role specialty of the MSN program. Exploration of the role of the advanced practice nurse occurs, as well as development of an e-portfolio to demonstrate achievement of the program learning outcomes. Prerequisite: NUR 7572

NUR 7575 - Primary Healthcare of the Family II

Hours: 3

Family nurse practitioners require exceptional critical thinking and decision making as 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 7161.

NUR 7585 - Primary Healthcare of the Family III

Hours: 3

This course provides the graduate student with advanced theoretical knowledge in the assessment and management of selected acute, chronic and complex health conditions across the life span. Emphasis will be placed on primary healthcare of individuals and their families in a multicultural environment.

NUR 7610 - Advanced Physiology and Pathophysiology

Hours: 3

The focus of this graduate level course for advanced practice nursing students is to study alterations of common physiologic conditions occurring in individuals and populations across the lifespan at an advanced level. The course provides a foundation for advanced practice nurses through knowledge and application of pathophysiologic processes and cellular changes as well as manifestations at the systems level.

Prerequisite: IPE 7000

NUR 7610B - Advanced Physiology and Pathophysiology

Hours: 3

The focus of this graduate level course for advanced practice nursing students is to study alterations of common physiologic conditions occurring in individuals and populations across the lifespan at an advanced level. The course provides a foundation for advanced practice nurses through knowledge and application of pathophysiologic processes and cellular changes as well as manifestations at the systems level.

This is an Accelerated Learning Course.



NUR 7801 - DNP Practicum I

Hours: 3–7

The purposes of this DNP practicum include 1) synthesis of knowledge acquired in didactic courses related to evidence-based practice and 2) complete an organizational assessment to identify an organizational need for an evidence-based practice change which will be planned, implemented, and evaluated for the DNP scholarly project. This is a precepted experience with the student, the practicum faculty, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and completion of the DNP scholarly project. In this experience, reflective journals are used so that students reflect on their prior learning as they continue to develop DNP level skills in evidence-based practice and translation of evidence to practice.

NUR 7802 - DNP Practicum II

Hours: 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 5135C - Anatomy Applied to Occupation

Hours: 5

This course provides fundamental knowledge of the structure/function of the neuromuscular, musculoskeletal, and cardiovascular systems and of regions (upper/lower extremity, thorax, head, and neck) and their relationship to each other. Course content applies knowledge of human anatomy to occupational performance and covers assessments related to palpation, muscle testing, and goniometry with a focus on analyzing the impact of dysfunction to occupational performance.

OCT 5140 - Domain of OT

Hours: 3

In this course students examine the historical foundation and philosophical base of occupational therapy. Course content introduces the profession's core values and code of ethics. Students examine the Occupational Practice Framework with a focus on occupations, client factors, performance skills, and the influences and effects that environment, context, and performance patterns have on persons, groups, and populations. Students also explore the importance of lifelong learning in developing professional behavior and communication skills.

OCT 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 5210 - Scholarly Design

Hours: 2

This course focuses on the development of writing and reasoning skills related to research planning and design. Student skills progress through an evaluation of existing research and designing a sound research plan. Prerequisite: HSC 5135



OCT 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 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 healthcare teams with occupational therapists. Ethical considerations regarding treatment and documentation within the healthcare system are explored. An experiential lab component integrating foundational concepts is included. Prerequisites: OCT 5140

OCT 5230C - Conditions Impacting Occupational Performance

Hours: 4

In this course students discuss selected medical conditions throughout the lifespan and how they impact occupational performance. Students also review diagnosis, clinical features, and medical treatment including pharmacology. The course includes case studies, student presentations of evidence-based articles on medical management, and hands-on practice of appropriate diagnostic assessments. Prerequisite: OCT 5135C

OCT 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, OCT 5230C



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

Hours: 5

Presents the theory and rationale of competency and evidence-based OT assessment and intervention for psychosocial dysfunctions across the lifespan. Examines community-based settings, lifestyle redesign, and therapeutic use of self. Level I fieldwork experiences enable students to observe, integrate, and apply concepts of the course in clinical situations. Prerequisites: HSC 5310C, OCT 5145, OCT 5225C, OCT 5230C

OCT 5340 - Scholarly Implementation and Dissemination

Hours: 2

Focuses on the development, integration, and implementation of data collection skills and the evaluation of the quality and equity of data related to research design and methodology. Identifies potential avenues for the dissemination of the results of a scholarly project. Directions for future scholarly activities and potential resources are discussed, including processes for locating and securing grants. Prerequisite: OCT 5210

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

Hours: 5

Presents the theory and rationale of competency-based assessments and interventions for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial dysfunctions as they apply to early lifespan development. Applies pediatric frames of reference to specific problems, including gross, fine and oral motor skills; behavioral and social issues; handwriting; and sensory integrative, visual, cognitive, and psychosocial problems within the framework of the multicultural family. Fieldwork Level I experiences integrate course content and clinical application. Prerequisites: HSC 5310C; OCT 5145; OCT 5215C; OCT 5225C; OCT 5230

OCT 5365 - Wellness and Health Promotion

Hours: 3

This course focuses on utilizing occupational therapy- based approaches to promote person driven engagement in health and well-being practices, including advocacy for individual and societal prerequisites of health. Health promotion planning merged with



occupational therapy intervention will include design of individual comment group and population-based interventions serving people over the course of the lifespan. Students will examine barriers that comprise health as well as resources to enable person centered and societal impairment toward advancing physical, mental and social well-being. Evidence behind Integrative, complementary and alternative health interventions will be explored to expand health literacy and knowledge of risk versus benefit analysis. Prerequisite: OCT 5225C

OCT 5410C - Clinical Applications in Adulthood

Hours: 5

Presents the theory and rationale of evidence-based assessment and intervention for physical, developmental, sensory, perceptual/cognitive, psychosocial, and neurological dysfunctions as they apply to middle lifespan. Fieldwork Level I experiences will integrate course content and clinical application. Prerequisites: HSC 5310C, OCT 5145, OCT 5215C, OCT 5225C, OCT 5230C

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 5145, OCT 5215C; OCT 5225C, OCT 5230

OCT 5430 - Scholarly Application

Hours: 2

Identifies potential avenues for the dissemination of the results of the project developed in the Scholarly Design course. Directions for future career research and potential resources are discussed, including processes for locating and securing grants.

Prerequisite: OCT 5340



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

Hours: 3

Presents the theory and evidence-based clinical application of physical agent modalities, orthotics, and prosthetics. Emphasizes principles of differential diagnosis and wound/tissue healing when selecting and applying the appropriate physical agent modality. Focuses on the design and application of orthotic devices to enhance occupational performance and participation. Prerequisites: OCT 5135C, OCT 5215C, OCT 5230C

OCT 5470 - Administration and Management in Occupational Therapy

Hours: 3

The application of managerial and administrative principles to rehabilitation services within a changing healthcare environment and the impact upon the delivery of services in a variety of practice settings. Primary topics addressed include organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, collaboration, and team functions, and marketing. Prerequisite: OCT 5335C

OCT 5510 - MOT Seminar 1

Hours: 1

Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will collaborate to reflect on interdisciplinary roles, supervision issues, and ethical considerations in a variety of practice settings.

Prerequisite: All previous courses. Corequisite: OCT 5550

OCT 5550 - Fieldwork IIA

Hours: 11

This is the first of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills acquired in the didactic coursework to a clinical setting. Students will demonstrate entry-level competency and standards of practice within this practice area. Weekly online interaction with faculty facilitates student learning through reflective practice. Prerequisite: All previous courses. Corequisite: OCT 5510 or OCT 6530



OCT 5625 - MOT Seminar 2

Hours: 1

Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will apply scholarly inquiry to solve clinical scenarios and demonstrate the ability disseminate knowledge to peers. Development of professional goals to facilitate life-long learning is included.

Prerequisite: OCT 5510 Corequisite: OCT 5510

OCT 5660 - Fieldwork IIB

Hours: 11

This is the second of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills mastered in IIA in a different clinical setting. Students will demonstrate entry-level competency and standards of practice within this second practice area. The course includes weekly online interaction with faculty to facilitate student learning through reflective practice. Prerequisite: OCT 5550 Corequisite: OCT 5625 or OCT 6640

OCT 6310 - OTD Seminar I

Hours: 1

Integrate knowledge of delivery models, policies, and systems related to various current and emerging practice settings. Make clinical decisions through application and synthesis of theory and evidence-based reasoning for individuals and populations.

OCT 6420 - OTD Seminar 2

Hours: 1

Plan and participate in professional development, leadership, and advocacy opportunities related to current and emerging practice areas including interprofessional practice. Compose a scholarly report identifying, adapting, or developing new strategies to address occupational therapy's ability to respond to society's changing needs.

OCT 6530 - OTD Seminar 3

Hours: 1

Integrates clinical reasoning, critical thinking, and evidence-based decision making to reflect on the context of various service delivery models. Students will collaborate to



reflect on the interdisciplinary roles, supervision issues, an ethical consideration in a variety of practice settings. Prerequisite: OCT 6420 Corequisite: OCT 5550

OCT 6640 - OTD Seminar 4

Hours: 1

Collaborate and reflect on issues related to clinical practice including service delivery, supervision, and leadership and management across a variety of practice settings. Formulate program development plans and consider adapting service delivery models to respond to society's needs. Prerequisite: OCT 6530 Corequisite: OCT 5660

OCT 6700 - Capstone Project

Hours: 2

Students develop their plan (objectives, actions, responsibilities, and performance outcomes) and background information to develop and document advanced skills, and a scholarly basis for their Capstone Experience, in one of the following areas: administration, leadership, program and policy development, advocacy, and the role of OT in emerging areas of practice. The objectives, schedule of deliverables to match objectives, and IRB approval if needed will be approved by the Doctoral Coordinator and as needed by other mentors/supervisors. Prerequisite: OCT 5660

OCT 6720 - Leadership and Advocacy

Hours: 3

Provides students with the opportunity to apply leadership strategies needed to shape the role of occupational therapy in our national healthcare delivery system. Reflection, critique and self-directed learning are used to enhance student's leadership skills. Principles and importance of advocacy are presented as essential for individual and professional growth. Prerequisite: OCT 5660

OCT 6731 - Capstone Experience 1

Hours: 4

The capstone experience provides an opportunity to apply theoretical and empirical knowledge from foundation courses in the implementation of a focused area of OT practice. Students will prepare for and initiate an in-depth experience in one of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Students



will have the opportunity to apply OT practice to different populations and cultures based on an expanded view of OTs role in healthcare. The experiential component of the capstone experience will be consistent with the objectives of the student's capstone project and provide the application piece of their capstone project in order to enhance the field of occupational therapy. Prerequisite: OCT 5660; OCT 6700

OCT 6745 - Scholarship of Practice

Hours: 3

Students explore the spectrum of "scholarship" (discovery of new knowledge; development of new technologies, methods, materials, or uses; and the integration of knowledge leading to new understanding) and its relationship to clinical practice. Primary focus is on the importance of generating knowledge that is responsive to the priorities of society, consumers and clinicians, and which explicitly supports and advances clinical practice. Students will explore the literature to identify their profession's research priorities as well as best practices in clinically focused scholarship. Emphasis is to instill in students the importance of developing collaborative relationships to promote scholarship in support of practice. Prerequisites: OCT 5660

OCT 6832 - Capstone Experience 2

Hours: 12

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. Prerequisite: OCT 6731

OCT 7200 - Reflective Practice

Hours: 3

This is a required course for those OTD students with an entry-level bachelor's degree. The purpose of this course is to allow a student to broaden and deepen his or her knowledge and understanding of the value of occupational therapy in today's changing world. The student will choose four modules and create a learning plan for each. The modules may include but are not limited to Theory, Historical Perspective of OT, Creating Evidence Based Practice, Experiential Learning, Alternative Therapy Exploration, Emerging Practice, International Healthcare, Healthcare Policy, Current Trends in Healthcare, 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 the 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

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 time frame of 2–3 weeks. 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 time frame of 2–3 weeks. 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 USAHS, all of which are foundationally based upon the concept of "occupation." The student will learn to analyze the theoretical tenets and terminology used in the science of occupational therapy, which will prepare the student for future coursework and success in the OTD program. The content in this course will assist the OTD student in analyzing frames of reference that focus on the science of occupation. As the student becomes familiar with the various ways the profession frames its models and theories the course will further analyze the concept of occupation both from within and from outside the profession of occupational therapy. The course provides a basis for analysis of occupation from a scientific perspective and assists the student in grounding occupation with practice. Finally, the course facilitates



higher-level thinking about the importance of occupationally based research and its relationship to the student's final capstone project.

OCT 7496 - Capstone I: Project Proposal and Preparation

Hours: 3

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 7499 - Capstone II: Project and Dissemination

Hours: 3

Capstone II: Project Development and Dissemination is the final course of the PPOTD program and completes the two-course series for the PPOTD capstone. With the support of a capstone advisor, students independently synthesize and integrate knowledge and skills at the post-graduate level to develop, implement, and evaluate a culminating scholarly project designed in the Capstone I proposal. Students report the capstone in a publishable quality manuscript, disseminate outcomes, and orally defend the project. Students reflect on their mastery of skills across the PPOTD.

Prerequisite: OCT 7496



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 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

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

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 healthcare delivery system. Topics include professional behaviors, cultural competence, communication and interpersonal skills, professional association, legal and ethical issues, and documentation.

PHT 5160C - Soft Tissue Interventions I

Hours: 1

Emphasizes the development of skills necessary to perform soft tissue mobilization to the spine and extremities. Physiological and psychological effects, indications, contraindications and medicolegal aspects of massage are covered.

PHT 5220C - Gross Anatomy II

Hours: 4

Covers fundamentals of the structure, function and interrelationship of major body systems and regions (lower extremity, head, face, anterior neck, abdomen, and pelvis).
Prerequisite: PHT 5121C



PHT 5226C - Applied Anatomy II

Hours: 1

Applies knowledge of human body structure and function to develop and apply basic therapy assessment skills for the lower extremities, pelvis, and lumbar spine.

Prerequisite: PHT 5125C

PHT 5230C - Biomechanics

Hours: 4

Focuses on the neuromusculoskeletal biomechanics of normal human movement. Analyses of forces, kinematics, and control mechanisms of human movement are studied as the foundation for assessment and treatment planning related to posture, gait and functional activities. Prerequisites: PHT 5121C; PHT 5125C

PHT 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

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: PHT 5121C

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 concept 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: PHT 5121C; PHT 5125C; HSC 5130C; PHT 5150

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

Hours: 4

Covers the principles and concepts of clinical reasoning based on the patient management and ICF models relevant to the management of the musculoskeletal



client/patient. Comprehension and skills related to examination and intervention of musculoskeletal conditions are developed. Prerequisite: PHT 5121C; PHT 5125C; HSC 5135

PHT 5315C - Neuromuscular I: Concepts and Examination

Hours: 3

Applies evidence-based theories of motor control and a task-oriented approach to guide the neurologic examination process. Development of clinical decision making and psychomotor skills to examine patients with common neurologic disorders is emphasized. Prerequisite: PHT 5150; PHT 5230C; HSC 5135

PHT 5345C - Movement Science II

Hours: 4

Further explores human movement with an emphasis on clinical outcomes and evidence-informed practice in rehabilitation. Development of advanced skills in clinical reasoning, examination, and interventions to enhance motor control in various patient/client populations. Prerequisite: PHT 5220C; PHT 5226C; PHT 5230C; PHT 5245C

PHT 5350C - Musculoskeletal II: Extremity

Hours: 3

Application of basic science knowledge and clinical reasoning principles using the patient management/ICF model framework on musculoskeletal dysfunctions of the upper and lower extremity. Psychomotor examination and intervention skills are developed in the management of patients/clients with musculoskeletal dysfunctions affecting the extremities. Prerequisites: PHT 5220C; PHT 5226C; PHT 5245C; PHT 5250C

PHT 5360C - Differential Diagnosis

Hours: 2

Introduces clinical reasoning as it relates to patient screening and differential diagnosis within the patient/client management model. Focuses on specific tools and a systematic process for identifying potential flags that could signal specific diseases and syndromes and the need for referral and communication with other healthcare providers. Prerequisite: PHT 5121C; PHT 5150; PHT 5226C



PHT 5375 - Pharmacology

Hours: 2

Introduces basic pharmacology concepts including methods of drug administration, absorption, distribution, storage, and elimination. Classes of drugs commonly used by patients receiving rehabilitation services are covered in terms of indications and contraindications, therapeutic effects and mechanisms, and side effects. Pharmacokinetic variables and how altered drug disposition may impact patients receiving physical rehabilitation are emphasized. Prerequisite: PHT 5150

PHT 5415C - Neuromuscular II: Evidence in Interventions

Hours: 3

Focuses on the physical therapy management of adults with neurologic health conditions with an emphasis on interventions to promote positive neuroplastic changes utilizing a functional task-oriented approach with the integration of evidence-based outcome measures to inform the patient management process. Prerequisites: HSC 5310C; PHT 5315C; PHT 5345C

PHT 5420C - Cardiovascular and Pulmonary Physical Therapy

Hours: 3

Focuses on the role of the physical therapist as part of the interprofessional healthcare team in the prevention and management of common cardiovascular and pulmonary conditions across the continuum of care. Development of screening, examination, evaluation, and intervention skills is emphasized. Prerequisites: PHT 5360C; PHT 5345C; PHT 5360C; PHT 5375

PHT 5430C - Patient Care Management II

Hours: 3

Emphasizes an interprofessional approach to the physical therapy management of patients with medical and surgical conditions in acute and post-acute care settings with application of clinical reasoning and the patient/client management model using case-based learning. Prerequisite: HSC 5130C



PHT 5435C - Biophysical Agents

Hours: 2

Focuses on the theory and application of physical, mechanical, and electrical modalities with emphasis on the principles of differential diagnosis in the selection, recommendation, and application of appropriate biophysical agents. Prerequisites: PHT 5150; PHT 5220C; PHT 5230C

PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems

Hours: 1

Applies knowledge of anatomy and pathophysiology to the examination, evaluation, and delivery of interventions for patients with integumentary and lymphatic pathologies. Prerequisites: PHT 5150; PHT 5160C; PHT 5220C; PHT 5226C

PHT 5450C - Musculoskeletal III: Spine

Hours: 3

Application of basic science knowledge and clinical reasoning principles using the patient management/ICF model framework to musculoskeletal dysfunctions of the spine. Psychomotor examination and intervention skills developed in the management of patients/clients with musculoskeletal dysfunctions affecting the spine. Prerequisites: PHT 5345C; PHT 5350C; PHT 5360C

PHT 5455 - Physical Therapist 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, self-reflection, conflict management, interprofessional collaboration, professional communication, risk management, reimbursement, advocacy, and ethics. Prerequisite: HSC 5130C; PHT 5155

PHT 5525C - Prosthetics, Orthotics, and Assistive Technology

Hours: 3

Examines the physical therapist's role on an interprofessional team member to determine patient need, prescribe, fabricate, obtain, train in use of, and evaluate effectiveness of orthotics, prosthetics, and assistive technology. Emphasizes physical



therapy management of patients/clients with lower extremity amputation.

Prerequisite: PHT 5315C

PHT 5530C - Patient Care Management III

Hours: 3

Emphasizes an interprofessional approach to the physical therapy management of patients with conditions limiting activity and participation in outpatient and community-based settings with application of clinical reasoning and the patient/client management model using case-based learning. Prerequisite: PHT 5570

PHT 5535 - Evidence-Informed Practice II

Hours: 2

This course further prepares students to apply the best available evidence to clinical practice with emphasis on appraising the quality of research and its influence on clinical decision making in physical therapy. Prerequisite: HSC 5135

PHT 5550C - Soft Tissue Interventions II

Hours: 2

Examination, evaluation, and interventions for soft tissues from a manual therapy approach. Explores the relationship between soft-tissue structures and joint mechanics. Introduces myofascial trigger point dry needling and pain science concepts related to soft-tissue interventions. Prerequisite: PHT 5570

PHT 5570 - Integrated Clinical Experience

Hours: 6

A 6-week, full-time, integrated clinical experience in which the student begins to apply didactic knowledge, professional practice skills, and patient management skills in the clinical setting under the direct supervision of a licensed physical therapist.

Prerequisites: PHT 5415C; PHT 5420C; PHT 5435C; PHT 5440; PHT 5450C; PHT 5455



PHT 5610C - Pediatric Physical Therapy

Hours: 3

Applies evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for pediatric clients across all settings. Emphasis will be placed on child- and family-centered care that includes planning for lifelong challenges. Prerequisites: PHT 5415C; PHT 5525C

PHT 5615C - Neuromuscular III: Advanced Examination and Intervention

Hours: 3

Advanced, evidence-informed examination and patient management knowledge and skills are applied to specialty areas of neurologic physical therapy and to adults with common and rare neurologic health conditions. Prerequisites: PHT 5415C; PHT 5570

PHT 5620C - Geriatric Physical Therapy

Hours: 3

Covers the role of the physical therapist within the interprofessional healthcare team for the aging adult. Evidence-informed and ethical decision making is emphasized in promoting health, wellness, and quality of life for aging patients and clients. Prerequisite: PHT 5570

PHT 5650C - Musculoskeletal IV: Clinical Reasoning

Hours: 3

Promotes the synthesis of previous coursework to musculoskeletal simulated clinical situations to facilitate appropriate patient/client management decisions. Prerequisites: PHT 5550C; PHT 5570

PHT 5665 - Wellness and Health Promotion

Hours: 3

This course focuses on ways to promote health and prevent injury through behavioral change and identification of barriers to change. Health promotion planning will include individual, group and population-based interventions. Students will examine risk behaviors that can compromise health throughout the lifespan. Applications to real-life clinic/home/community situations will allow integration of the material. The course includes participation in selected complementary and alternative health interventions.



PHT 5670 - Administration and Management in Physical Therapy

Hours: 3

Focuses on applying principles of administration, leadership, and management to the healthcare environment and their impact upon the delivery of quality healthcare services in a variety of physical therapy practice settings. (Previous name Administration and Management in Rehabilitation) Prerequisite: PHT 5570

PHT 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 5770 - Terminal Clinical Experience I

Hours: 11

A 12-week clinical experience in which students apply physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to progress toward entry-level professional practice and patient management.

Prerequisites: PHT 5610C; PHT 5615C; PHT 5620C; PHT 5650C; PHT 5665; PHT 5670

PHT 5780 - Knowledge Translation for Clinical Practice

Hours: 1

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: PHT 5665; PHT 5670; PHT 5610C; PHT 5615C; PHT 5620C; PHT 5650C

PHT 5802 - Physical Therapist Practice I

Hours: 2

This course includes a study of the PT profession in the healthcare 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 healthcare professionals, supervision, patient screening, and risk management across practice settings will be presented. Application of the concepts of patient/practitioner interaction, discharge planning, and standardized outcome measures will be provided. The roles of various healthcare practitioners will be discussed.



PHT 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 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

PHT 5870 - Terminal Clinical Experience II

Hours: 11

12-week full-time terminal clinical experience in which the student applies and integrates physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to develop entry-level competency in professional practice and patient management. Prerequisite: PHT 5770

PHT 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 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.

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 healthcare providers.

PHT 6102 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

Hours: 2

Anatomy and biomechanics of the areas are discussed. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is included. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 5135C; successful completion of the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University



PHT 6103 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)

Hours: 2

Anatomy and biomechanics of the craniofacial, cervical and upper thoracic spine areas are discussed. Several techniques from S1 are reviewed along with modifications and instructions of additional techniques are provided. An in-depth presentation on the syndromes of the cervical spine, sub-cranial and thoracic outlet is included. The student has the opportunity to explore the classification of headaches and current treatment approaches. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 5135C; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University

PHT 6104 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

Hours: 2

This course emphasizes the application of basic sciences to clinical examination and treatment skills, management policies, and supportive services for dysfunction of the pelvic region. Instruction in advanced technical and decision-making skills for the evaluation and treatment of pelvic dysfunction is provided. Prerequisites: PHT 5135C; completion of the CPE seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University

PHT 6111 - Extremity Evaluation (E2)

Hours: 2

Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings for this course. Prerequisites: PHT 5134C; completion of the CPE seminar "Extremity Integration (E2)," offered by the University



PHT 6120 - Myofascial Manipulation (MF1)

Hours: 2

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 healthcare practitioner while observing the integration of history and physical, lab results, radiographs, and medications in the typical primary care practice. This experience would allow the physical therapist to practice screening and history taking under the supervision of a physician. It provides the opportunity to improve communication between physicians, physical therapists, and staff (i.e. physician assistants, RN's, LPN's, and nurse practitioners).

PHT 6498 - Clinical Residency

Hours: 5

Clinical Residency is a 1,500-hour, 9-month patient-care experience under the immediate supervision of an approved mentor at a University-approved clinical residency site. Clinical Residency provides an opportunity for intimate sharing of knowledge and refinement of the application of clinical skill and decision making. It serves as an



invaluable step in the process of professional development in the student's area of specialty. The student develops residency objectives prior to the experience, attends the residency, and completes 200 hours of defined educational activities. Prerequisite: It is recommended that the student attend at least two required seminars toward the selected certification track.

PHT 7050 - Preparation/Certification in Sports Physical Therapy

Hours: 3

Students review course material covering each area in the prerequisite courses. The instructors also present any updated information where appropriate. Students will receive preparation and testing on the St. Augustine, Florida, campus for basic science and spinal and extremity joint manipulation. Review and testing of seminar content taught by North American Sports Medicine Institute will occur at a date and time established by that organization. Written, oral, and practical examinations are given to test retention, comprehension, and applications of the teaching in each of the required courses.

PHT 7115 - Introduction to Primary Care

Hours: 2

This course explores topics related to the provision of physical therapy services in a variety of direct access environments. Pharmacology, imaging, and differential diagnosis for the physical therapist are introduced. Practice management will be examined, including reimbursement issues, marketing, communication, and ethical and legal considerations.

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

Hours: 3

This course discusses basic science principles and develops clinical skills needed to complete a differential evaluation and proceed to effective treatment of spinal dysfunction. General principles of functional anatomy, tissue and joint biomechanics, and pathology are presented. Online discussions will encompass relevant research and clinical application. Prerequisite: Completion of the CPE seminar "Introduction to Spinal Evaluation and Manipulation (S1)," offered by the University



PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

Hours: 2

Anatomy and biomechanics of the pelvis, lumbar and thoracic spine are discussed in the online coursework associated with the live version of this seminar. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is instructed. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites: PHT 7201; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University

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

Hours: 3

This course discusses basic science principles and develops clinical skills needed to complete a differential examination and proceed to effective intervention of cranial, cervical, and upper thoracic spinal impairments. Course content presents general principles of functional anatomy, tissue and joint biomechanics, and pathology/syndromes. Online discussions will encompass relevant research and clinical application. Prerequisites: PHT 7201; completion of the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University

PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

Hours: 2

This is an online course that explores the physical therapist's role in the evaluation and treatment of the lumbo-pelvic-hip system. The latest research in the biomechanics of the pelvic girdle is presented as well as a biomechanical and neurophysiological approach to the lumbo-pelvic-hip complex. The discussion of patient examination has an evidenced based focus. Topic areas include functional anatomy, biomechanics of the sacroiliac and pubic joints, selected pathologies, and dysfunctions. Clinical evaluation and treatment methods are demonstrated through the use of video clips. Prerequisites: PHT 7201 Introduction to Spinal Evaluation and Manipulation (S1); completion of the CPE



seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University

PHT 7211 - Extremity Integration (E2)

Hours: 2

Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings required for this course and application to patient cases. Prerequisites: HSC 7210 Extremity Evaluation and Manipulation (E1); completion of the CPE seminar "Extremity Integration (E2)," offered by the University

PHT 7220 - Myofascial Manipulation (MF1)

Hours: 3

This course deals with the evaluation and treatment techniques of myofascial manipulation. The emphasis is placed on the relationship of the soft tissue structures to the mechanics of the spine. Principles of functional anatomy, posture, soft tissue anatomy, both normal and pathological, biomechanics of soft tissue, and treatment principles are presented. Prerequisite: Completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University

PHT 7250 - Preparation/Certification in Manual Therapy

Hours: 3

A 6-day lecture and lab review course is conducted at the University of St. Augustine campuses covering each of the prerequisite courses of basic sciences, spinal and extremity joint evaluation and treatment, and soft tissue manipulation. The instructors also present an update on information as needed. On the fifth day, a 3-hour, multiple-choice examination is conducted. On the sixth day each student receives four to five 20-minute oral/practical examinations to test retention, comprehension, and applied skills. A seventh day may be added for those late registrants the University could not examine on the sixth day.



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

Hours: 2

This is an online course that explores the physical therapist's role in the evaluation and treatment of the craniomandibular system. Normal cranial and cervical postural functions contribute significantly to the function of the temporomandibular articulations and to dental occlusal. The emphasis of the course is on the relationships of these various components of the craniomandibular system.

PHT 7332 - Intermediate Craniofacial (CF2)

Hours: 3

This is an online course that focuses on the etiology of craniofacial pain and pathology affecting the TMJ and related structures. Furthermore, since this is the first of three advanced courses on craniofacial pain, we will review and expand on the anatomy of the craniomandibular system, as well as exploring conventional radiography and advanced imaging for this area. The emphasis of the course is on understanding the etiological complexities of craniofacial pain and the place of the physical therapist in its treatment. Prerequisites: PHT 7331 Evaluation and Treatment of the Craniomandibular System; attendance at the continuing education seminar "Intermediate Cranio-Facial," conducted by the University

PHT 7333 - Advanced Craniofacial (CF3)

Hours: 3

This is an online course that focuses on the examination and treatment of craniofacial pain. The examination process, interview, observation, and physical examination is discussed in detail, with emphasis on reliability and validity of its various parts. Treatment is discussed, with a focus on the craniocervical junction and on patient management. Additional topics in this course include an in-depth coverage of headaches and diagnostic classifications. Prerequisite: PHT 7332 Intermediate Craniofacial; attendance to the continuing education seminar "Advanced Craniofacial," conducted by the University



PHT 7334 - State of the Art Craniofacial

Hours: 1

This online course focuses on the examination and treatment of patients with craniofacial pain and temporomandibular disorders that are managed with dental appliances and surgical interventions. It covers oral/maxillofacial surgery and orthognathic surgery, as well as interventions for internal temporomandibular derangement. Preoperative and postoperative treatments are discussed with emphasis on clinical decision making based on the current literature. Prerequisite: PHT 7333 Advanced Craniofacial (CF3); completion of all the University's craniofacial seminars

PHT 7350 - Preparation/Certification in Craniofacial Mandibular

Hours: 3

Certification preparation and testing is 5 days in duration. The week includes review and updates in all craniofacial areas including basic science, spinal, sub-cranial, and TMJ examination and treatment techniques. Tests include oral, practical, and written exams.

PHT 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise. Prerequisite: IPE 7000

PHT 7470 - Clinical Integration I: Reflective Practice

Hours: 8

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and utilize reflective self-assessments of their 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 students whose highest earned degree is at the baccalaureate level.

PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence

Hours: 8

The purpose of this course is to broaden and deepen the 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 provide to patients, caregivers, colleagues, and other healthcare 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 healthcare 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. This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice

Hours: 6

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that mentoring plays within the profession. Mentoring roles and the mentoring relationship will be discussed, and students will reflect on their experiences and how they can develop skills in this area. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and 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. 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 healthcare today. Prerequisite: PHT 7496 Capstone Project I



PHT 7850 - Preparation/Certification in Primary Care

Hours: 3

This is a 6-day lab and lecture review course conducted on the St. Augustine, Florida, campus. Students complete pre-course self-directed review of prerequisite material along with attendance of 5 days of instructor-led review of didactic and laboratory material. On the fifth and sixth days there is a 3-hour written examination and individual oral/practical examinations conducted by faculty members from each prerequisite course. These exams are a test of retention, comprehension, and application to clinical practice. When all areas of the examination are passed, the student receives a certificate of competency in the clinical areas tested.

Speech-Language Pathology

SLP 5002 - Audiology and Aural Rehabilitation

Hours: 3

This course involves an introduction to the field of audiology and examines the diagnosis and treatment of hearing disorders across the lifespan. Students will study audiometric test methods, as well as nonmedical rehabilitation options for the treatment of audiological disorders.

SLP 5003 - Introduction to Audiology

Hours: 3

This course presents concepts and rationale underlying the measurement of hearing and balance disorders with special reference to hearing science, anatomy and physiology, and measurement techniques.

This course will replace SLP 5002 effective Spring 2021.

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) and involves basic concepts related to communication, speech, and language; typical development, anatomy, and physiology; as well as communication disorders occurring across the lifespan. Cultural differences, communication disturbances and disorders related to identification, assessment, and evidenced-based treatment will be explored.

SLP 5026 - Phonetics

Hours: 3

This course explores the International Phonetic Alphabet (IPA) and students learn to transcribe normal and disordered speech, while studying variations among regional and cultural dialects along with implications. Motoric bases of speech production and introduces basic principles of speech acoustics and spectrographic instrumentation will be introduced.

SLP 5032 - Normal Speech and Language Development

Hours: 3

This course involves theoretical concepts and research findings concerning the normal developmental processes of speech and language learning and provides an understanding of child speech and language from infancy through adolescence, focusing on normal development. Students will study language and literacy development for monolingual and bilingual children.

SLP 5110 - Early Language Disorders

Hours: 3

This course examines normal and disordered language development from infancy through early school age including prelinguistic and paralinguistic communication, language, phonology, fluency, voice and pragmatics. Multisensory intervention strategies for successful communication skills, assessment, and treatment of children with varied developmental, linguistic or cultural differences will be explored.



SLP 5112 - Clinical Practicum I

Hours: 3

Students will complete coursework and clinical experiences in screening, prevention, assessment, and intervention of communication and swallowing disorders. Corequisite: Enrolled in first term coursework.

SLP 5115 - Speech Sound Disorders

Hours: 3

This course applies knowledge of normal and disordered speech to speech sound disorders. Identification, assessment, and treatment strategies will be examined. The role of dialect, language differences versus disorders, and cultural variance will be explored.

SLP 5125 - Clinical Neuroscience for Speech-Language Pathology

Hours: 3

This course focuses on foundations of neuroanatomy and neurophysiology that underlies speech, language, hearing, cognition, emotion and swallowing. Emphasis on application to neurological conditions seen in clinical practice.

SLP 5205 - Evidence Based Practice for Speech-Language Pathology

Hours: 3

This course examines the relevance and use of evidence-based research and practice for SLPs to improve outcomes for clients receiving speech-language therapy services. Students will explore research designs, methodologies, interpretation and analysis to be able to critically appraise and utilize written research, therapy strategies and evidence-based therapy materials.

SLP 5220 - Adult Neurogenic Disorders

Hours: 3

This course explores the neural bases, etiology, characteristics, prognosis, recovery, differential diagnosis, and treatment of neurogenic disorders including aphasia and apraxia of speech. Cultural and linguistic differences will be addressed.

Prerequisites: SLP 5110, SLP 5111, SLP 5115, SLP 5125



SLP 5222 - Clinical Practicum II

Hours: 3

Students will complete a clinical course and clinical experiences (virtual, clinical simulations and clinicals during residency) participating in assessment of communication and swallowing disorders. Prerequisites: SLP 5110, SLP 5111, SLP 5115, SLP 5125

SLP 5230 - School Age Language Disorders

Hours: 3

This course examines advanced topics in the etiology, diagnosis, and remediation of language disorders in school-age children. The course also explores issues related to cultural and linguistic diversity. Prerequisites: SLP 5110, SLP 5111, SLP 5115, SLP 5125

SLP 5235 - Dysphagia

Hours: 3

This course explores an overview of normal and abnormal swallowing function across the lifespan. Anatomical and physiological bases of swallowing disorders, assessment and treatment approaches with varied clinical and cultural populations are explored. Prerequisites: SLP 5110, SLP 5111, SLP 5115, SLP 5125

SLP 5305 - Research Methods and Evidence-Based Practice in Speech-Language Pathology

Hours: 3

This course will familiarize students with the research processes used in the field of communication sciences and disorders. Students in this course will learn to become critical consumers of research by evaluating research methodologies, designs, and analyses. Ethical issues and integration of research principles into evidence-based clinical practice will be explored. Prerequisites: SLP 5220, SLP 5230, SLP 5235, SLP 5222



SLP 5313 - Clinical Practicum III

Hours: 3

Students will complete coursework and clinical experiences in screening, prevention, assessment, and intervention of communication and swallowing disorders.

SLP 5340 - Fluency & Fluency Disorders

Hours: 3

This course examines theories of the cause and onset of fluency disorders such as stuttering and cluttering. An introduction to basic clinical and experimental approaches to fluency disorders with varied clinical and cultural populations will be explored.

Prerequisites: SLP 5220, SLP 5230, SLP 5235, SLP 5222

SLP 5345 - Motor Speech and Cognitive-Communication Disorders

Hours: 3

This course examines developmental and acquired motor speech disorders including childhood apraxia of speech and dysarthria. Cognitive-communication disorders across the lifespan, including traumatic brain injury, right hemisphere syndrome, and dementia will be covered with emphasis on the neural bases, etiology, characteristics, prognosis, recovery, differential diagnosis, and treatment of these disorders.

Prerequisites: Successful completion of SLP 5220, SLP 5230, SLP 5235, SLP 5222

SLP 5404 - Clinical Practicum IV

Hours: 3

Students will complete coursework and clinical experiences participating in direct assessment and therapy activities including screening, prevention, assessment, intervention, and treatment of communication and swallowing disorders. Counseling practices for speech-language pathologists will be explored. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5415 - Autism and Social Communication Disorders

Hours: 2

This course explores assessment and interventions for individuals with social and pragmatic communication disorders across the lifespan including specific challenges for children with autistic disorders.



SLP 5450 - Augmentative and Alternative Communication

Hours: 2

This course explores approaches to augmentative and alternative communication including assessment and intervention. Hands-on and/or case-based experience with various methods of AAC strategies and devices will provide students with a foundation for selection, programming, and intervention strategies with varied clinical and cultural populations across the life span. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5455 - Voice & Velopharyngeal Disorders

Hours: 3

This course explores the study of theoretical, diagnostic, and treatment issues in functional, organic, neurogenic, and psychogenic voice disorders. Implications for varied clinical and cultural populations are examined. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5460 - Professional Issues in Speech-Language Pathology

Hours: 3

This course examines professional issues including history, employment, workforce issues, service delivery, ethics, credentialing/licensure, advocacy, diversity, interprofessional education/interprofessional practice, supervision, telehealth, and professional organizations. Healthcare and education policies for SLP practice are also explored. Prerequisites: SLP 5303, SLP 5305, SLP 5340, SLP 5345

SLP 5465 - Culminating Case Report

Hours: 3

Advanced seminar examining current and trending topics of present and future interest within the field of speech language pathology. A major culminating project on a clinical issues topic will be completed and presented in an evidence-based case report. The assessment, treatment, and management of issues for varied clinical and cultural populations in the settings will be emphasized.



SLP 5505 - Clinical Practicum V

Hours: 3

Students will complete coursework and clinical experiences participating in direct assessment and therapy activities including screening, prevention, assessment and intervention of communication and swallowing disorders culturally and linguistically and diverse tenets of practice will be explored. Prerequisites: SLP 5450, SLP 5455, SLP 5460, SLP 5415, and SLP 5404. The instructor or student may seek an exception to the prerequisites via the program director.

SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology

Hours: 3

This course prepares students to demonstrate knowledge and competencies across the SLP scope of practice including current and trending topics. Prevention, assessment and intervention across settings, cultures, and the lifespan are discussed and evaluated via praxis and case studies. (Formerly named Culminating Course Report.)

Prerequisites: SLP 5450, SLP 5455, SLP 5415, and SLP 5404. The instructor or student may seek an exception to the prerequisites via the program director.



Faculty – Degree Programs

Last updated June 30, 2020

The University carefully chooses faculty who are educators and practitioners with proven ability to provide students with a meaningful and exciting educational experience relevant to clinical practice. All members of the faculty possess a mastery of their field and a practical hands-on approach to their specialty. The University is proud of its faculty—their strengths and diversity—as well as their commitment to the mission of the University.

Faculty location designations are as follows:

- CASM - San Marcos, California campus
- DE - Distance Education
- FLSA - St. Augustine, Florida campus
- FLMI - Miami, Florida, campus
- TXAU - Austin, Texas campus
- TXDA - Dallas, Texas campus

Karen (KC) Albiston, PT, DPT, Lead Lab Instructor – CASM

BA University of the Pacific – Sports Medicine

MA University of the Pacific – Sports Sciences

DPT University of St. Augustine for Health Sciences

Rachelle R. Agatha, Contributing Faculty – DE, FLSA

BS California Polytechnic State University – Business

MBA California State University, Sacramento – Business

EdD Fielding Graduate University – Education

Vibhor Agrawal, Associate Professor – FLMI

PhD University of Miami – Biomechanics

Sundip Aguilar, Program Director, EdD, Associate Professor – DE, FLSA

BSc Simon Fraser University – Biology

BEd University of British Columbia – Curriculum & Instruction

MEd University of Phoenix – Secondary Education

EdD University of Phoenix – Leadership & Administration



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Hilmir Agustsson, DPT, Assistant Professor – FLSA

BSc University of Alberta – Physical Therapy

MHSc University of St. Augustine for Health Sciences – Health Sciences

DPT University of St. Augustine for Health Sciences – Physical Therapy

Imani Akin, EdD, Contributing Faculty – DE, FLSA

BA DePaul University – Communications

MSc Chicago State University – Special Education

EdD University of Phoenix – Educational Leadership

Royce Aldea, PT, DPT, DHS, Assistant Professor – TXDA

BS Rutgers University – Exercise Science

DPT Dominican College – Physical Therapy

DHS A.T. Still University – Health Sciences

Amanda Allen, PT, DPT, OCS, FAAOMPT, Instructor – CASM

BS University of Arizona – Physiology

DPT Duke University – Physical Therapy

PhD Walden University – Education

Faris Alshammari, PT, PhD, Assistant Professor – CASM

BSc The Hashemite University – Physical Therapy

MPT Loma Linda University – Physical Therapy

PhD Loma Linda University – Physical Therapy

Kefah M. Alshebber, MS, PT, PhD, Assistant Professor – TXAU

BS King Saud University – Rehab Sciences/Physical Therapy

MS University of Pittsburgh – Neuromuscular Rehabilitation Sciences

PhD University of Pittsburgh – Rehabilitation Sciences

Aldo Alvarez Jr., Contributing Faculty – FLMI

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

Brent Anderson, PhD, Assistant Professor – FLMI

BS California State University Northridge – Health Sciences

BS/Post BS Certificate University of California San Francisco – Physical Therapy

PhD University of Miami – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BSc Glasgow Caledonian University – Physiotherapy

DPT Texas Tech University – Physical Therapy

Kristin Anderson, PT, DPT, ACCE – CASM

BS California State University-Fullerton – Kinesiology/Clinical Exercise

DPT University of Colorado – Physical Therapy

Catherine Andrea, PT, Assistant Professor – FLSA

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

Allison K. Angeli, PT, DPT, Contributing Faculty – CASM

BS San Diego State University – Kinesiology Pre-Physical Therapy

DPT University of St. Augustine for Health Sciences

Karen Aranha, PhD, OT, Associate Professor – TXAU

BS Texas Tech Health Sciences Center – Occupational Therapy

MS Texas Tech University – Exercise and Sports Sciences

PhD Texas Tech University – Human Development and Family Studies

Elizabeth Ardolino, PT, PhD, Associate Professor – TXAU

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

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BSc University College Northampton, United Kingdom – Psychology

PhD The University of Northampton, United Kingdom – Sport Psychology

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BS Harding University – Exercise Science

MPT University of Texas Southwestern Medical Center – Physical Therapy

MS University of Louisville – Anatomical Sciences and Neurobiology

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS San Francisco State University – Kinesiology

DPT Samuel Merritt University

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BS San Diego State University – Exercise Science

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BS Daemen College – Medical Records

MS Virginia Commonwealth University – Healthcare Administration

PhD University of Florida – Higher Education

Bindu Balakrishnan, Assistant Professor – CASM

BSc Mangalore University

MSc Manipal Academy of Higher Education – Medical Physiology

PhD National Institute of Mental Health and Neurosciences

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BS Topiwala National Medical College – Speech Therapy and Audiology

MS All India Institute of Speech and Hearing – Speech Pathology and Audiology

PhD Louisiana State University – Communication Disorders

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BS Texas A&M University – Biomedical Science

MS Texas Woman's University – Physical Therapy

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BA University of Tampa – Exercise Science

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MS Old Dominion University – Community Health Education

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Loma Linda University – Life Sciences
MS Loma Linda University – Physical Therapy
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BS Colorado State University – Occupational Therapy
MPH University of Hawaii – Maternal and Child Health Specialization
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BPT Guru Nanak Dev University – Physiotherapy
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PhD Rocky Mountain University for Health Professions – Orthopedics and Sports Science



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BSN University of South Alabama – Nursing

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Florida A&M University – Occupational Therapy
MHA Master of Healthcare Administration & Business – Healthcare & Business
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UNIVERSITY OF ST. AUGUSTINE

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MEd Old Dominion University – Athletic Training

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BA Mankato State University – Physical Education/Exercise Science
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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Oklahoma State University – Zoology

MS University of Oklahoma Health Sciences Center – Speech-Language Pathology

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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MA University of North Carolina – Exercise Physiology
PhD Arizona State University – Curriculum and Instruction

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BA Purdue University – Psychology
BSN University of Memphis – Nursing
MSN Union University – Nursing
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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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OTD Rocky Mountain University of Health Professions – Pediatric Track

Demetrius R. Collins, PT, DPT, LAT, COMT, Assistant Professor, – TXAU

BS Abilene Christian University – Exercise Science

DPT Hardin Simmons University – Physical Therapy

ScD Texas Tech University Health Sciences Center – Physical Therapy

Debra Conner, Contributing Faculty – DE, FLSA

BSN Barry University – Nursing

MSN Barry University – Nursing

PhD Barry University – Nursing

Brittany Cookinham, PT, DPT, CIDN, CMP, ATC, LAT, ACCE, Instructor – TXDA

BS Sacred Heart University – Athletic Training

DPT Sacred Heart University – Physical Therapy

Cody Cox, OTD, M.Ed., OTR/L, Assistant Professor – FLMI

BS University of Florida – Occupational Therapy

MEd Florida Atlantic University – Education

OTD South University – Occupational Therapy

Kaitlyn Cremer-Smith, Assistant Professor – FLSA

BS Florida Southern College

MOT University of St. Augustine for Health Sciences – Occupational Therapy

OTD University of St. Augustine for Health Sciences – Occupational Therapy

Sharon Criger, PT, DPT, Contributing Faculty – CASM

BS University of Maryland Eastern Shore – Physical Therapy

DPT Boston University



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Heidi Crocker, Contributing Faculty – DE

BA University of Kentucky – Chemistry
DC Logan University – Chiropractic
MA University of Louisville – Education
EdD Western Kentucky University

Jennifer Crowder, Contributing Faculty – DE, FLSA

BS East Tennessee State University – Exercise Science
MS Virginia Commonwealth University – Occupational Therapy
DS University of Oklahoma – Rehabilitation Sciences

Matthew Daugherty, PT, DPT, OTR/L, MOT, DBA, Associate Professor – FLSA

BEd University of Akron – Exercise Physiology
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy
DBA Walden University – Business

Heather David, PT, Assistant Professor – CASM

BS Florida State University – Food, Nutrition, and Movement Sciences
MPT University of Florida – Physical Therapy
EdD University of St. Augustine for Health Sciences – Education

Sandra Davis, PT, Contributing Faculty – DE

BS University of Maryland – Physical Therapy

Jessica De Brun, OTD, MOT, OTR/L, Assistant Professor – CASM

BS Loma Linda University – Health Science
MOT Loma Linda University
OTD Loma Linda University

Kari Defreest, Contributing Faculty – DE

BS Loma Linda University – Occupational Therapy
OTD University of St. Augustine for Health Sciences – Occupational Therapy

Jennie Deli Fraine, OT, Contributing Faculty – CASM

AA St. Petersburg Junior College
MOT Nova Southeastern University – Occupational Therapy

Elizabeth DeLuca, MOT, OTR, Instructor – TXAU

BS Quinnipiac University – Health Science
MOT Quinnipiac University – Occupational Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Texas A & M University – Kinesiology

DPT Washington University St. Louis – Physical Therapy

Robin Dennison, DNP, MSN, Director of the School of Nursing, Associate Professor – DE, FLSA

BSN Marshall University – Nursing

MSN University of Delaware – Nursing, Cardiopulmonary Clinical Specialist Track

DNP University of Kentucky – Nursing Practice

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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

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BS McGill University – Physical Therapy

DPT University of New England

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MS University of South Florida – Speech-Language Pathology

EdS University of South Florida – Reading and Learning Disabilities

PhD University of South Florida – Curriculum and Instruction

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BS University of Texas at Austin – Physical Education

MEd Eastern Kentucky University – Health Education

EdD University of North Texas – Curriculum and Instruction

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BS Colorado State University – Occupational Therapy & Neurobiology

OTD Creighton University

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BS San Diego State University – Kinesiology

DPT University of St. Augustine for Health Sciences

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BS University College Cork, Ireland – Occupational Therapy

MS Queen Margaret University – Occupational Therapy

OTD University of Southern California – Occupational Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Kansas – Physical Therapy

MS MGH Institute for Health Professions – Physical Therapy

MS Medical College of Virginia – Advance Physical Therapy

EdD Oklahoma State University – Occupational and Adult Education

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BGS University of Kansas – Speech Pathology, Minor in Audiology

MA University of Kansas – Speech-Language Pathology

PhD University of Florida – Rehabilitation Science, Communication, and Swallowing Neuroscience

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BS Londrina State University, Brazil – Physical Therapy

MSc Campinas State University, Brazil – Physiology

PhD University of Kansas Medical Center – Rehabilitation Science

Fellow University of Illinois at Chicago – Motor Control

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BSN University of Iowa – Nursing Education

MSN University of Phoenix – Nursing

Certificate Eastern University – Nursing Informatics

PhD Capella University – Nursing Education

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BS Washington State University – Nursing

MS Oregon Health Sciences University – Nursing

PhD Oregon Health Sciences University – Nursing

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BS Boston University – Exercise Physiology

DPT Duke University – Physical Therapy

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MSPT Florida International University – Physical Therapy

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Wheeling Jesuit University – Respiratory Therapy

DPT Wheeling Jesuit University – Physical Therapy

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BS Marquette University – Physical Therapy

MM University of Miami – Music Therapy

EdD Florida International University – Exceptional Child Education

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BS University of Utah – Behavioral Science

MOT Texas Woman's University – Occupational Therapy

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DPT University of St. Augustine for Health Sciences – Physical Therapy

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MSLS University of South Carolina – Library and Information Science

EdD University of St. Augustine for Health Sciences

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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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BS University of Maryland – Exercise Physiology

MOT University of St. Augustine for Health Sciences – Occupational Therapy

OTD Rocky Mountain University for Health Professions – Occupational Therapy

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BS University of Kansas – Physical Therapy

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BSN State University of New York – Nursing

MS State University of New York at Stony Brook – Nursing

DNSc University of Tennessee

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AS Miami Dade Community College – Health Science

BS Florida International University – Occupational Therapy

MS Health Service Administration

PPOTD Nova Southeastern University

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BS University of Bombay – Homeopathic Medicine and Surgery

MSPT Texas State University – Physical Therapy

DPT A.T. Still University

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BA University of Vermont – Biochemistry and French

MA University of Texas at Austin – Communication Sciences and Disorders

PhD University of Texas at Austin – Communication Sciences and Disorders

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BA University of Texas – Chemistry

MPT University of Texas Southwestern Medical Center – Physical Therapy

PhD Texas Woman's University – Physical Therapy

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DPT University of St. Augustine for Health Sciences – Physical Therapy

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BA University of Florida – American Literature

MEd University of Florida – Elementary Education

EdD University of North Florida – Educational Leadership

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BSc University of Alberta – Speech/Pathology and Audiology, Rehabilitation Medicine

MSc University of Vermont – Communication Science and Disorders, Rehabilitation Medicine

PhD University of Calgary – Community Rehabilitation and Disability Studies



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Utah State University – Community Health Education

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PhD University of Calgary – Community Rehabilitation and Disability Studies

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MOT University of Pittsburgh

OTD University of St. Augustine for Health Sciences

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BPT Dr. MGR Medical University – Physical Therapy

MPT Dr. Rajiv Gandhi Medical University – Physical Therapy

PG Diploma All India Institute of Physical Medicine and Rehabilitation – Rehabilitation

PhD National Institute of Mental Health and Neurosciences (NIMHANS) – Neurophysiology and Rehabilitation

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BS Florida International University – Biology

BA Florida International University – Psychology

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BS NOVA Southeastern University – Sports and Wellness Management

MS Florida International University – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Miami – Biology and Exercise Science
MPT Florida International University
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BS Texas A&M University – Communication Disorders
MS Southern Connecticut State University – Communication Disorders
EdD Nova Southeastern University – Speech-Language Pathology

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ASN Augusta College – Nursing
BSN Medical College of Georgia – Nursing
MSN University of Virginia – Critical Care
Certificate University of Florida – Family Nurse Practitioner
PhD Georgia Health Sciences University

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BS Creighton University – Occupational Therapy
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BS University of Florida – Occupational Therapy
MS University of Illinois at Chicago – Occupational Therapy
MS United States Army War College – Strategic Studies
PhD Texas Women's University – Occupational Therapy

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MS University of North Carolina at Chapel Hill – Occupational Therapy
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PhD Loma Linda University – Public Health



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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PhD State University of New York at Buffalo

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BS University of New England – Exercise and Health Promotion
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MEd University of Wisconsin – Education and Professional Development
DPT Simmons College – Physical Therapy
DHSc University of Indianapolis – Geriatric Rehabilitation

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ASN Florida Hospital College of Health Sciences – Nursing
BSN Florida Hospital College of Health Sciences – Nursing
MSN University of South Alabama – Acute Care Pediatric Nurse Practitioner
DNP University of South Alabama – QI Research

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BS University of Kentucky – Kinesiology
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BA University of Texas – Psychology
MA The Catholic University of America – Psychology
MOT University of New Mexico
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MEd University of North Florida – English
PhD North Central University – Education Technology and E-Learning



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Kean University – Occupational Therapy

MS University of Medicine and Dentistry of New Jersey – Health Science

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MSHS Trident University International – Healthcare Management

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BS San Diego State University – Physical Education

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BS University of Pittsburgh – Movement Science

MSEd University of Miami – Sports Administration

PhD University of Miami – Exercise Science

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MSN University of Hawaii at Manoa – Clinical Nurse Specialist – Adult Critical Care

Post Masters' Certificate University of Florida – Family Nurse Practitioner

Post Masters' Certificate University of Florida – Acute Care Nurse Practitioner

DNP University of Florida – Acute Care Nurse Practitioner



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Indiana University of Pennsylvania – Natural Sciences

MPT Emory University – Physical Therapy

EdD University of Sarasota/Argosy University – Curriculum and Instruction

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BSN University of Central Florida – Nursing

MSN University of Florida – Nursing

DNP University of Florida – Nursing

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BSN Medical College of Georgia-Augusta University

MSN University of Alabama

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BS University of Montana – Physical Therapy

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DHSc University of St. Augustine for Health Sciences – Concentration in Adolescent Sports
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BSN Texas Tech University Health Sciences Center – Nursing

MSN Texas Tech University Health Sciences Center – Nursing

PhD Texas Woman's University – Nursing Science

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BS University of Phoenix – Nursing

MSN University of Phoenix

DNP Rocky Mountain University of Health Professions

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BAT Minnesota State University – Athletic Training

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MS Wayne State University – Biomedical Engineering

MHA St. Joseph's College of Maine – Health Administration

PhD Walden University – Public Health



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BA Michigan State University – Spanish Literature

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BIES Marquette University – Bilingual English/Spanish Certification

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BS Florida Atlantic University – Biological Sciences

MPT Florida International University

EdD Nova Southeastern University

DPT University of South Florida

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BS University of Texas at Austin – Kinesiology

MSPT Southwest Texas State University – Physical Therapy

MBA St. Edward's University – Business Administration

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BS Indiana University-Purdue University – Psychology

MS Indiana University-Purdue University – Occupational Therapy

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BSPT Quinnipiac University – Science

MS Temple University – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

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BSPT University of Wisconsin – Physical Therapy

MHSc University of St. Augustine for Health Sciences – Health Sciences

DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS University of California, San Diego – Human Biology

DPT San Diego State University



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BA University of Oregon – Communication Disorders and English

MA Central Michigan University – Speech-Language Pathology

PhD Bowling Green State University – Speech-Language Pathology

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BS California State University – Athletic Training

DPT University of St. Augustine for Health Sciences – Physical Therapy

FAAOMPT University of St. Augustine for Health Sciences

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BS Georgia State University – Physical Therapy

MHSc University of St. Augustine for Health Sciences – Health Science

DPT University of St. Augustine for Health Sciences – Physical Therapy

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BA Humboldt State University – Physical Education

MS Humboldt State University – Kinesiology

MPT Western University of Health Sciences

MS Humboldt University

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BS Al Jabal Al Gharbi University – Physical Therapy

MPT Loma Linda University

DSc Loma Linda University – Physical Therapy

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BS Lock Haven State University – Physical Education and Athletic Training

BS Rockhurst University – Physical Therapy

MEd University of Virginia – Sport Medicine

PhD University of Kansas – Exercise Physiology/Physiology

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BA California State – Communication

MOT University of St. Augustine for Health Sciences – Occupational Therapy

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BA Universidad de Sta. Isabel – Physical Therapy

PhD Nova Southeastern University – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BBA Stetson University – Marketing

MPT University of St. Augustine for Health Sciences – Physical Therapy

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BA Utah State University – Liberal Arts

MS Utah State University – Instructional Technology

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BS Loma Linda University – Life Science

MPT Loma Linda University

DSc Loma Linda University – Physical Therapy

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BSPT Quinnipiac College – Physical Therapy

MS Texas Woman's University – Neurologic Rehabilitation

EdD University of St. Augustine for Health Sciences

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BS San Jose State University – Occupational Therapy

MOT San Jose State University – Occupational Therapy

PhD Walden University – Education

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BS Walsh University – Biology

MSPT University of Central Florida – Physical Therapy

DPT University of Texas Medical Branch – Physical Therapy

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MS Texas Woman's University – Physical Therapy

DPT Texas Woman's University – Physical Therapy

PhD Texas Woman's University

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BS Texas A&M University – Kinesiology

MSPT Southwest Texas State University – Physical Therapy

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Massachusetts, Amherst – Zoology
MSPT Duke University
MS University of Southern California – Physical Therapy
PhD University of Virginia – Education/Sports Medicine

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BA University of Florida – Psychology
MS Florida International University – Occupational Therapy
EdS Nova Southeastern University – Educational Specialist
OTD South University

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BPT Lyallpur Khalsa College – Physiotherapy
DPT Rocky Mountain University of Health Professions – Physical Therapy
PhD Rocky Mountain University of Health Professions – Orthopedics and Sports Science

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BSc Southern Illinois University – Education
MS University of Oklahoma – Human Relations
JD Savannah Law School – Juris Doctorate
PhD Northcentral University – Educational Leadership

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BS University of Wisconsin – Athletic Training
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Washington State University – Biology
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OTD Washington University of St. Louis – Occupational Therapy

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BS MUST University – Physical Therapy
MS Cairo University – Biomechanics
MS TOURO University – Public Health
DSc Loma Linda University – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS Old Dominion University – Biological Sciences

MOT University of St. Augustine for Health Sciences – Occupational Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

PhD University of Florida – Health Psychology

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BA University of Mississippi

MA Memphis State University – Audiology

AuD University of Florida – Audiology

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BA University of Kentucky – Secondary Education and History

MA East Tennessee State – Guidance and Counseling

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BS Georgia Southern University – Psychology

MOT University of St. Augustine for Health Sciences – Occupational Therapy

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BS College of William and Mary – Kinesiology

MOT University of St. Augustine for Health Sciences – Occupational Therapy

OTD University of St. Augustine for Health Sciences – Occupational Therapy

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BS Duquesne University – Occupational Therapy

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OTD Rocky Mountain University

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MS Wheeling Jesuit University – Physical Therapy

DPT Wheeling Jesuit University – Physical Therapy

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BScPT Southwest Baptist University – Physical Therapy

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BA University of Colorado at Boulder – Kinesiology

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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ADS & ADFA Blinn College

BSN University of Texas Medical Branch – Nursing

MS Texas Woman's University – Adult Nurse Practitioner

PhD University of Texas – Nursing

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BS Stanford University

MSPT University of Miami

PhD University of Miami

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BA St. Mary's University – Political Science

MA St. Mary's University – English Literature and Language

EdD Texas A&M University-Kingsville – Educational Leadership

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BS Texas A&M University – Health Education, Community Health Option

BSOT The University of Texas Medical Branch – Occupational Therapy

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BA California State University, Sacramento – Physical Education

BS California State University, Fresno – Physical Therapy

MA California State University, Fresno – Physical Education/Exercise Science

DPT A.T. Still University – Physical Therapy

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BS California State University, Fresno – Physical Therapy

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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Southwestern Louisiana – Biology

MOT University of St. Augustine for Health Sciences – Occupational Therapy

OTD University of St. Augustine for Health Sciences – Occupational Therapy

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BS University of the Philippines – Physical Therapy

MSPT University of the Pacific – Physical Therapy

DPT Creighton University – Physical Therapy

PhD Touro University International – Health Science

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BS University of Nevada, Las Vegas – Biology

MSPT Duke University – Physical Therapy

MA State University of California, San Diego – Interdisciplinary Studies: Gerontology

DPT Creighton University – Physical Therapy

PhD Nova Southeastern University – Physical Therapy

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BS The University of Southern Mississippi – Human Performance and Recreation

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BS Ball State University – Speech Pathology and Audiology

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BHS University of Missouri-Columbia – Physical Therapy

MPA Arkansas State University, Jonesboro – Public Administration

PhD Capella University – Organization & Management



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS East Tennessee State University – Political Science

MS Milligan College – Occupational Therapy

OTD University of St. Augustine for Health Sciences – Occupational Therapy

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BA California State University at Fullerton – Biology and Health Sciences

BS California State University at Long Beach – Physical Therapy

DPT College of St. Scholastica

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BS University of Southern California, Los Angeles – Liberal Arts, Physical Therapy

MA University of Southern California, Los Angeles – Physical Therapy

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BS San Diego State University – Kinesiology

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BS Florida International University – Recreation Therapy

MS Florida International University – Occupational Therapy

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BS San Diego State University – Kinesiology

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BS University of Louisville – Physical Therapy

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BHSc St. Francis College – Health Science

MPT St. Francis College – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

DHSc University of St. Augustine for Health Sciences – Health Science



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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PhD Touro University International – Health Sciences

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BSN Norfolk State University – Nursing
MSN Jacksonville University – Nursing
Post Masters Certificate Graceland University – Family Nurse Practitioner
DNP South University – Nursing

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OPA-C National Board for Certification of Orthopaedic Physician Assistants

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MSN West Virginia University – Nursing
PhD Virginia Commonwealth University – Healthcare Organization & Research

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BA Washington University, St. Louis – History
MPP Harvard – Public Policy
JD University of California

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BA Brandeis University – Neuroscience
MS John Hopkins University – Bioscience

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BS Clarion University of Pennsylvania – Communication Sciences and Disorders
MS Florida State University – Communication Disorders
PhD Florida State University – Communication Disorders

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BA University of Florida – Communication Sciences and Disorders
BA University of Florida – Linguistics, Minor in Mass Communication
MA University of Florida – Communication Sciences and Disorders
MA Northwestern University – Linguistics
PhD University of South Florida – Communication Sciences and Disorders



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BA University of Texas – Psychology

BS University of Texas Medical Branch – Occupational Therapy

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BS Wilkes University – Biology

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BS University of Southern California – Exercise Science

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OTD University of Southern California

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BA University of Colorado – Kinesiology

MS Texas Woman's University – Physical Therapy

PhD Texas Woman's University – Physical Therapy

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BS Furman University – Psychology

MPT University of Florida – Physical Therapy

EdD University of Kentucky

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BSPT University of Illinois – Physical Therapy

MS University of Southern California – Physical Therapy Orthopedics & Pediatrics

PhD University of Miami – Physical Therapy

Inti Marazita, OTR/L, Assistant Professor – FLSA

BS Kean College of New Jersey – Occupational Therapy

MS Boston University – Occupational Therapy

Rossneil Marinas, PT, Assistant Professor – FLMI

BS Nova Southeastern University – Physical Therapy

MS Nova Southeastern University – Physical Therapy

DPT Nova Southeastern University – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BA University of Southern California – Neuroscience

BS University of Southern California – Occupational Therapy

MA University of Southern California – Occupational Therapy

OTD University of Southern California

Robyn Martin, MS, CCC-SLP, BCS-F, Core Faculty – TXDA

BS Texas Christian University – Speech-Language Pathology, Minor in Psychology

MS Texas Christian University – Speech-Language Pathology

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BA Florida International University – Psychology

MOT Nova Southeastern University – Occupational Therapy

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BA University of Wisconsin, Madison – History

BS University of Wisconsin, Madison – Physical Therapy

MBA San Diego State – Business Administration

DPT A.T. Still University

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BS University of Arizona – Nutritional Sciences

DPT San Diego State University

OCS Kaiser Permanente Southern California Orthopedic Residency Program

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BS Texas Woman's University – Child Development

MOT Texas Woman's University

OTD Texas Woman's University

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BSN Medical College of Georgia – Nursing

PhD Medical College of Georgia – Nursing Research

Nurse Practitioner Certification Georgia Health Sciences University

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BS University of Southern Mississippi – Kinesiology

MOT University of St. Augustine for Health Sciences – Occupational Therapy

OTD University of St. Augustine for Health Sciences – Occupational Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BSc University of Central Florida – Liberal Studies
MA Nova Southeastern University – Special Education
EdD Nova Southeastern University – Curriculum and Instruction

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BSN University of Mobile – Nursing
MSN University of Mobile – Family Nurse Practitioner
MS South University Online – Information Systems and Management
DNP University of South Alabama – Leadership & Nursing Informatics

Jackie McIntosh, DPT, Contributing Faculty – DE

BA University of Central Florida – Music
BA University of Central Florida – Psychology
MPT University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Erin McIntyre, OTD, OTR/L, Assistant Professor – CASM

BS University of Southern California – Occupational Therapy
MA University of Southern California – Occupational Therapy
OTD University of Southern California

Keegan McKay, Contributing Faculty – DE

BA University of South Africa – Psychology
MOT Texas Woman's University
OTD Texas Woman's University

Keith McWilliams, OTR/L, OTD, CBIS, DRS, Instructor – TXDA

MOT Maryville University – Occupational Therapy
OTD Texas Woman's University – Occupational Therapy

Jennifer Mensik, PhD, Contributing Faculty – DE

ADN Wenatchee Valley College – Nursing
BSN Washington State University – Nursing
MBA University of Phoenix
PhD University of Arizona – Nursing

Steve Middleton, DPT, Contributing Faculty – DE

BS Southern Illinois University – Athletic Training
MS California University of Pennsylvania – Exercise Science
DPT University of St. Augustine for Health Sciences – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of North Florida – Physical Therapy

MS University of North Florida – Healthcare Administration

DPT University of Indianapolis – Physical Therapy

Kenneth Miller, DPT, Contributing Faculty – DE

BS Touro College – Health Science

MA Touro College – Physical Therapy

Graduate Certificate Capella University – Health Administration

DPT Touro College – Physical Therapy

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BS Bellarmine University – Health Sciences

DPT Bellarmine University – Physical Therapy

EdD University of St. Augustine for Health Sciences

Marilyn E. Miller, PT, PhD, Associate Professor – CASM

BS University of Wisconsin, Stevens Point – Physical Education/Dance

Post-Graduate Certificate US Army Academy of Health Sciences – Physical Therapy

MA University of Arkansas, Little Rock – Gerontology/Public Administration

PhD University of Southern California – Higher, Post-Secondary, Professional, and Adult Education

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BS University of California – Biological Sciences/Exercise and Sport Sciences

DPT Chapman University – Physical Therapy

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BA University of Heidelberg – Romance Languages and Sports Sciences

BSPT Orthopädische Klinik – Physical Therapy

MScPT University of St. Augustine for Health Sciences – Orthopedic Physical Therapy

PhD Brigham Young University – Exercise Science

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BS University of Maryland – Kinesiology

BS Mount Saint Mary's College – Physical Therapy

MS University of California, San Diego – Clinical Research

DPT Chapman University



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of California, Berkeley – Integrative Biology
MS Columbia University – Physical Therapy
DPT University of St. Augustine for Health Sciences

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BS Wake Forest University – Health and Sport Science
MPT Army-Baylor Graduate School
DSc University of Maryland, Baltimore – Physical Therapy

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BS University of Florida – Decision Information Sciences
DPT University of Florida – Physical Therapy

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BA Hiram College – Psychology and Education
Certificate of Physical Therapy Cleveland State University
tDPT College of St. Scholastica

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BS Temple University – Kinesiology
DPT Temple University – Physical Therapy

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BA Boston College – Studio Art and Psychology
MA New York University – Occupational Therapy
OTD University of St. Augustine for Health Sciences

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BS Mercyhurst College – Sports Medicine
MPT University of St. Augustine for Health Sciences – Physical Therapy
MHSc University of St. Augustine for Health Sciences – Health Sciences

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BS Texas Woman's University – Psychology

Lisa Nichols, PT, EdD, ACCE, Assistant Professor – FLSA

BS Winthrop College – Biology
BSPT Medical University of South Carolina – Physical Therapy
MHS Medical University of South Carolina – Physical Therapy
EdD University of St. Augustine for Health Sciences



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BSPT Russell Sage College – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Florida International University – Exercise & Sports Sciences

MS Florida International University – Physical Therapy

PhD University of Miami – Physical Therapy

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BA Gettysburg College

BS State University of New York Down State Medical Center – Physical Therapy

MMS Emory University – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

Hannah Y. Oldenburg, EdD, OTR/L, BCPR – DE

BS University of Wisconsin-Eau Claire – Kinesiology

MA St. Catherine University – Occupational Therapy

EdD University of St. Augustine for Health Sciences

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BA West Virginia University – Exercise Physiology

MEd University of Virginia – Athletic Training/Sports Medicine

Ryan Paik, DPT, OCS, Contributing Faculty – CASM

BS Oregon State University – Exercise and Sport Science

DPT Chapman University

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BS University of Puget Sound – Occupational Therapy

OTD University of St. Augustine for Health Sciences – Occupational Therapy

Meredith Parry, EdD, Contributing Faculty – DE

BS Barry University – Athletic Training

MS Barry University – Movement Science

EdD University of St. Augustine for Health Sciences

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BA Tulane University – Sociology

MEd Springfield College – Occupational Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Southern Mississippi – Zoology

MS University of Southern Mississippi – Biochemistry

PhD University of Florida – Pharmacodynamics

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BS Fairleigh Dickinson University – Biology

PTA Fairleigh Dickinson University – Physical Therapy Assistant

Certificate in PT University of Pennsylvania – Physical Therapy

MMSc Orthopaedics, Emory University – Medical Science

DHSc University of St. Augustine for Health Sciences – Orthopaedics

Stanley Paul, MD, OTD, OTR/L Associate Professor – FLMI

BS Christian Medical College – Occupational Therapy

MS University of Buffalo – Occupational Therapy

MD Hope University School of Medicine

PhD New York University – Occupational Therapy

Kristina Paula, OT, OTR/L, AFWC, Instructor – FLMI

BS Florida International University – Psychology

MOT University of St. Augustine for Health Sciences

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BS Miami University – Health and Sport Science

DPT University of St. Augustine for Health Sciences San Marcos

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BA Youngstown State University – English

MA Purdue University – Linguistics

PhD University of Central Florida – Education, Communication Sciences and Disorders Track

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BSN Medical College of Georgia – Nursing

MSN University of Alabama in Birmingham – Adult Health Clinical Nurse Specialist

DNP University of Texas at Austin – Educational Administration

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BS Kent State University – Athletic Training

MA Western Michigan University – Physical Education

EdD The University of Akron – Higher Education Administration



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Texas-Pan American – Occupational Therapy
OTD Rocky Mountain University

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AS Miami Dade College – Physical Therapist Assistant
BS Florida International University – Occupational Therapy
MS Florida International University – Health Science
OTD University of St. Augustine for Health Science

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BS University of Florida – Health Science
DPT University of Florida – Physical Therapy

**Cheryl Peters-Brinkerhoff, PT, MPT, MHA, EdD, Assistant Professor, Program Director
San Marcos – CASM**

BS Loma Linda University – Physical Therapy
MPT Loma Linda University
MHA Webster University
EdD Walden University – Higher Education and Adult Learning

Gary Mark Petersen, OTD, OTR/L, Assistant Professor – CASM

BA University of Nebraska – English
MS University of Southern California – Occupational Therapy
OTD University of Southern California

Thais Petrocelli, OTD, MHA, OTR/L, Assistant Professor, Doctoral Coordinator – FLSA

BA Augustana College – Biology/Psychology
MHA University of Phoenix – Health Administration
OTD Thomas Jefferson University – Occupational Therapy

Melinda Petty, MOT, DPT, Instructor, Core Faculty – FLSA

BA Augustana College – Biology/Psychology
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Danika Pfeiffer, PhD, CCC-SLP, Contributing Faculty – TXDA

BE University of Virginia – Communication Sciences and Disorders
MS James Madison University – Speech-Language Pathology
PhD James Madison University – Communication Sciences and Disorders
PDF Kennedy Krieger Institute, Johns Hopkins University School of Medicine



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Florida – Occupational Therapy

MS – San Jose State – Occupational Therapy

OTD – Chatham University – Occupational Therapy

Leiselle Pilgrim, PT, DPT, MPH, Instructor – FLMI

BS McGill University – Psychology

MPH St. George's University – Public Health

DPT University of Medicine and Dentistry New Jersey & Rutgers Camden SHRP – Physical Therapy

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BS Virginia Commonwealth University – Occupational Therapy

MOT Medical College of Georgia – Occupational Therapy

OTD Creighton University – Occupational Therapy

Stefanie Podlog, Contributing Faculty – DE

RN St. Vinzenz Hospital – General Surgery

BA German Sport University – Prevention & Rehabilitation

MSc German Sport University – Prevention & Rehabilitation

PhD German Sport University – Exercise Science & Neurophysiology

Ellen Pong, OTR/L, PT, Contributing Faculty – FLSA

BA Louisiana College – Journalism/English/Art

MOT University of St. Augustine for Health Sciences – Occupational Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

George Pouls, Contributing Faculty – DE

BA Baldwin Wallace College – Athletic Training

MA University of Alabama – Athletic Training

EdD University of St. Augustine for Health Sciences

Evan Pucillo, PT, DPT, Assistant Professor – FLSA

BS College of South Carolina – Biology

DPT Medical University of South Carolina – Physical Therapy

Craig R Powers, PT, DPT, CSCS – CASM

BS Wright State University – Accounting

DPT University of St. Augustine for Health Sciences



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS East Carolina University – Occupational Therapy
MHSA Barry University – Health Service Administration
OTD Creighton University – Occupational Therapy

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BS Abilene Christian University – Communication Sciences and Disorders
MS Texas Woman's University – Speech-Language Pathology

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BS University of Findlay – Health Science
MPT University of Findlay – Physical Therapy
DPT Western University of Health Sciences – Physical Therapy

Laura Rea, OTD, OTR, Instructor – TXDA

BS University of Florida – Health Science
MBA Texas Woman's University – Business Administration
OTD University of St. Augustine – Occupational Therapy

Robyn Redline, Contributing Faculty – DE

BS Penn State University – Kinesiology
DPT Arcadia University – Physical Therapy

Chad Redwing, Contributing Faculty – DE, FLSA

BA Arizona State University – Interdisciplinary Humanities
MA University of Chicago – Humanities
PhD University of Chicago – Philosophy

Ryan Reed, PT, Instructor – FLMI

BS Tulane University – Psychology
MPT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Ana Rivera, PhD, CCC-SLP, Core Faculty – TXDA

BA University of Central Florida – Communication Sciences and Disorders
MA University of Central Florida – Communication Sciences and Disorders
PhD University of Florida – Speech Language and Hearing Sciences

Terri Roberts, OTD, OTR/L, CLT, Assistant Professor, Assistant OT Program Director – CASM

MS Belmont University – Occupational Therapy
OTD Rocky Mountain University of Health Professions



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Andrew Rodriguez DPT, GCS, Lab Instructor – CASM

BS California State University Long Beach – Kinesiotherapy

DPT University of St. Augustine for Health Sciences

Bonnie Rogulj, PT, DPT, Instructor – FLSA

BS University of Virginia – Sports Medicine

DPT Old Dominion – Physical Therapy

Cynthia Roman, Contributing Faculty – DE

BS Towson University – Occupational Therapy

MS Towson University – Occupational Therapy

OTD Towson University – Occupational Therapy

Hermes Romero, PT, DPT, PhD, Assistant Professor – FLMI

BS Cuban University of Physical Activity and Sports Sciences – Sports Sciences

MS California University of Pennsylvania – Exercise Science

DPT A.T. Still University

PhD University of Baja California – Psychology

Jeffrey Rot, PT, DHSc, Associate Professor – FLSA

BS Illinois State University – Physical Education

MPT Shenandoah University – Physical Therapy

DHSc University of St. Augustine for Health Sciences – Health Science

Deborah Ruediger, OTD, OTR/L, Assistant Professor – FLSA

BS Saginaw Valley State University – Occupational Therapy

OTD – Rocky Mountain University of Health Professions

Christine Salmon, PT, DPT, Assistant Professor – FLMI

BA University of South Florida – Biology

MPT Florida International University – Physical Therapy

DPT Nova Southeastern University – Physical Therapy

Jorge Sarmiento, MS, PT, MBA-HCM, CCI, ATC, Instructor – CASM

Eric Sarrett, OTR/L, Instructor – FLSA

BA Concord College – English

MA Radford University – English

MS Virginia Commonwealth University – Occupational Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Meghan Savage, PhD, CCC-SLP, Associate Professor – TXAU

BA Hendrix College – Psychology

MA Louisiana State University – Speech-Language Pathology

PhD Louisiana State University – Emphasis in Neurogenic Communication Disorders

Michelle Sawtelle, PT, PhD, Assistant Professor – TXAU

BS University of Texas – Kinesiology

MPT University of Texas Medical Branch – Physical Therapy

PhD Texas Woman's University – Physical Therapy

Kathryn Sawyer, PT, PhD, Assistant Professor, ACCE – TXAU

BS University of Texas, Houston – Communications Studies

MS Texas Woman's University – Physical Therapy

PhD Texas Woman's University – Physical Therapy

Judi Schack-Dugre, PT, Contributing Faculty – DE

BSPT Florida International University – Physical Therapy

MBA Rollins College – International Business

DPT University of St. Augustine for Health Sciences – Physical Therapy

Melissa Schmidt, PT, DPT, OCS, SCS, Assistant Lab Professor – CASM

BS Pepperdine University – Sports Medicine

DPT University of St. Augustine for Health Sciences

Tanna Rapp Schoene, DPT, PT – Contributing Faculty

BS University of California, Santa Barbara

DPT University of Southern California

Megann Schooley, PT, DPT, Assistant Professor – FLSA

BA Lynn University – Humanities

MPT University of St. Augustine for Health Sciences – Physical Therapy

DPT University of St. Augustine for Health Sciences – Occupational Therapy

Lisa Schubert, OT Assistant Professor – FLMI

BA The State University of New York – Exceptional Children's University

MA New York University – Occupational Therapy

OTD Boston University – Occupational Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS San Diego State University – Child and Family Development

MA University of Southern California – Occupational Therapy

OTD University of Southern California

EdD University of St. Augustine for Health Sciences

Joanna Seltzer, Contributing Faculty – DE, FLSA

BSN New York University – Nursing

MSN New York University – Nursing Informatics

EdD Candidate University of Southern California – Organizational Change & Leadership

Laurie Shimko, PT, ACCE, Assistant Professor – FLSA

BS Barry University – Physical Therapy

MPT Barry University – Physical Therapy

Mary Shotwell, Professor, Program Director – FLSA

BS Temple University – Occupational Therapy

MS Medical University – Health Professions Education

PhD University of Georgia – Adult Education

Sara Shue, Contributing Faculty – DE

BS Virginia Polytechnic Institute and State University – Biomedical Engineering

MS Thomas Jefferson University – Occupational Therapy

OTD Thomas Jefferson University

Christine Sibley, Contributing Faculty – DE

BS Mount Saint Vincent University – Chemistry

MBA Dalhousie University – Finance

EJD Concord Law School – Health Law

Rob Sillevs, PT, DPT, PhD, Contributing Faculty – FLSA

PT Heerlen Academy, The Netherlands – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

PhD Nova Southeastern University – Physical Therapy

Edla da Silva, PT, Msc, PhD, Assistant Professor – TXAU

BC Lutheran University of Brazil – Physical Therapy

MSc Pontifical Catholic University of Rio Grande do Sul – Medical Science-Neurology

PhD Federal University of Rio Grande do Sul – Medical Science-Neurology



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Heather Simpson, OTD, OTR/L – DE

BS University of Florida – Exercise and Sport Science
MOT University of Florida
PPOTD University of St. Augustine for Health Sciences

Bonnie Slavych, PhD, CCC-SLP, Contributing Faculty – TXAU

Advanced Language Certificate Defense Language Institute Foreign Language Center –
Vietnamese Language and Culture
BA University of North Dakota
MS University of Arkansas for Medical Sciences – Communicative Disorders
PhD University of Arkansas for Medical Sciences – Communication Science Disorders

Allison Sloben, Contributing Faculty – DE

BA State University of New York, Stony Brook
BS Touro College, School of Health Sciences
MA Touro college, School of Health Sciences

A.R. Smith, Contributing Faculty – DE

BS University of Maryland – Physical Therapy
MMS Emory University – Physical Therapy
EdD University of North Florida

Kayla Smith, PT, DSc, Associate Professor – CASM

BS University of California, Santa Barbara – Biopsychology
MSPT Andrews University
DScPT Boston University

Mary Smith, Contributing Faculty – DE, FLSA

BSN Mississippi University for Women
MSN University of Mississippi
DNP University of Alabama

Thomas Smith, DHSc, Contributing Faculty – FLSA

BS University of Northwestern – Sport Studies/Bible
MSS United States Sports Academy – Sports Medicine
DHSc A.T. Still University – Leadership

Karen Snyder, PhD, Post-Professional OTD Program Director – FLSA

BS Florida International University – Occupational Therapy
MS University of Central Florida – Health Sciences
PhD Walden University – Education



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Rupali Soeters, PT, MEd, PhD, Assistant Professor – TXAU

BS BPT Rajiv Gandhi University of Health Sciences – Physiotherapy

MEd Temple University – Kinesiology

PhD Temple University – Kinesiology

Gabriel Somarriba, PT, DPT, Assistant Program Director DPT, Assistant Professor – FLMI

BS Florida Atlantic University – Exercise Science & Health Promotion

DPT University of St. Augustine for Health Sciences – Physical Therapy

Sonya SooHoo, Contributing Faculty – DE

BA University of California, Berkley – Human Biodynamics

MS California State University – Kinesiology

PhD University of Utah – Exercise and Sport Science

Lacey Spark, OTD, MOT, OTR, Instructor – TXAU

BS Pacific University – Human Occupation

MOT Pacific University

OTD University of St. Augustine for Health Sciences

Anderston St. Germain, OTD, OTR/L, Instructor – FLMI

BA Concordia College – Psychology

MS Florida International University – Occupational Therapy

PPOTD Chatham University

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BS University of Florida – Occupational Therapy

MS Boston University – Occupational Therapy

PhD University of Chicago – Educational Psychology

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BFA Ball State University – Arts in Photography

BPT Hogeschool van Amsterdam – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

MHSc University of St. Augustine for Health Sciences – Health Science

Alexander Stenhouse, Contributing Faculty – DE

BS Universite Catholique de Louvain, Belgium – Physical Therapy

MHSc University of St. Augustine for Health Sciences



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BSPT Stockton University – Physical Therapy

DPT A.T. Still University – Physical Therapy

Jenna Street, Contributing Faculty – DE

BS Michigan State University – Athletic Training

MS University of Wisconsin – Educational Leadership and Policy Analysis

Mark Strickland, PT, Contributing Faculty – DE

BSPT University of Texas Medical Branch at Galveston – Physical Therapy

Beth Sullivan, OTD, MS, OTR/L, Assistant Professor – CASM

BS University of Illinois – Chicago – Occupational Therapy

MS University of Illinois – Rehabilitation Administration

OTD University of St. Augustine for Health Sciences

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AAS Grand Rapids Community College – Occupational Therapy Assistant

BS Grand Valley State University – Behavior Science and Latin American Studies

MS University of Illinois at Chicago – Occupational Therapy

OTD University of Illinois at Chicago – Occupational Therapy

Peyton Sykes, PT, DPT, OCS, Instructor – TXAU

BS Stephen F. Austin State University – Kinesiology

DPT University of St. Augustine for Health Sciences – Physical Therapy

Behdad Tahayori, PT, PhD, Assistant Professor – FLMI

MS Iran University of Medical Sciences – Physical Therapy

PhD Indiana University Bloomington – Neuroscience

Wanda Taylor, PhD, Contributing Faculty – DE

BS University of Florida – Health Science

BSN Clemson University – Nursing

PhD Augusta University (Medical College of Georgia) – Nursing Science

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BS University of Capetown – Physiotherapy

MBA Michigan State University – Integrative Management

DPT University of St. Augustine for Health Sciences – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Heather Thomas, PhD, OTR/L, Assistant Professor – CASM

BS California State University, Fullerton – Human Services

MA University of Southern California – Occupational Therapy

PhD Touro University International – Health Science / Healthcare Administration

Jacob Thorp, PT, Contributing Faculty – DE

BS Trevecca Nazarene University – Biology

MS Des Moines University – Physical Therapy

DHS University of Indianapolis – Orthopedic Physical Therapy

Michelle Tichy, PhD, Contributing Faculty – DE

BA Oberlin College – Sociology

MA University of Minnesota, Twin Cities – Social Psychology

PhD University of Minnesota, Twin Cities – Educational Psychology

Edwin Tinoco, Contributing Faculty – FLMI

BS Florida International University – Health and Exercise Science

MS Florida International University – Physical Therapy

OCS Orthopedic Clinical Specialist – SBPTS/APTA

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BS California State University, Fullerton – Cell and Developmental Biology

DPT University of St. Augustine for Health Sciences

Toni Torres-McGehee, Contributing Faculty – DE

BS Southern Utah University – Biology

MS Texas Tech University – Sports Health/Preventive Rehabilitation

PhD The University of Alabama – Exercise Physiology

Suzanne Trotter, PT, MPT, DSc, Assistant Professor – TXAU

BA Auburn University – Public Relations

MPT Emory University School of Medicine

DSc Texas Tech University Health Sciences, School of Allied Health Sciences – Physical Therapy



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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ADN Wytheville Community College – Nursing
BSN University of the State of New York at Albany – Nursing
MSN University of Virginia – Critical Care/Pulmonary MSN Clinical Nurse Specialist
MSN University of North Carolina Greensboro – Nurse Anesthesia
Certificate Wake Forest University Medical Center – Nurse Anesthesia
PhD Touro University International – International Health with a focus in Education
DNP Chamberlain College of Nursing – Health Systems Leadership

Michael Turner, DPT, Contributing Faculty – DE

BSc University of Florida – Physical Therapy
MSc University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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ASN Los Angeles Trade-Technical College – Nursing
BSN University of Maryland – Nursing
BS Dillard University – Public Health – Administration
MS University of Maryland – Health Services Leadership and Management
Post-Masters' Certificate University of Maryland – Teaching in Nursing and Health Professions
MBA Hood College – Finance
DNP Case Western Reserve University – Executive Leadership

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BS University of Arizona – Interdisciplinary Studies
MS University of Arizona – Athletic Training
MPT Marquette University – Physical Therapy
DPT Concordia University, Wisconsin – Physical Therapy
PhD Marquette University

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BA State University of New York – Psychology
MA University of Miami – Speech-Language Pathology
EdD Nova Southeastern University – Child and Youth Studies

Arvie Vitente, PT, Assistant Professor, ACCE – FLMI

BS Angeles University Foundation – Physical Therapy
MPH Angeles University Foundation
DPT Dominican College of Blauvelt



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Maryland at Baltimore – Physical Therapy

MScPT University of St. Augustine for Health Sciences – Orthopedic Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

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PT M&I College of Physical Therapy, Germany

BS California State University San Marcos – Kinesiology

DPT Mount Saint Mary's University – Physical Therapy

Julie Walker PT, DPT, NCS, Contributing Faculty – CASM

BS Boston University – Health Studies

DPT Boston University

Timothy Walters, DPT, Contributing Faculty – DE

BS University of Georgia – Biology

DPT Emory University – Physical Therapy

Amy Walters, PT, DPT, Assistant Professor – TXAU

BA University of Texas, Austin

MPT University of Texas Medical Branch – Physical Therapy

DPT College of Scholastica – Physical Therapy

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BA Flagler College – Deaf & Elementary Education

MEd University of North Florida

PhD University of Florida – Curriculum Instruction

Lauren Wedam, MeD, PhD, Contributing Faculty – DE

BA University of Wisconsin

MEd Harvard University

DPT University of Vermont

Matthew Weissbach, Contributing Faculty – DE

BA Queen's University, Canada – Psychology and Health

BSc Queen's University, Canada – Physical Therapy

DPT University of St. Augustine for Health Sciences



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

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BS University of Wisconsin – Psychology

BS University of Wisconsin – Physical Therapy

MA Fielding Graduate University – Human & Organization Development

PhD Fielding Graduate University – Human & Organization Development

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BS University of Science and Arts of Oklahoma – Speech-Language Pathology

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